## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiries and Visits</td>
<td>4</td>
</tr>
<tr>
<td>Accreditation</td>
<td>4</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>5</td>
</tr>
<tr>
<td>The Academic Program</td>
<td>6</td>
</tr>
<tr>
<td>Smith: A Liberal Arts College</td>
<td>6</td>
</tr>
<tr>
<td>The Curriculum</td>
<td>7</td>
</tr>
<tr>
<td>The Major</td>
<td>7</td>
</tr>
<tr>
<td>Departmental Honors</td>
<td>7</td>
</tr>
<tr>
<td>The Minor</td>
<td>7</td>
</tr>
<tr>
<td>Concentrations</td>
<td>7</td>
</tr>
<tr>
<td>Student-Designed Interdepartmental Majors and Minors</td>
<td>8</td>
</tr>
<tr>
<td>Five College Certificate Programs</td>
<td>8</td>
</tr>
<tr>
<td>Advising</td>
<td>8</td>
</tr>
<tr>
<td>Academic Honor System</td>
<td>9</td>
</tr>
<tr>
<td>Special Programs</td>
<td>9</td>
</tr>
<tr>
<td>Accelerated Course Program</td>
<td>9</td>
</tr>
<tr>
<td>The Ada Comstock Scholars Program</td>
<td>9</td>
</tr>
<tr>
<td>Community Auditing: Nonmatriculated Students</td>
<td>9</td>
</tr>
<tr>
<td>Five College Interchange</td>
<td>9</td>
</tr>
<tr>
<td>Smith Scholars Program</td>
<td>9</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>9</td>
</tr>
<tr>
<td>Smith Programs Abroad</td>
<td>10</td>
</tr>
<tr>
<td>Smith Consortial and Approved Study Abroad</td>
<td>11</td>
</tr>
<tr>
<td>Off-Campus Study Programs</td>
<td>11</td>
</tr>
<tr>
<td>The Student Body</td>
<td>12</td>
</tr>
<tr>
<td>Summary of Enrollment</td>
<td>12</td>
</tr>
<tr>
<td>Geographical Distribution of Students by Residence</td>
<td>13</td>
</tr>
<tr>
<td>Majors</td>
<td>14</td>
</tr>
<tr>
<td>Recognition for Academic Achievement</td>
<td>15</td>
</tr>
<tr>
<td>Fellowships</td>
<td>15</td>
</tr>
<tr>
<td>Fees, Expenses and Financial Aid</td>
<td>16</td>
</tr>
<tr>
<td>Your Student Account</td>
<td>16</td>
</tr>
<tr>
<td>Fees</td>
<td>16</td>
</tr>
<tr>
<td>Institutional Refund Policy</td>
<td>17</td>
</tr>
<tr>
<td>Contractual Limitations</td>
<td>18</td>
</tr>
<tr>
<td>Payment Plans and Loan Options</td>
<td>18</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>18</td>
</tr>
<tr>
<td>Admission</td>
<td>21</td>
</tr>
<tr>
<td>Secondary School Preparation</td>
<td>21</td>
</tr>
<tr>
<td>Entrance Tests</td>
<td>21</td>
</tr>
<tr>
<td>Applying for Admission</td>
<td>21</td>
</tr>
<tr>
<td>Advanced Placement</td>
<td>21</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>21</td>
</tr>
<tr>
<td>Interview</td>
<td>21</td>
</tr>
<tr>
<td>Deferred Entrance</td>
<td>22</td>
</tr>
<tr>
<td>Deferred Entrance for Medical Reasons</td>
<td>22</td>
</tr>
<tr>
<td>Transfer Admission</td>
<td>22</td>
</tr>
<tr>
<td>International Students</td>
<td>22</td>
</tr>
<tr>
<td>Visiting Year Programs</td>
<td>22</td>
</tr>
<tr>
<td>Readmission</td>
<td>22</td>
</tr>
<tr>
<td>Ada Comstock Scholars Program</td>
<td>22</td>
</tr>
<tr>
<td>Academic Rules and Procedures</td>
<td>23</td>
</tr>
<tr>
<td>Requirements for the Degree</td>
<td>23</td>
</tr>
<tr>
<td>Academic Credit</td>
<td>25</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>26</td>
</tr>
<tr>
<td>Privacy and the Age of Majority</td>
<td>27</td>
</tr>
<tr>
<td>Leaves, Withdrawal and Readmission</td>
<td>27</td>
</tr>
<tr>
<td>Graduate and Special Programs</td>
<td>29</td>
</tr>
<tr>
<td>Admission</td>
<td>29</td>
</tr>
<tr>
<td>Residence Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Leaves of Absence</td>
<td>29</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>29</td>
</tr>
<tr>
<td>Nondegree Studies</td>
<td>31</td>
</tr>
<tr>
<td>Housing and Health Services</td>
<td>31</td>
</tr>
<tr>
<td>Finances</td>
<td>32</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>32</td>
</tr>
<tr>
<td>Changes in Course Registration</td>
<td>32</td>
</tr>
<tr>
<td>Policy Regarding Completion of Required Course Work</td>
<td>32</td>
</tr>
<tr>
<td>Directory</td>
<td>33</td>
</tr>
<tr>
<td>The Board of Trustees</td>
<td>33</td>
</tr>
<tr>
<td>Faculty</td>
<td>34</td>
</tr>
<tr>
<td>Administration</td>
<td>49</td>
</tr>
<tr>
<td>Alumnae Association</td>
<td>51</td>
</tr>
<tr>
<td>Standing Committees</td>
<td>51</td>
</tr>
<tr>
<td>Courses of Study</td>
<td>52</td>
</tr>
<tr>
<td>Deciphering Course Listings</td>
<td>55</td>
</tr>
<tr>
<td>African Studies</td>
<td>56</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>60</td>
</tr>
<tr>
<td>American Studies</td>
<td>69</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>73</td>
</tr>
<tr>
<td>Anthropology</td>
<td>75</td>
</tr>
<tr>
<td>Archaeology</td>
<td>80</td>
</tr>
<tr>
<td>Archives Concentration</td>
<td>84</td>
</tr>
<tr>
<td>Art</td>
<td>85</td>
</tr>
<tr>
<td>Arts and Technology</td>
<td>97</td>
</tr>
<tr>
<td>Astronomy</td>
<td>98</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>101</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>105</td>
</tr>
<tr>
<td>Book Studies Concentration</td>
<td>115</td>
</tr>
<tr>
<td>Buddhist Studies Minor</td>
<td>117</td>
</tr>
<tr>
<td>Chemistry</td>
<td>119</td>
</tr>
<tr>
<td>Classical Languages and Literatures</td>
<td>122</td>
</tr>
<tr>
<td>Community Engagement and Social Change Concentration</td>
<td>126</td>
</tr>
<tr>
<td>Computer Science</td>
<td>128</td>
</tr>
<tr>
<td>Dance</td>
<td>134</td>
</tr>
<tr>
<td>East Asian Languages and Literatures</td>
<td>141</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>151</td>
</tr>
<tr>
<td>Economics</td>
<td>152</td>
</tr>
<tr>
<td>Education and Child Study</td>
<td>158</td>
</tr>
<tr>
<td>Engineering</td>
<td>165</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>171</td>
</tr>
<tr>
<td>Environmental Concentration</td>
<td>184</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>186</td>
</tr>
<tr>
<td>Ethics</td>
<td>192</td>
</tr>
<tr>
<td>Exercise and Sport Studies</td>
<td>193</td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td>200</td>
</tr>
<tr>
<td>First-Year Seminars</td>
<td>207</td>
</tr>
<tr>
<td>French Studies</td>
<td>213</td>
</tr>
<tr>
<td>Geosciences</td>
<td>220</td>
</tr>
<tr>
<td>German Studies</td>
<td>224</td>
</tr>
<tr>
<td>Global Financial Institutions Concentration</td>
<td>228</td>
</tr>
<tr>
<td>Global South Development Studies</td>
<td>230</td>
</tr>
<tr>
<td>Government</td>
<td>232</td>
</tr>
<tr>
<td>History</td>
<td>242</td>
</tr>
</tbody>
</table>
History of Science and Technology 252
Italian Studies 254
Jewish Studies 258
Landscape Studies 264
Latin American and Latino/a Studies 274
Linguistics 277
Logic 278
Marine Science and Policy 279
Mathematics and Statistics 280
Medieval Studies 286
Middle East Studies 289
Museums Concentration 297
Music 300
Neuroscience 306
Philosophy 311
Physics 315
Poetry Concentration 318
Psychology 319
Public Policy 327
Quantitative Courses for Beginning Students 329
Religion 332
Russian, East European and Eurasian Studies 336
Sociology 340
South Asian Studies Minor 345
Spanish and Portuguese 347
Statistical and Data Sciences 354
Theatre 358
Translation Studies Concentration 363
Urban Studies 366
Study of Women and Gender 367
World Literatures 376
Interdepartmental and Extradepartmental Course Offerings 384

Five College Academic Departments,

Majors and Certificate Programs 388
African Studies, Five College Certificate 388
Asian/Pacific/American Studies, Five College Certificate 388
Biomathematical Sciences, Five College Certificate Program 388
Buddhist Studies, Five College Certificate Program 388
Coastal and Marine Sciences, Five College Certificate 388
Cognitive Neuroscience, Five College Certificate 388
Culture, Health and Science, Five College Certificate 388
Ethnomusicology, Five College Certificate 389
Film Studies, Five College Major 389
International Relations, Five College Certificate 389
Languages, Five College Center for Study of World Languages 389
Latin American Studies, Five College Certificate 389
Logic, Five College Certificate 389
Middle East Studies, Five College Certificate 390
Native American and Indigenous Studies, Five College Certificate 390
Queer and Sexuality Studies, Five College Certificate 390
Reproductive Health, Rights and Justice, Five College Certificate 390
Russian, East European and Eurasian Studies,
      Five College Certificate 390

Class Schedule inside back cover
Inquiries and Visits

Check www.smith.edu/covid19 for the most updated information on campus status during this health crisis. Please visit www.smith.edu/admission-aid/visits-programs for information about virtual visit opportunities. Administrative offices are operating Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, for the dates that the college is in session.) To minimize health concerns, some staff and offices may be working remotely. You may be able to make appointments to speak with office staff virtually at other times. Any questions about Smith College may be addressed to the following officers and their staffs by email, mail, telephone or during a virtual appointment.

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

Virtual interviews are available from April through mid-January and must be scheduled in advance. Virtual information sessions are offered Monday through Friday. 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
Baishakhi Taylor, 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
Susannah Howe, 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
Sam Masinter, Interim Vice President for Public Affairs; 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
Hélène Visentin, Associate Dean of the Faculty and Dean for Academic Development; College Hall, 413-585-3000

Medical Services and Student Health
Kris Evans, Interim 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

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
Fall Semester 2020

**Monday, August 31**
Opening convocation, 7 p.m.

**Tuesday, September 1**
Classes begin at 7:45 a.m.

**Monday, September 7**
Labor Day—classes scheduled

**Monday, September 14**
Last day to drop or add a course online

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

**Monday, October 12–Tuesday, October 13**
Autumn Recess

**TBA: Family Weekend**
Students and their families are invited to participate in remote programming

**Monday, November 2–Friday, November 13**
Advising and course registration for the spring 2021 semester

**Tuesday, November 10: Cromwell Day**
Cromwell Day—All classes are canceled.

**Wednesday, November 25–Sunday, November 29**
Thanksgiving recess

**Tuesday, December 8**
Last day of instruction

**Wednesday, December 9**
Mountain Day make-up

**Thursday, December 10–Sunday, December 13**
Pre-examination study period

**Monday, December 14–Thursday, December 17**
Examinations

**Friday, December 18, 2020–Sunday, January 3, 2021**
Winter recess

Interterm 2021—Extended

**Monday, January 4**
Interterm instruction begins

**Monday, January 18**
Martin Luther King Jr. Day—all classes canceled

**Thursday, February 11**
Interterm ends

Spring Semester 2021

**Thursday, February 11–Sunday, February 14**
Orientation for entering students

**Monday, February 15**
Classes begin at 7:45 a.m.

**Thursday, February 18: Rally Day**
Rally Day—Afternoon classes are canceled. Note: Afternoon classes to be made up on Saturday, February 20

**Monday, April 19–Friday, April 30**
(Tentative) Advising and course registration for the fall 2021 semester

**Friday, May 14**
Last day of instruction

**Saturday, May 15–Monday, May 17**
Pre-examination study period

**Tuesday, May 18–Friday, May 21**
Examinations

**Sunday, May 30**
Commencement

The calendar for the academic year consists of two semesters separated by an interterm. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. The 2020–21 academic year, to accommodate remote learning, has an extended interterm of 6 weeks (28 days). Please visit www.smith.edu/academiccalendar for further details.
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 wide 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 suitable primary and secondary sources for scholarly work, demonstrating awareness of library catalogues and databases and of the values and limitations of Internet resources;
4. to incorporate the work of others (by quotation, summary or paraphrase) concisely, effectively and with attention to the models of citation of the various disciplines and with respect for academic integrity;
5. to compose paragraphs that are unified and coherent;
6. to edit work until it is orderly, clear and free of violations of the conventions of standard written English (grammar, usage, punctuation, diction, syntax).
For the bachelor of arts degree, there are no further required courses outside the student’s field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least 64 credits outside the department or program of her major. The curricular requirements for the bachelor of science degree in engineering are listed in the courses of study section under Engineering. Furthermore, students who wish to become eligible for Latin Honors 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-prefixed 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 the major is declared, a member of the faculty in the major department, either the major department or program about application criteria, procedures and deadlines. Students must have permission of 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; the **book studies** concentration connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; 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; the **global financial institutions** concentration 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 **environmental** concentration connects students to the Center...
for the Environment, Ecological Design and Sustainability (CEEDS) and integrates knowledge in support of environmental decisions and actions; translation studies offers students studying foreign language and culture an opportunity to refine their knowledge of the language through translation.

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.
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 3.0 (3.2) 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, interterm and summer school session and/or online 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 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 via 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). Student accommodations vary per program and information about housing can be found in the program descriptions. During vacations the college assumes no responsibility for participants in the Smith programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

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, other housing options may be available in apartments or residence halls upon request. 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 L’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/his 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.
The Academic Program

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 1966 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.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester fall internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students work with some of the finest museum and archival collections of materials relating to the development of history and culture in the United States. The program is described in detail on the American studies website. Students participating in this program are not considered to be in residence at Smith College.

Twelve College Exchange Program

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

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.
The Student Body

Summary of Enrollment

Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>Class of 2020</th>
<th>Class of 2021</th>
<th>Class of 2022</th>
<th>Class of 2023</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northampton area*</td>
<td>636</td>
<td>517</td>
<td>621</td>
<td>645</td>
<td>55</td>
<td>2,474</td>
</tr>
<tr>
<td>Not in residence</td>
<td>22</td>
<td>139</td>
<td>9</td>
<td>7</td>
<td>3</td>
<td>180</td>
</tr>
</tbody>
</table>

Five College course enrollments at Smith:
First semester 350
Second semester 325

Graduate Students

<table>
<thead>
<tr>
<th></th>
<th>Full-time degree candidates</th>
<th>Part-time degree candidates</th>
<th>Special students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In residence</td>
<td>65</td>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

Smith Students Studying in Off-campus Programs

<table>
<thead>
<tr>
<th>Location</th>
<th>Florence</th>
<th>Geneva</th>
<th>Hamburg</th>
<th>Paris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith students</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Guest students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 2013 was 89 percent by May 2019. (The period covered is equal to 150 percent of the normal time for graduation.)
# Geographical Distribution of Students by Residence

## United States

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>3</td>
</tr>
<tr>
<td>Alaska</td>
<td>2</td>
</tr>
<tr>
<td>Arizona</td>
<td>37</td>
</tr>
<tr>
<td>Arkansas</td>
<td>4</td>
</tr>
<tr>
<td>Armed Forces Europe</td>
<td>2</td>
</tr>
<tr>
<td>Armed Forces Pacific</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>245</td>
</tr>
<tr>
<td>Colorado</td>
<td>25</td>
</tr>
<tr>
<td>Connecticut</td>
<td>129</td>
</tr>
<tr>
<td>Delaware</td>
<td>5</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>12</td>
</tr>
<tr>
<td>Florida</td>
<td>38</td>
</tr>
<tr>
<td>Georgia</td>
<td>20</td>
</tr>
<tr>
<td>Hawaii</td>
<td>7</td>
</tr>
<tr>
<td>Idaho</td>
<td>5</td>
</tr>
<tr>
<td>Illinois</td>
<td>58</td>
</tr>
<tr>
<td>Indiana</td>
<td>6</td>
</tr>
<tr>
<td>Iowa</td>
<td>14</td>
</tr>
<tr>
<td>Kansas</td>
<td>7</td>
</tr>
<tr>
<td>Kentucky</td>
<td>13</td>
</tr>
<tr>
<td>Louisiana</td>
<td>5</td>
</tr>
<tr>
<td>Maine</td>
<td>60</td>
</tr>
<tr>
<td>Maryland</td>
<td>50</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>449</td>
</tr>
<tr>
<td>Michigan</td>
<td>26</td>
</tr>
<tr>
<td>Minnesota</td>
<td>41</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>11</td>
</tr>
<tr>
<td>Montana</td>
<td>2</td>
</tr>
<tr>
<td>Nebraska</td>
<td>2</td>
</tr>
<tr>
<td>Nevada</td>
<td>9</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>47</td>
</tr>
<tr>
<td>New Jersey</td>
<td>110</td>
</tr>
<tr>
<td>New Mexico</td>
<td>7</td>
</tr>
<tr>
<td>New York</td>
<td>339</td>
</tr>
<tr>
<td>North Carolina</td>
<td>32</td>
</tr>
<tr>
<td>Ohio</td>
<td>22</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
<tr>
<td>Oregon</td>
<td>37</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>75</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>21</td>
</tr>
<tr>
<td>South Carolina</td>
<td>5</td>
</tr>
<tr>
<td>South Dakota</td>
<td>2</td>
</tr>
<tr>
<td>Tennessee</td>
<td>7</td>
</tr>
<tr>
<td>Texas</td>
<td>79</td>
</tr>
<tr>
<td>Utah</td>
<td>4</td>
</tr>
<tr>
<td>Vermont</td>
<td>50</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>1</td>
</tr>
<tr>
<td>Virginia</td>
<td>31</td>
</tr>
<tr>
<td>Washington</td>
<td>65</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>16</td>
</tr>
<tr>
<td>Wyoming</td>
<td>1</td>
</tr>
</tbody>
</table>

## Foreign Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>3</td>
</tr>
<tr>
<td>Austria</td>
<td>1</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>5</td>
</tr>
<tr>
<td>Botswana</td>
<td>1</td>
</tr>
<tr>
<td>Brazil</td>
<td>2</td>
</tr>
<tr>
<td>Canada</td>
<td>10</td>
</tr>
<tr>
<td>Chile</td>
<td>1</td>
</tr>
<tr>
<td>Cyprus</td>
<td>1</td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
</tr>
<tr>
<td>Egypt</td>
<td>2</td>
</tr>
<tr>
<td>El Salvador</td>
<td>1</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>2</td>
</tr>
<tr>
<td>France</td>
<td>6</td>
</tr>
<tr>
<td>Georgia</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Ghana</td>
<td>6</td>
</tr>
<tr>
<td>Greece</td>
<td>3</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1</td>
</tr>
<tr>
<td>India</td>
<td>11</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
</tr>
<tr>
<td>Japan</td>
<td>10</td>
</tr>
<tr>
<td>Jordan</td>
<td>1</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>2</td>
</tr>
<tr>
<td>Kenya</td>
<td>10</td>
</tr>
<tr>
<td>Madagascar</td>
<td>1</td>
</tr>
<tr>
<td>Mauritius</td>
<td>1</td>
</tr>
<tr>
<td>Mexico</td>
<td>2</td>
</tr>
<tr>
<td>Mongolia</td>
<td>3</td>
</tr>
<tr>
<td>Morocco</td>
<td>4</td>
</tr>
<tr>
<td>Myanmar</td>
<td>2</td>
</tr>
<tr>
<td>Nepal</td>
<td>5</td>
</tr>
<tr>
<td>Nigeria</td>
<td>2</td>
</tr>
<tr>
<td>Pakistan</td>
<td>8</td>
</tr>
<tr>
<td>Palestine</td>
<td>2</td>
</tr>
<tr>
<td>Paraguay</td>
<td>3</td>
</tr>
<tr>
<td>People's Republic of China</td>
<td>154</td>
</tr>
<tr>
<td>Philippines</td>
<td>2</td>
</tr>
<tr>
<td>Poland</td>
<td>1</td>
</tr>
<tr>
<td>Republic of Korea (South)</td>
<td>18</td>
</tr>
<tr>
<td>Republic of Singapore</td>
<td>6</td>
</tr>
<tr>
<td>Romania</td>
<td>1</td>
</tr>
<tr>
<td>Russia</td>
<td>2</td>
</tr>
<tr>
<td>Rwanda</td>
<td>5</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>1</td>
</tr>
<tr>
<td>Senegal</td>
<td>2</td>
</tr>
<tr>
<td>Serbia</td>
<td>1</td>
</tr>
<tr>
<td>South Africa</td>
<td>6</td>
</tr>
<tr>
<td>Spain</td>
<td>3</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
<tr>
<td>Taiwan</td>
<td>6</td>
</tr>
<tr>
<td>Thailand</td>
<td>3</td>
</tr>
</tbody>
</table>

*This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.*
## Majors

<table>
<thead>
<tr>
<th>Major</th>
<th>Class of 2019 (Seniors)</th>
<th>Class of 2020 (Honors)</th>
<th>Ada Comstock Scholars</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>62</td>
<td>53</td>
<td>7</td>
<td>122</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>55</td>
<td>53</td>
<td>3</td>
<td>111</td>
</tr>
<tr>
<td>Government</td>
<td>43</td>
<td>64</td>
<td>3</td>
<td>110</td>
</tr>
<tr>
<td>Computer Science</td>
<td>56</td>
<td>33</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Economics</td>
<td>37</td>
<td>48</td>
<td>1</td>
<td>86</td>
</tr>
<tr>
<td>Engineering Science</td>
<td>36</td>
<td>47</td>
<td>3</td>
<td>83</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>46</td>
<td>33</td>
<td>2</td>
<td>81</td>
</tr>
<tr>
<td>Mathematics</td>
<td>39</td>
<td>28</td>
<td>2</td>
<td>69</td>
</tr>
<tr>
<td>Sociology</td>
<td>32</td>
<td>28</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>Statistical and Data Sciences</td>
<td>38</td>
<td>22</td>
<td>1</td>
<td>61</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
<td>31</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td>Chemistry</td>
<td>24</td>
<td>26</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Environmental Science and Policy</td>
<td>28</td>
<td>22</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>28</td>
<td>19</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Study of Women and Gender</td>
<td>23</td>
<td>16</td>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>19</td>
<td>18</td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>Education and Child Study</td>
<td>18</td>
<td>18</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Spanish</td>
<td>11</td>
<td>22</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Geosciences</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Art: Studio</td>
<td>19</td>
<td>18</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>American Studies</td>
<td>18</td>
<td>8</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>Film and Media Studies</td>
<td>14</td>
<td>11</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Anthropology</td>
<td>8</td>
<td>16</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Art: History</td>
<td>13</td>
<td>11</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>French Studies</td>
<td>14</td>
<td>8</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Physics</td>
<td>12</td>
<td>9</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Theatre</td>
<td>11</td>
<td>8</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Engineering Arts</td>
<td>11</td>
<td>6</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Art: Architecture and Urbanism</td>
<td>8</td>
<td>5</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>2</td>
<td>10</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
<td>6</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Religion</td>
<td>9</td>
<td>3</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>East Asian Languages and Culture</td>
<td>3</td>
<td>8</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Quantitative Economics</td>
<td>8</td>
<td>3</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Astronomy</td>
<td>7</td>
<td>3</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>3</td>
<td>6</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Classics</td>
<td>4</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Dance</td>
<td>2</td>
<td>6</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>4</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Italian Studies</td>
<td>6</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>3</td>
<td>4</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Music</td>
<td>4</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Russian, East European and Eurasian Studies</td>
<td>6</td>
<td>1</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>German Studies</td>
<td>2</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Linguistics</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Portuguese-Brazilian Studies</td>
<td>3</td>
<td>2</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>2</td>
<td>2</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Comparative World Literature</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Creative Writing/Theatre</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Entrepreneurship in Human Development</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Greek</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>History and Art of Dress</td>
<td>1</td>
<td>0</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Race, Health and Society</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Speech and Language Science</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Urban Geography</td>
<td>0</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
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 48 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.

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 preliminary information: www.smith.edu/fulbright and www.smith.edu/fellowships.
The college expects the student to fulfill her financial responsibility and payment due date. Electronic ACH payments made through our online billing by mail, please allow at least five to seven business days for mail and process by the Office of Student Financial Services by the payment due date. If paying financial obligations to the college have been met. Transcripts and other academic records will not be released until all collection costs and any legal fees incurred by the college during the collection process. In cases where students default on financial obligations, the student is invoiced. If you have questions regarding any charges or credits on your bill, contact the Office of Student Financial Services.

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.

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$27,915</td>
<td>$27,915</td>
<td>$55,830</td>
</tr>
<tr>
<td>Room and Board*</td>
<td>9,380</td>
<td>9,380</td>
<td>18,760</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>$37,437</strong></td>
<td><strong>$37,437</strong></td>
<td><strong>$74,874</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 $1,740

Fees for Admissions Comstock Scholars

Transient Housing (per semester)

Room only (weekday nights) $635
Room and full meal plan (weekday nights) $1,325

Tuition per semester

1–7 credits (per credit) $1,740
8–11 credits $13,820
12–15 credits $20,880
16 or more credits $27,915

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.
2020–21 Optional Fees

Student Medical Insurance—not set at time of printing
The Student Medical Insurance fee ($2,274 in 19–20, 20–21 fee not yet set) 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. If a student is on leave on a Smith-approved program that is billed at home-school fees, a reduced charge may apply. For students who are admitted for spring semester, the charge was $1,341 for 2019–20, the final 2020–21 fee is not yet set.

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 $300 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 Stoneleigh-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.

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.

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-2’s. 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. Please note: Undocumented students will have their family contribution determined prior to their first year at Smith and do not need to reapply each year. 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.
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 (413-585-2530) 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 64-credit waiting period before becoming eligible to receive college grant aid. This means that only federal, state, and private assistance would be available for the first two years of undergraduate enrollment at Smith. The college will consider exceptions to this policy only if you experience and can document an unexpected family emergency. Please note that this policy does 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 for federal financial aid purposes. Students who meet the federal definition of independent status are not automatically considered independent by the college. Please contact SFS to discuss questions regarding this situation.

Transfer Students

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

Ada Comstock Scholars

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

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, including undocumented 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.
**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**
Student Financial Services administers 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.

**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 2020, and does not include updates related to Covid-19. Please see our website for the most up-to-date information.*

**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.
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 49 states and 72 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

Smith College meets fully the documented financial need, as calculated by the college, of all admitted students. About 70 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, PTE or the Duolingo English Test/DET 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 work 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.
Interview

We recommend an interview for all candidates. 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.

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.

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.

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.

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 15 for September admission.

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.
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 and/or online credits and 12 interterm credits at Smith or elsewhere toward their Smith degree. An audit is not recorded on the transcript.

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 and department chair or program director 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 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.

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 and department chair or program director 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 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.

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 and department chair or program director 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 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.

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.
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 normally registers for an interim course in November, with the approval of her adviser. In January, a student may drop or add an interim 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 $5 per day 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 or mode of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail; receipt requested, and the student must keep a paper copy. It is the student’s responsibility to check that work submitted by email 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 who has not registered by the end of 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. 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. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions: first-semester first-year students must obtain the permission of the class dean. 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 student 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 institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.
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.

Grading System

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

Grades at Smith indicate the following:

| Grade | Value
|-------|-------
| A     | 4.0   |
| A-    | 3.7   |
| B+    | 3.3   |
| B     | 3.0   |
| B-    | 2.7   |
| C+    | 2.3   |
| C     | 2.0   |
| D+    | 1.4   |
| D     | 1.0   |
| D-    | 0.7   |
| E     | 0.0   |

Grades at Smith indicate the following:

| Grade | Value
|-------|-------
|   C-  | (1.7)
|   D+  | (1.4)
|   D   | (1.0)
|   D-  | (0.7)
|   E   | (0.0)
|   S   | satisfactory (C- or better)
|   U   | unsatisfactory
|   X   | official extension authorized by the class dean
|   M   | unreported grade calculated as a failure

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

Satisfactory/Unsatisfactory Option

Coursework in any one semester may be taken for a satisfactory (C- or better)/unsatisfactory grade, providing that:

1. the instructor approves the option;
2. the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution. The fall deadline also applies to yearlong courses designated by a “D” in the course number. In yearlong courses designated by a “Y” students may elect a separate grading option for each semester. Students electing the 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. Due to exceptional circumstances, all spring 2020 semester courses were converted to mandatory S/U grading and thus do not count 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. For the period summer 2020 through summer 2021, Smith College will accept up to 12 credits of combined summer and online transfer credit.

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 and/or online credits toward their Smith degree with an overall maximum of 32 credits of combined summer, online, interterm, AP and prematriculation 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 or online credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions 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 determine whether it merits an exception to the 3-credit limit.

Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, online, 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 non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

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

College Credit Earned Before Matriculation

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

Credits are recorded for scores of 4 or 5 on most AP examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one semester (16 credits) of AP and other prematriculation 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 toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than 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 requirements 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.
Academic Probation

A student whose grade point average is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans’ offices during the period of probation. The administrative board will review a student’s record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her program of study, to complete summer study or to withdraw from the college. Any student on academic probation who is required by the Administrative Board to earn credit at another institution must earn a B- or better in each course in order for the course to transfer for credit at Smith.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campus wide or within her house. A student on probation is not considered to be in good academic standing, is not eligible to study abroad, and may not compete in intercollegiate athletics or club sports.

Standards for Satisfactory Progress

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

Absence from Classes

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

Separation from the College

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

Administrative Board

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

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only on the basis of gross error in procedure, new information that was not available at the time the original decision was made or extreme bias on the part of the Administrative Board. Appeals based on disagreement of the decision will not be considered.

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

Student Academic Grievances

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

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

Privacy and the Age of Majority

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

In communications with parents concerning most matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student, consistent with the federal Family Educational Rights and Privacy Act of 1974 (FERPA). At the request of the student, such information will be provided to parents and guardians. Students may authorize the release of information from their education records to their parents by completing the appropriate form at the registrar’s office.

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

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 found 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 her 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 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 six 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.
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 13 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 13, 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 official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). International applicants from non-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 MFA/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. Candidates are expected to demonstrate a strong background in the life sciences.
and a 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 527) 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 level, 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, East Asian languages, English, French, geosciences, government, history, mathematics, physics, Spanish 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 Masters 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/educ/ 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 sswwadmis@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.

Admission to this two-semester program 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 Juliana Tyockeyo, 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, chest of drawers, desk and chair. Students provide their own board, though if interested, students may purchase blocks of meal ‘tickets’ 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.gazette-net.com/classifieds to find “Real Estate for Rent,” www.umocss.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>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application fee</td>
<td>$60</td>
</tr>
<tr>
<td>Full tuition, for the year</td>
<td>$55,830</td>
</tr>
<tr>
<td>Part-time tuition</td>
<td>$1,740</td>
</tr>
<tr>
<td>M.A.T. summer session</td>
<td>$2,500</td>
</tr>
<tr>
<td>Continuation fee, per semester</td>
<td>$60</td>
</tr>
<tr>
<td>Room only for the academic year</td>
<td>$9,400</td>
</tr>
<tr>
<td>Health insurance estimate</td>
<td></td>
</tr>
<tr>
<td>(Academic year)</td>
<td>$2,500</td>
</tr>
<tr>
<td>(June 15 through academic year)</td>
<td>$2,900</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.
The Board of Trustees

Kathleen McCartney, President
Northampton, MA

Alison Overseth ’80
Chair of the Board
New York, NY

Deborah DeCotis ’74
Vice Chair of the Board
New York, NY

Susan Molineaux ’75
Vice Chair of the Board
San Francisco, CA

Anuradha Aiyengar ’91
New York, NY

Andrea Auerback ’91
Menlo Park, CA

Deborah Keiko Reeves Berger ’86
Honolulu, HI

Ryenne Carpenter ’19
Hamden, CT

Farah Champsí ’81
San Francisco, CA

Mattie Compton ’72
Fort Worth, TX

Pam Craig ’79
Spring Lake, NJ

Abigail Edwards ’20
Indianapolis, IN

Deborah Farrington ’72
New York, NY

Lile Gibbons ’64
Greenwich, CT

Susan Greene ’68
AASC President
Englewood, CO

Terry Hartle
Washington, DC

Marcia L. MacHarg ’70
Frankfurt, Germany

Cynthia Meyn ’86
New York, NY

Ann Mitchell ’75
Alexandria, VA

Beverly Morgan-Welch ’74
Washington, DC

Madeleine Morgan Fackler ’80
New York, NY

Mohsen Mostafavi
Cambridge, MA

Sharmeen Obaid-Chinoy ’02
Karachi, Pakistan

Patricia Friedman Ribakoff ’80
Boston, MA

Kimberly Scott ’91
Tempe, AZ

Beverly Daniel Tatum
Atlanta, GA

Adrienne Todman ’91
Washington, DC

Deborah Lindenauer Weinberg ’81
Greenwich, CT

Margaret Wurtele ’67
Minneapolis, MN

Elena Palladino, Secretary of the College and of the Board of Trustees
Emeritae/i

Martha A. Ackelsberg
William R. Kenan, Jr., Professor Emerita of Government and Professor Emerita of the Study of Women and Gender (2014)

Joan M. Afferica

Mark Aldrich
Marilyn Carlson Nelson Professor Emeritus of Economics (2006)

Margaret Anderson
Professor Emerita of Biological Sciences (2013)

Frédérique Appelt-Marglin
Professor Emerita of Anthropology (2007)

Raphael Atlas
Professor Emeritus of Music (2019)

Robert T. Averitt
Professor Emeritus of Economics (2003)

David Ball
Professor Emeritus of French Language and Literature and Comparative Literature (2002)

Maria Nemcová Banerjee
Professor Emerita of Comparative Literature (2018)

Merrie Bergmann
Associate Professor Emerita of Computer Science (2007)

Joan N. Berzoff
Professor Emerita of Social Work (2016)

Mary Ellen Birkett
Professor Emerita of French Studies (2013)

Fletcher Blanchard
Professor Emeritus of Psychology (2020)

Peter Anthony Bloom
Grace Jarcho Ross 1933 Professor Emeritus of Humanities and Professor Emeritus of Music (2017)

Susan C. Bourque

Ann Boutelle
Senior Lecturer Emerita in English Language and Literature (2012)

John B. Brady
Mary Elizabeth Moses Professor Emeritus of Geosciences (2019)

Richard Thomas Briggs
Professor Emeritus of Biological Sciences (2013)

Jane Bryden
Iva Dee Hiatt Professor Emerita of Music (2015)

Robert Buchele
Professor Emeritus of Economics (2015)

H. Robert Burger
Achilles Professor Emeritus of Geosciences (2011)

Carl John Burk
Elise Damon Simonds Professor Emeritus of Biological Sciences (2007)

Lâle Burk
Senior Lecturer Emerita in Chemistry (2013)

David L. Burton
Associate Professor Emeritus of Social Work (2014)

James Joseph Callahan
Professor Emeritus of Mathematics and Statistics (2011)

Phyllis Joan Cassidy
Professor Emerita of Mathematics (1997)

Carol T. Christ
President Emerita (2013)

Alice Rodriguez Clemente
Professor Emerita of Spanish and Portuguese and of Comparative Literature (1996)

David Warren Cohen
Professor Emeritus of Mathematics and Statistics (2009)

John M. Connolly
Sophia Smith Professor Emeritus of Philosophy (2014)

H. Allen Curran

Charles Cutler
Professor Emeritus of Spanish and Portuguese (2002)

Yvonne Daniel

Marie-José Madeleine Delage
Professor Emerita of French Language and Literature (1998)

Gemze de Lappe
Artist in Residence Emerita, Dance Department (1993)

Thomas Sieger Derr, Jr.
Professor Emeritus of Religion and Biblical Literature (2003)

Peter A. de Villiers
Sophia and Austin Smith Professor Emeritus of Psychology (2019)

Donna Robinson Divine
Morningstar Professor Emerita of Jewish Studies and Professor Emerita of Government (2014)

Karl Paul Donfried
Elizabeth A. Woodson 1922 Professor Emeritus of Religion and Biblical Literature (2005)

Susan Donner
Professor Emerita of Social Work (2011)

Karen Smith Emerson
Elise Irwin Sweeney Professor Emerita of Music (2018)

Joyce Everett
Professor Emerita of Social Work (2017)

Kenneth Edward Fearn
Professor Emeritus of Music (2004)

Craig M. Felton
Professor Emeritus of Art (2018)

Ann Arnett Ferguson
Associate Professor Emerita of Afro-American Studies (2005)

George Fleck
Professor Emeritus of Chemistry (2001)

Dean Scott Flower
Professor Emeritus of English Language and Literature (2017)

Elliot Fratkin
Gwendolen Carter Chair Emeritus in African Studies and Professor Emeritus of Anthropology (2018)

Sue Freeman
Professor Emerita of Education and Child Study (2011)
Paula J. Giddings  
Elizabeth A. Woodson Professor Emerita of Africana Studies (2017)

James M. Henle  

Elizabeth Erickson Hopkins  
Professor Emerita of Anthropology (2007)

Caroline Houser  
Professor Emerita of Art (2005)

Justina Winston Gregory  
Sophia Smith Professor Emerita of Classical Languages and Literatures (2017)

Elizabeth Wanning Harries  
Helen and Laura Shedd Professor Emeritus of Modern Languages (English and Comparative Literature) (2008)

Robert Mitchell Haddad  
Sophia Smith Professor Emeritus of History and Professor Emeritus of Biblical Literature (1993)

Mary Hall  
Professor Emerita of the Smith College School for Social Work (2012)

Katherine Halvorsen  
Professor Emerita of Mathematics and Statistics (2020)

James H. Johnson  
Professor Emeritus of Exercise and Sport Studies (2018)

Ann Rosalind Jones  
Esther Cloudman Dunn Professor Emerita and Professor Emerita of Comparative Literature (2014)

Donald Joralemon  
Professor Emeritus of Anthropology (2019)

Lawrence Alexander Joseph  
Professor Emeritus of French Language and Literature (2000)

Marina E. Kaplan  
Associate Professor Emerita of Spanish and Portuguese and Latin American Studies (2008)

Jocelyne Kolb  
Professor Emerita of German Studies (2018)

Joan Hatch Lennox  
Associate Professor Emerita of Sociology (1991)

Jaroslav Volodymyr Leshko  
Professor Emeritus of Chemistry (2017)

Robert G. Linck  
Professor Emeritus of Chemistry (2017)

Lester K. Little  

Thomas Hastings Lowry  
Professor Emeritus of Chemistry (2000)

Maureen A. Mahoney  
Dean of the College Emerita (2014)

Michael Marcotrigiano  
Professor Emeritus of Biological Sciences and Director Emeritus of the Botanic Garden (2016)

Alan Louis Marvelli  
Professor Emeritus of Education and Child Study (2010)

Joseph McVeigh  
Professor Emeritus of German Studies (2020)

Robert B. Merritt  
Professor Emeritus of Biological Sciences (2018)

Chester J. Michalik  
Professor Emeritus of Art (2005)

Dennis Miehls  
Professor Emeritus of Social Work (2017)

Patricia Y. Miller  
Associate Professor Emerita of Sociology (2009)

Albert Mosley  
Professor Emeritus of Philosophy (2020)

Francis Murphy  
Professor Emeritus of English (1999)

Mary Murphy  
Senior Lecturer Emerita in Mathematics and Statistics (2015)

Howard Nenner  
Roe/Straut Professor Emeritus in the Humanities (History) (2006)

Catharine Newbury  

David Newbury  
Gwendolen Carter Chair in African Studies and Professor Emeritus of History (2011)
Caryl Miriam Newhof  
Professor Emerita of Exercise and Sport Studies (1991)

Robert Newton  
Professor Emeritus of Geosciences (2020)

Gary Lewis Niswonger  
Professor Emeritus of Art (2010)

Catherine H. Nye  
Associate Professor Emerita of Social Work (2016)

William Allan Oram  
Helen Means Chair Emeritus of English Language and Literature (2018)

David Palmer  
Senior Lecturer Emeritus in Psychology (2018)

Ronald Perera  
Elise Irwin Sweeney Professor Emeritus of Music (2002)

Malgorzata Pfabé  
Sophia Smith Professor Emerita of Physics (2011)

Karen Pfeifer  
Professor Emerita of Economics (2010)

Dwight Pogue  
Professor Emeritus of Art (2017)

Victoria E. V. Poletto  
Senior Lecturer Emerita in Italian Language and Literature (2007)

Alfonso Procaccini  
Professor Emeritus of Italian Studies (2018)

Peter B. Pufall  
Professor Emeritus of Psychology (2003)

Charles Eric Reeves  
Professor Emeritus of English Language and Literature (2016)

Donald Baldwin Reutener, Jr.  
Professor Emeritus of Psychology (2003)

Thomas A. Riddell  
Professor Emeritus of Economics (2012)

Charles Langner Robertson  
Professor Emeritus of Government (1991)

Donald Leonard Robinson  

Denise Rochat  
Professor Emerita of French Studies (2007)

Thomas H. Rohlich  
Professor Emeritus of East Asian Languages and Literatures (2015)

Peter I. Rose  
Sophia Smith Professor Emeritus of Sociology and Anthropology (2003)

Peter Niles Rowe  

Alan Rudnitsky  
Professor Emeritus of Education and Child Study (2020)

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

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

Marilyn 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  
Rowe/Strait 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 Emeritus 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 Skulskey  
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)

Dominique Thiébaut  
Professor Emeritus of Computer Science (2020)

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

Elizabeth Ann Tyrrell  
Professor Emerita of Biological Sciences (1996)

Hans Rudolf Vaget  
Helen and Laura Sheed 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 Silpola 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)

Brian White  
Professor Emeritus of Geology (2001)

Richard White  
Professor Emeritus of Astronomy (2002)

Richard P. Wilbur  
Poet Emeritus (1986)

Louise Wilson  
Professor Emeritus of Africana Studies (2020)

R. Jackson Wilson  
Sydenham Clark Parsons Professor Emeritus of History (2001)

Catherine Woronzoff-Dashkoff  
Senior Lecturer Emerita of Russian Language and Literature (2014)
Margaret Zelljadt  
Professor Emerita of German Studies (2010)

Paul Zimet  
Associate Professor Emeritus of Theatre (2007)

Ann Zulawski  
Sydenham Clark Parsons Professor Emerita of History and of Latin American Studies (2015)

Professors

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

Elisabeth 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

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; M.A., Ph.D. Stanford University

Donald C. Baumer  
Professor of Government  
B.A. Ohio University; M.A., Ph.D. Ohio State University

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 Hesseltine 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

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 Brem-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

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

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.S., M.Sc. University of Bombay, India; M.S., Ph.D. University of Pittsburgh

Suzan Edwards  
L. Clark Seely 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 1949 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 Siipola Israel Professor of Psychology  
B.A., M.A., Ph.D. University of Kansas

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

Martine Ganrel  
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., M.Phil., Ph.D. Yale University

Christophe Goïc  
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. Drama 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., M.Phil., Ph.D. Yale University

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

Adam Hall  
Professor of Biological Sciences  

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  
Tippit 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 Professor in Buddhist Studies; Jill Ker Conway Chair in Religion and East Asian Studies  
B.A. Webster University; M.A., Ph.D. University of Wisconsin

Sam Intrator  
Faculty Director of the Smith College Campus School; Elizabeth A. Woodson 1922 Professor of Education and Child Study  
B.A. State University of New York, Binghamton; M.A. Middlebury College; M.A., Ph.D. Stanford University

Benita Jackson  
Professor of Psychology  
A.B. University of California, Berkeley; A.M., Ph.D. University of Michigan, Ann Arbor

Elizabeth Jamieson  
Professor of Chemistry  
A.B. Smith College; M.A., Ph.D. Massachusetts Institute of Technology

Joel S. Kaminsky  
Morningstar Professor of Jewish Studies and Professor of Religion  
B.A. Miami University; M.A., Ph.D. University of Chicago Divinity School

Ellen Kaplan  
Professor of Theatre  
B.A. State University of New York at Binghamton; M.F.A. University of North Carolina at Greensboro

Laura A. Katz  
Elise Damon Simonds Professor of Biological Sciences  
A.B. Harvard College; Ph.D. Cornell University

Roger T. Kaufman  
Professor of Economics  
B.A. Williams College; Ph.D. Massachusetts Institute of Technology
Alexandra Keller  
Professor of Film and Media Studies  
B.A. Harvard University; Ph.D. New York University

Barbara A. Kellum  
Professor of Art  
A.B., A.M. University of Southern California; A.M. University of Michigan; Ph.D. Harvard University

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

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

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

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

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 Lendler  
Professor of Government  
B.A. Antioch College; Ph.D. Yale University

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

Susan Levin  
Row/Strad 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

Borjana Mikic  
Associate Dean for Integrative Learning; Rosemary Bradford Hewlett 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 Shedd 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

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

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 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 Comparative Literature  
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
Maconda 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

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.S. 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

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

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

Juliana 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 Dlugasch 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

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

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 Everett ’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

Maryjane Wraga
Professor of Psychology
B.A. University of Hartford; Ph.D. Emory University

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

Lyne 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

Fernando Armstrong-Fumero
Associate Professor of Anthropology
B.A., M.A. University of California, Santa Barbara

Jennifer Guglielmo
Associate Professor of History
B.A. Oberlin College; M.P.P. Harvard University; Ph.D. University of California, Berkeley

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

Benjamin Strong Baumer
Associate 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

Annaliene 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

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

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.F.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

Reyes Lázaro
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

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

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

Malcolm McNee
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

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

Sarah J. Moore
Associate Professor of Engineering
B.S.E. Princeton University; M.S., Ph.D. Stanford University
Christen Mucher  
Associate Professor of American Studies  
A.B. Mount Holyoke College; M.A., Ph.D. University of Pennsylvania

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

Jeffry 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 Huitt 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

Camille Washington-Ottombre  
Associate Professor of Environmental Science and Policy  
B.A. Institut d’Etudes Politiques, Strasbourg; M.A. Ecole des Hautes Etudes 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

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.Sc., Ph.D. Tufts University

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

Gregory de Wet  
Assistant Professor of Geosciences  
B.Sc. Bates College; M.A., Ph.D. University of Massachusetts

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

Susanna Ferguson  
Assistant Professor in Middle East Studies  
B.A. Yale University; M.A., Ph.D. Columbia University

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

Lesley-Ann Giddings  
Assistant Professor of Chemistry  
B.A. Smith College; Ph.D. Massachusetts Institute of Technology

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., 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

Pinkie 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 Kinnaird  
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

Scott LaCombe  
Assistant Professor of Government and of Statistical and Data Sciences  
B.A. Missouri State University; M.A., Ph.D. University of Iowa

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

Paul-Joseph Lopez-Oro  
Assistant Professor, Africana Studies  
B.A., St. John’s University; M.A., University of New Mexico, Northwestern University; Ph.D. University of Texas at Austin

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

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

Brianna McMillan  
Assistant Professor of Psychology  
B.S., University of Arizona; M.A., Ph.D. University of Wisconsin, Madison

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

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

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; M.A, M.Phil., Ph.D. Yale University

Geremias Palanco  
Assistant Professor, Mathematics and Statistics  
B.A., Univ. Autonoma de Santo Domingo; M.S., Ph.D. University of Illinois at Urbana–Champaign

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. Georgetown University; 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 of Biological Sciences  
B.S. University of Texas at Austin; Ph.D. University of Texas at Austin

Mariyana Zapryanova  
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

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

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

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

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

Joyce Palmer-Fortune  
Ph.D. Senior Lecturer in Physics

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

Maria Succi-Hempeast  
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

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

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. Senior Laboratory Instructor in Chemistry

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

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

Lauren Cox  
Five College Lecturer in Dance

Yvonne Daniel  
Five College Lecturer in Dance

Paul Dennis  
Five College Lecturer in Dance

Barbie Dieswald  
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

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

Keith R. Fox  
Lecturer in Accounting

Tara Franklin  
Lecturer in Theatre

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 Tucson

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

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

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

William Hopper  
Lecturer in Statistical and Data Sciences  
B.S. University of California, San Diego; M.A., Ph.D. University of Massachusetts

Gabrielle Immerman  
B.A. Senior 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  
Five College 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

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

Shihyun 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

Mohini Kulp  
Ph.D. Senior Laboratory Instructor in Chemistry

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

Greg Larsen  
Lecturer in Psychology  
B.A. Hampshire College; M.A., Ph.D. University of Massachusetts

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

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

Aston McCullough  
Five College Lecturer in Dance

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.F.S. University of Massachusetts Amherst

Houjun Mo  
**Five College Lecturer in Astronomy**

Anna Mwaba  
**Lecturer in English Language and Literature**  
B.S. Eastern Michigan University; M.F.S. University of Massachusetts Amherst

Paul Newlin  
**Lecturer in Economics**  
B.A. Smith College; M.A., Ph.D. University of Florida

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 Theatre**

Travis Norsen  
**Lecturer in Physics**  
B.Sc. Harvey Mudd College; Ph.D. University of Washington

Fadia Nordtveit  
**Lecturer in English Language and Literature**  
B.A. Hampshire College; M.A. Smith College

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

Sarah Paquet  
**Lecturer in Music and Assistant Director of Choral Activities**

Dana C. Parsons  
**M.S. Laboratory Supervisor in Physics**

Narendra Pathak  
**Ph.D. Laboratory Instructor in Neuroscience**

Marie-Volcy Pelletier  
**Lecturer in Music**  
Graduate Diploma New England Conservatory

Marco Piana  
**Lecturer in Italian Studies**  
B. A. Università degli studi di Genova; M.S. Università per Stranieri di 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**

Marney Pratt  
**Ph.D. Laboratory Instructor in Biological Sciences**

Molly Reynolds  
**Lecturer in Government**

Anne Richter  
**Lecturer in American Studies**

Jenna Riegel  
**Five College Lecturer in Dance**

Jonathan Rueski  
**Lecturer in English Language and Literature**  
B.A. Fairfield University; M.F.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. Senior Laboratory Instructor in Biological Sciences**

Samuel Scheer  
**Lecturer in English Language and Literature**  
B.A. Bennington College; M.Phil. Oxford University

F. Peter Schloerb  
**Five College Lecturer in Astronomy**

Katherine Schneider  
**Lecturer in Art**  
B.A. Yale University; M.F.A. Indiana University

Stephen E. Schneider  
**Five College Lecturer in Astronomy**

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

Caitlin Shepherd  
**Lecturer in Psychology**

Carolyn Shread  
**Lecturer in French Studies and Comparative Literature**  
B.A. Oxford University; M.A. Sussex University; Ph.D., M.A. University of Massachusetts Amherst

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

Michael Smoot  
**Lecturer in Art**  
B.S. Towson University; M.F.A. East Carolina University

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

Jiyan Sun  
**Iva Dee Hiatt Visiting Artist in Piano and Lecturer**  
B.Mus., M.Mus., D.M.A., Juilliard School

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

Margaret Lysaght Thacher, M.S.  
**Senior Laboratory Instructor in Astronomy**

Rebecca Thomas  
**Ph.D. Senior Laboratory Instructor in Chemistry**

Pamela Thompson  
**Lecturer in English Language and Literature**  
B.A. Yale College; M.F.A. University of Massachusetts Amherst

Erica Tibbetts  
**Lecturer in Exercise and Sport Studies**  
M.S. Ithaca College; Ph.D. Temple University

Samantha Torquato  
**Lecturer and Postdoctoral Research Fellow in Biological Sciences**

Thomas Vacanti  
**Five College Lecturer in Dance**

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

Nicole Walsh  
**Lecturer in Education and Child Studies**

Susan Waltner  
**Five College Lecturer in Dance**
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

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

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

Maureen DeNino  
Visiting Assistant Professor of French Studies  
B.A. New York University; M.A. University of Colorado, Boulder; Ph.D. Princeton University

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

Susan Faludi  
Jacobson Visiting Writer  
B.A. Harvard University

Evangeline Heiliger  
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

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

Mihaela Melita  
Visiting Associate Professor of Computer Sciences  
B.S., M.S., Ph.D. University of Bucharest

Kathleen Pierce  
Visiting Assistant Professor of Art  
B.A. Villanova University; M.A., Ph.D. Rutgers University

David Rockoff  
Visiting Assistant Professor in Statistics and Data Sciences  
M.S. Iowa State University; Ph.D. University of Arizona

Loretta Ross  
Visiting Associate Professor  
B.A. Agnes Scott

Russ Rymer  
Jacobson Visiting Writer  
B.A. University of North Carolina at Chapel Hill

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

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

Instructional Support Personnel

Miguel Alejandro Castillo  
Five College Teaching Fellow in Dance

Sarah Konner  
Five College Teaching Fellow in Dance

Erin Kouwe  
Five College Teaching Fellow in Dance

Chrissy Martin  
Five College Teaching Fellow in Dance

TBD  
Musician in Dance Technique and Performance

Hannah Berbube  
Director, Smith College Wind Ensemble

Maho Ishiguro  
Director, Smith College Javanese Gamelan Ensemble

Chia-Yu Joy Lu  
Director, Smith College Chinese Music Ensemble

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

Ellen Redman, M.M.  
Director, Smith College Celtic Ensemble The Wailing Banshees

Frederick Aldrich, Mus.B.  
Performance Instructor in Music

Claire Arenius  
Performance Instructor in Music

Sarah E. Briggs  
Performance Instructor in Music

Rebecca Eldredge  
Performance Instructor in Music

Phillip de Fremery  
Performance Instructor in Music
Justina Golden
Performance Instructor in Music

Ron Gorevic
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

Bruce Krasin
Performance Instructor in Music

Kirsten Hadden Lipkens, Mus.B., M.M.
Performance Instructor in Music

James MacDonald
Performance Instructor in Music

Felix Margolin
Performance Instructor in Music

Judith Marturana
Performance Instructor in Music

Kate O'Connor
Performance Instructor in Music

Scott Pemrick, M.M.
Performance Instructor in Music

Ellen Redman, Mus.B., M.Mus.
Performance Instructor in Music

Alice Robbins
Performance Instructor in Music

Gary Seinkiewicz, M.M.
Performance Instructor in Music

Lynn Sussman, Mus.B., M.M.
Performance Instructor in Music

Felice Swados
Performance Instructor in Music

John VanEps
Performance Instructor in Music

College Affiliates

William Lhamon
Research Associate in American Studies

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

Mohammed Alshagawi
Research Associate in Economics

Cathy Topal, M.A.
Research Associate in Education and Child Study

Sharon Farmer, Ph.D.
Research Associate in History

Jennifer Hall-Witt, Ph.D.
Research Associate in History

Dagmar Herzog, Ph.D.
Research Associate in History

John Higgins, Ph.D.
Research Associate in History

Revan Schendler, Ph.D.
Research Associate in History

John Sears, Ph.D.
Research Associate in History

Michael Staub, Ph.D.
Research Associate in History

Kenneth Stow, Ph.D.
Research Associate in History

Rob Weir, Ph.D.
Research Associate in History

Colleen Wood, Ph.D.
Research Associate in History

Sarah-Marie Belcastro, Ph.D.
Research Associate in Mathematics and Statistics

Catherine McCune, Ph.D.
Research Associate in Mathematics and Statistics

Danielle Ramdath, 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

Benjamin Braude, Ph.D.
Research Associate in Religion

Edward Feld M.H.L.
Research Associate in Religion

Karen Smyers, 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

Michelle Erard, M.A.
Research Associate in Theatre

Edward Maeder, M.A.
Research Associate in Theatre

Joyce Follet
Research Associate in the Study of Women and Gender
Administration

Office of the President
Kathleen McCartney, Ph.D.
President

Beth Berg
Executive Assistant to the President

Joanna Olin, J.D.
Chief of Staff

The Board of Trustees
Elena Palladino
Secretary of the Board of Trustees

Office of Alumnae Relations and Development
Beth Raffeld, B.A.
Senior Vice President for Alumnae Relations and Development

Denise Wingate Materre ’74, Ed.D.
Vice President for Alumnae Relations

Sandra Doucett, B.A.
Associate Vice President for Advancement

Betsy Carpenter ’93
Associate Vice President for Development

The Athletics and Recreation Department
Kristin Hughes, S.M.
Director

The Botanic Garden
Tim Johnson, Ph.D.
Director

Campus Police
Ray LaBarre
Interim Chief

The Smith College Campus School
Louise Kellogg
Interim Head of School

Sam Intrator, Ph.D.
Faculty Director

Center for Religious and Spiritual Life
Reverend Matilda Cantwell, M.S.W.
Director of Religious and Spiritual Life

The Clark Science Center
Kevin Shea, Ph.D.
Faculty Director

Office of College Relations
Sam Masinter, A.B.
Interim Vice President for Public Affairs

TBA
Director of Marketing and Creative Services

John MacMillan, B.A.
Senior Director for Editorial Communications

Stacey Schmeidel
Senior Director for News and Strategic Communications

Office of the Dean of the College
Baishakhi Taylor, Ph.D.
Dean of the College and Vice President for Campus Life

Tamra Bates, M.S.
Director of the Office of Student Engagement

Danielle Carr Ramdath, Ph.D.
Associate Dean of the College and Dean of the Senior Class

Rebecca Hovey, Ph.D.
Dean for International Study and Director of the Lewis Global Studies Center

Susannah Howe, Ph.D., P.E.
Dean of the Sophomore Class

Julianne Ohotnicky, M.A.
Associate Dean of the College and Dean of Students

Andrea Rossi-Reder, Ph.D.
Dean of the Junior Class and Ada Comstock Scholars

Jane Stangl, Ph.D.
Dean of the First-Year Class

Rebecca Shaw, M.A.
Associate Dean of Students and Director of Residence Life

Caitlin Szymkowicz, M.A.
Associate Dean for International Students and Scholars

Dining Services
Andy Cox, B.A.
Director

Office of Enrollment
Audrey Smith, B.A.
Vice President for Enrollment

Deanna Dixon ’88, M.B.A.
Dean of Admission

Nikki Chambers, M.A.
Deedee Cleveland ’94, A.B.
Sidonia M. Dalby, M.Ed.
Maureen Pine, M.S.
Associate Directors of Admission

David Belanger, M.B.A.
Director of Student Financial Services

Michael Ireland, M.P.A.
Cathleen Klaes, M.S.
Associate Directors of Student Financial Services

Facilities Management
James Gray, J.D.
Associate Vice President for Facilities and Operations

Office of the Vice President for Finance and Administration
David C. DeSwert, M.P.L.
Vice President for Finance and Administration

Matthew Motyka, C.P.A.
Controller and Associate Treasurer

Office of Human Resources
Anne-Marie Szmyt
Associate Vice President for Human Resources
Administration

Information Technology Services
Samantha S. Earp, M.A.
Vice President for Information Technology

John Crowley, B.S.
Director of Systems and Networks

Jean Ferguson, M.S.
Director of Learning, Research and Technology

Ben Marsden, M.S.
Information Security Director

Sharon Moore, B.A.
Deputy Chief Information Officer

John Singler, B.A.
Associate Vice President for Enterprise Application and Data Services

Office for Equity and Inclusion
Floyd Cheung, Ph.D.
Vice President for Equity and Inclusion

Amy Hunter, J.D.
Institutional Equity Officer and Title IX Coordinator

Laura Rauscher, M.Ed.
Director of Disability Services

L’Tanya Richmond, M.A.
Dean of Multicultural Affairs

Office of Institutional Research and Educational Assessment
Cate Rowen, M.B.A.
Executive Director of Institutional Research and Educational Assessment

The Jacobson Center for Writing, Teaching and Learning
Julio Alves, Ph.D.
Director

Lazarus Center for Career Development
Stacie Hagenbaugh, M.Ed.
Director

The Libraries
Susan Fliss, Ph.D.
Dean of Libraries

Jean Ferguson, M.S.
Director of Learning, Research and Technology

Sadie Menchen, M.A.
Director of Digital Strategies and Services

Elizabeth Myers, Ph.D.
Director of Special Collections

Robert O’Connell, M.L.I.S.
Director of Discovery and Access

The Smith College Museum of Art
Jessica Nicoll ’83, M.A.
Director and Louise Ines Doyle ’34 Chief Curator

Margi Caplan, B.A.
Associate Director of Marketing and Communications

Danielle Carrabino, Ph.D.
Curator of Paintings and Sculpture

Emma Chubb, Ph.D.
Charlotte Feng Ford ’83 Curator of Contemporary Art

Deborah Diemente, M.A.
Collections Manager and Registrar

Lily Foster, Ph.D.
Associate Director of Museum Administration

Aprile Gallant, M.A.
Curator of Prints, Drawings and Photographs and Associate Director of Curatorial Affairs

Maggie Newey, M.A., M.A.T.
Associate Director for Academic Programs and Public Education

Ann Mayo ’83, B.A.
Manager of Security and Guest Services

Yao Wu, A.B.D.
Jane Chace Carroll Curator of Asian Art

Office of the Provost/Dean of the Faculty
Michael Thurston, Ph.D.
Provost and Dean of the Faculty

Bill E. Peterson, Ph.D.
Associate Provost

Hélène Visentin, Ph.D.
Associate Dean of the Faculty and Dean for Academic Development

Office of the Registrar
Gretchen Herringer, B.A.
Registrar

Schacht Center for Health and Wellness
Kris Evans, M.S.W.
Interim Director

Kerry-Beth Garvey, R.N., M.S.N., C.N.L.
Associate Director for Medical Services

Kris Mereigh, M.P.H.
Associate Director for Wellness Education

School for Social Work
Marianne Yoshioka, M.S.W., Ph.D.
Dean and Elizabeth Marting Treuhaft Professor

Marsha Kline Pruett, M.S., M.S.L., Ph.D.
Associate Dean of Academic Affairs and Maconda Brown O’Connor Professor

Irene Rodriguez Martin, Ed.D.
Associate Dean of Graduate Enrollment and Student Services

Spinelli Center for Quantitative Learning
Catherine McCune, Ph.D.
Director
Alumnae Association

Officers

President
Susan C. Greene ’68
1021 E. Amherst Avenue
Englewood, CO 80113

Vice President
Lynne Zagami ’00
206 Elliot Street
Newton, MA 02464

Treasurer
Barbara Massey ’63
254 East 68th Street, Apt 24-C
New York, NY 10005

Secretary
Melodye Serino AC ’89
PO Box 1304
Capitola, CA 95010

Directors

Elena Farrar ’10
95 East 7th Street Apt 18
New York, NY 10009

Rachel Gerstein ’84
80 Wesson Street
North Grafton, MA 01536

Sabine Jean ’11
1157 East 39th Street
Brooklyn, NY 11210

Paula O’Loughlin ’86
5057 Beverly Road S.W.
Cedar Rapids, IA 52404

Erika Rodriguez ’06
3 Blu Harbor Blvd Unit 222
Redwood City, CA 94133

Jody Hassett Sanchez ’84
615 Beverly Drive
Alexandria, VA 22305

Priya Seshachari Sanger ’86
849 Lombard Street
San Francisco, CA 94133

Vickie Shannon ’79
3931 Turnberry Drive
Sugar Land, TX 77479

Ann Witzil ’76
2902 SW Canterbury Lane
Portland, OR 97206

The Office of Alumnae Relations

Denise Wingate Materre ’74
Vice President for Alumnae Relations

Amanda Rivera López
Executive Director of the Alumnae Association of Smith College and Regional Networks

Elizabeth Bigwood
Director of Travel and Education

Standing Committees

Academic Freedom Committee
Brent Durbin (2021); Martine Gantrel (2022); Elizabeth Jamieson (2021)

Committee on Academic Priorities
Nicholas Howe (2021); Samuel Intrator (2021); Daphne Lamothe (2022); Stylianos Scordilis (2021); Nancy Whittier (2022); Faculty Council Representative nonvoting (Bosiljka Glumac)

Committee on Educational Technology
Jordan Crouser (2023); Molly Falsetti-Yu (2021); Judith Keyler-Mayer (2022); Barbara Kellum (2022); Jennifer Malkowski (2023); Faculty Council Representative nonvoting (Rick Fantasia)

Committee on Faculty Compensation and Development
Marnie Anderson (2022); Deborah Haas-Wilson (2023); Katwiwa Mule (2022); Fraser Stables (2022); Ileana Streinu (2022); Faculty Council Representative nonvoting (Mahnaz Mahdavi)

Faculty Council
Darcy Buerkle (2023); Rick Fantasia (2023); Bosiljka Glumac (2022); Mahnaz Mahdavi (2021); Frazer Ward (2021)

Committee on Tenure and Promotion
Elisabeth Armstrong (2021); Howard Gold (2021); Andrew Guswa (2022); Alexandra Keller (2023); James Lowenthal (2023)

Committee on Grievance
Anna Botta (2021); Ginetta Candelario (2021); David Gorin (2023); Ambreen Hai (2023); Virginia Hayszen (2023)

Lecture Committee
Jennifer DeClue (2023); Nathanael Fortune (2023); Laura Katz (2023); Malcolm McNee (2021); Vis Taraz (2023)

Committee on the Library
Leonard Berkman (2022); Nancy Bradbury (2022); Maren Buck (2021); Anna Mwaba (2023); Craig Davis (2023)

Committee on Mission and Priorities
Susan Levin (2023); Susan Voss (2023); Greg White (2021); Faculty Council Representatives nonvoting (Darcy Buerkle and Frazer Ward)

Committee on Tenure and Promotion
Elisabeth Armstrong (2021); Howard Gold (2021); Andrew Guswa (2022); Alexandra Keller (2023); James Lowenthal (2023)
## Courses of Study

<table>
<thead>
<tr>
<th>Majors/Minors/Concentrations</th>
<th>Designation</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdepartmental Minor in African Studies</td>
<td>AFS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Africana Studies</td>
<td>AFR</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major in American Studies</td>
<td>AMS</td>
<td>I/II</td>
</tr>
<tr>
<td>Interdepartmental Minor in Ancient Studies</td>
<td>ANS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major in Anthropology</td>
<td>ANT</td>
<td>II</td>
</tr>
<tr>
<td>Minor in Arabic</td>
<td>ARA</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Minor in Archaeology</td>
<td>ARC</td>
<td>I/II</td>
</tr>
<tr>
<td>Concentration in Archives</td>
<td>ARX</td>
<td></td>
</tr>
<tr>
<td>Majors and Minors in the Department of Art</td>
<td>ARH</td>
<td>I</td>
</tr>
<tr>
<td>Studio Art</td>
<td>ARS</td>
<td>I</td>
</tr>
<tr>
<td>Architecture and Urbanism</td>
<td>ARU</td>
<td>I</td>
</tr>
<tr>
<td>Minor: Graphic Art</td>
<td>ARG</td>
<td>I</td>
</tr>
<tr>
<td>Minor in Arts and Technology</td>
<td>ATC</td>
<td>I/III</td>
</tr>
<tr>
<td>Major and Minor in the Five College Department of Astronomy</td>
<td>AST</td>
<td>III</td>
</tr>
<tr>
<td>Interdepartmental Minor in Astrophysics</td>
<td>APH</td>
<td>III</td>
</tr>
<tr>
<td>Interdepartmental Major in Biochemistry</td>
<td>BCH</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Department of Biological Sciences</td>
<td>BIO</td>
<td>III</td>
</tr>
<tr>
<td>Concentration in Book Studies</td>
<td>BKX</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Minor in Buddhist Studies</td>
<td>BUS</td>
<td>I/II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Chemistry</td>
<td>CHM</td>
<td>III</td>
</tr>
<tr>
<td>Majors and Minors in the Department of Classical Languages and Literatures</td>
<td>CLS</td>
<td>I</td>
</tr>
<tr>
<td>Greek</td>
<td>GRK</td>
<td>I</td>
</tr>
<tr>
<td>Latin</td>
<td>LAT</td>
<td>I</td>
</tr>
<tr>
<td>Major: Classical Studies</td>
<td>CST</td>
<td>I</td>
</tr>
<tr>
<td>Concentration in Community Engagement and Social Change</td>
<td>CCX</td>
<td></td>
</tr>
<tr>
<td>Majors and Minors in the Department of Computer Science</td>
<td>CSC</td>
<td>III</td>
</tr>
<tr>
<td>Minors: Digital Art</td>
<td>CDA</td>
<td>III</td>
</tr>
<tr>
<td>Digital Music</td>
<td>CDM</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Five College Dance Department</td>
<td>DAN</td>
<td>I</td>
</tr>
<tr>
<td>Majors and Minors in the Department of East Asian Languages, Literatures and Cultures*</td>
<td>EAC</td>
<td>I</td>
</tr>
<tr>
<td>East Asian Languages and Cultures</td>
<td>EAS</td>
<td>I</td>
</tr>
<tr>
<td>Minors: East Asian Languages and Cultures</td>
<td>EAC</td>
<td>I</td>
</tr>
<tr>
<td>East Asian Studies</td>
<td>EAS</td>
<td>I</td>
</tr>
<tr>
<td>Majors and Minor in the Department of Economics</td>
<td>ECO</td>
<td>II</td>
</tr>
<tr>
<td>Major and Minor: Economics</td>
<td>ECO</td>
<td>II</td>
</tr>
<tr>
<td>Major: Quantitative Economics</td>
<td>QEC</td>
<td>II</td>
</tr>
<tr>
<td>Major and Minor in the Department of Education and Child Study</td>
<td>EDC</td>
<td>II</td>
</tr>
<tr>
<td>Majors and Minor in the Department of Engineering</td>
<td>EGR</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor: Engineering Science</td>
<td>EGR</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Department of English Language and Literature</td>
<td>ENG</td>
<td>I</td>
</tr>
<tr>
<td>Environmental Concentration</td>
<td>ENX</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Environmental Science and Policy</td>
<td>ENV</td>
<td>I/II/III</td>
</tr>
<tr>
<td>Interdepartmental Minor in Ethics</td>
<td>ETH</td>
<td>I/II/III</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Minor in the Department of Exercise and Sport Studies</th>
<th>ESS</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdepartmental Major and Minor in Film and Media Studies</td>
<td>FMS</td>
<td>I/I</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>
<td>III</td>
</tr>
<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/I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Government</td>
<td>GOV</td>
<td>II</td>
</tr>
<tr>
<td>Major and Minor in the Department of History</td>
<td>HST</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Minor in History of Science and Technology</td>
<td>HSC</td>
<td>I/I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Italian Studies</td>
<td>ITS</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Jewish Studies</td>
<td>JUD</td>
<td>I/I</td>
</tr>
<tr>
<td>Minor in Landscape Studies</td>
<td>LSS</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Major in Latin American Studies</td>
<td>LAS</td>
<td>I/I</td>
</tr>
<tr>
<td>Minor: Latino/a Studies</td>
<td>LATS</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Minor in Linguistics</td>
<td>LNG</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Minor in Logic</td>
<td>LOG</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Minor in Marine Science and Policy</td>
<td>MSC</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Department of Mathematics and Statistics</td>
<td>MTH</td>
<td>III</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Medieval Studies</td>
<td>MED</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Middle East Studies</td>
<td>MES</td>
<td>I/I</td>
</tr>
<tr>
<td>Concentration in Museums</td>
<td>MUX</td>
<td></td>
</tr>
<tr>
<td>Major and Minor in the Department of Music</td>
<td>MUS</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Neuroscience</td>
<td>NSC</td>
<td>III</td>
</tr>
<tr>
<td>Major and Minor in the Department of Philosophy</td>
<td>PHI</td>
<td>I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Physics</td>
<td>PHY</td>
<td>III</td>
</tr>
<tr>
<td>Concentration in Poetry</td>
<td>PYX</td>
<td></td>
</tr>
<tr>
<td>Major and Minor in the Department of Psychology</td>
<td>PSY</td>
<td>III</td>
</tr>
<tr>
<td>Interdepartmental Minor in Public Policy</td>
<td>PPL</td>
<td>I/I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Religion</td>
<td>REL</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Russian, East European and Eurasian Studies</td>
<td>RES</td>
<td>I/I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Sociology</td>
<td>SOC</td>
<td>II</td>
</tr>
<tr>
<td>Interdepartmental Minor in South Asian Studies</td>
<td>SAS</td>
<td>I/I</td>
</tr>
<tr>
<td>Majors and Minors in the Department of Spanish and Portuguese</td>
<td>SPP</td>
<td>I</td>
</tr>
<tr>
<td>Spanish</td>
<td>SPN</td>
<td>I</td>
</tr>
<tr>
<td>Portuguese-Brazilian Studies</td>
<td>SPB</td>
<td>I</td>
</tr>
<tr>
<td>Interdepartmental Major in Statistical and Data Sciences</td>
<td>SDS</td>
<td>II/I</td>
</tr>
<tr>
<td>Minor: Applied Statistics</td>
<td>STS</td>
<td>II/I</td>
</tr>
<tr>
<td>Major and Minor in the Department of Theatre</td>
<td>THE</td>
<td>I</td>
</tr>
<tr>
<td>Concentration in Translation Studies</td>
<td>TSX</td>
<td></td>
</tr>
<tr>
<td>Interdepartmental Minor in Urban Studies</td>
<td>URS</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Major and Minor in Study of Women and Gender</td>
<td>SWG</td>
<td>I/I</td>
</tr>
<tr>
<td>Interdepartmental Major in World Literature</td>
<td>WLT</td>
<td>I</td>
</tr>
</tbody>
</table>
Other
Extradepartmental Courses  EDP
First-Year Seminars  FYS  I/II/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
Five College Certificate in Buddhist Studies  BDHC
Five College Certificate in Coastal and Marine Sciences  MSCC
Five College Certificate in Cognitive Neuroscience  CNC
Five College Certificate in Culture, Health and Science  CHS
Five College Certificate in Ethnomusicology  ETM
Five College Film Studies Major  FLS
Five College Certificate in International Relations  IRC
Five College Certificate in Latin American Studies  LAC
Five College Certificate in Logic  LOGC
Five College Certificate in Middle East Studies  MEC
Five College Certificate in Native American and Indigenous Studies  NAIS
Five College Certificate in Queer and Sexuality Studies  QSS
Five College Certificate in Russian, East European and Eurasian Studies  REES
Five College Certificate in Reproductive Health Rights and Justice  RHR
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)
          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 identifiable distinct from the other offerings of a department.

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

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

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

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 2020–21
*2  absent fall semester 2021–22
**1  absent spring semester 2020–21
**2  absent spring semester 2021–22
†1  absent academic year 2020–21
†2  absent academic year 2021–22
§1  director of a Study Abroad Program, academic year 2020–21
§2  director of a Study Abroad Program, academic year 2021–22

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
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. 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.

L  Literature
H  Historical studies
S  Social science
N  Natural science
M  Mathematics and analytic philosophy
A  The arts
F  A foreign language
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. Fall 2020 Theme: The Politics of Youth. Credits: 1

**Jeffrey S. Ahlman**

Normally offered each academic year
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 Bezdrob’s *Winnie Mandela: A Life* (*Winnie*) and Athol Fugard’s *Tsotso*. 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**

**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.

**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 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 confront 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

**Jonathan Keith Gosnell**

**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 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 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*, Ngugi wa Thiongo’s *Weep Not Child* and Tahar Ben Jelloun’s *The Sand Child*. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. WI [L] 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 I: West Africa**

This course concentrates on the lives and music of selected West African musicians. Departing from ethnomusicographic 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**

**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. Fall 2020 Theme: The Politics of Youth. Credits: 1
Jeffrey S. Ahlman
Normally offered each academic year

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} Credits: 4
Jeffrey S. Ahlman
Expected to be offered in the next 3 years

HST 235 (L) Independent Africa: A Social and Cultural History
This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. {H} {S} Credits: 4
Members of the department
Normally offered in alternate years

HST 236 (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
Expected to be offered in the next 3 years

HST 256 (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. {H} Credits: 4
Members of the department
Normally offered in alternate years

HST 257 (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
Jeffrey S. Ahlman
Normally offered in alternate years

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 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

HST 234 (C) Global Africa

Reriniivities, 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

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. Fall 2020 Theme: The Politics of Youth. 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 in alternate years
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
Members of the department

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
Bozena C. Welborne
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 Zumray Kutlu Tonak
Normally offered each fall

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
Daphne M. Lamothe, Ph.D., Chair
Assistant Professor
Paul Joseph Lopez Oro
Samuel Ng, Ph.D.

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: Daphne Lamothe

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 Africana 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

AFR 117 History of African American People to 1960
An examination of the broad contours of the history of the African 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

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 intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on “Western” and global feminisms. Central to our exploration is the analysis of the intersectional relationship between theory and practice, and of race, gender and class. We conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory. [S] Credits: 4

Members of the department

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

Members of the department

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 170, Survey of Africana 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 in Africana Studies
This course is designed to introduce students to the methods of inquiry used for research in Africana Studies. Through intensive study of a single topic - e.g. past examples have included Toni Morrison’s Beloved, the American South, the African Diaspora, The Black Seventies, Soul and Post-Soul - students will consider the formation of the field, engage canonical texts, attend lectures and learn from scholars whose work is based in disciplines such as history, literature, cultural studies and social sciences. The focus throughout will be on the challenges and opportunities made possible by doing multi- and interdisciplinary research: how and why scholars in each discipline ask and approach research questions, how they put various methods in conversation with each other, etc. Students will also have an opportunity to develop their own research project. [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

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 20. [H] 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 234 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

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

Members of the department

Expected to be offered in the next 3 years

AFR 254 Race and Identity in the Global City
This course explores black identity as one that is rooted in the politics of space and place. Using the anthropological study of the African diaspora, we investigate the development of “race” as a category and the construction of political and cultural migrating identities. Scholarly texts are accompanied by ethnography, film, guest lectures and music. 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 336 Exile, Uprooting and Transplantation: 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-betweeners” 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 African American Studies and/or literature. Permission of the instructor required. Not open to first-years and sophomores. [L] 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

Members of the department

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

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

Blackness, Being and Becoming

This course 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

AFR 400 Special Studies

By permission of the department, for junior and senior majors. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

AFR 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year

AFR 431 Honors Project

Credits: 8

Members of the department

Normally offered each academic year

Cross-Listed Courses

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

Members of the department

Expected to be offered in the next 3 years

ARH 258 The Arts in Eighteenth-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 pacesetting 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

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

Members of the department

Normally offered in alternate years

**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 de-
velopment. This seminar explores the roles of many factors in the development
of African states and the uplifting from poverty of individual Africans. In par-
ticular, we look at infrastructure and investment; health and education; trade;
finance and markets; the choice of policy; and the effects of institutions, gov-
ernance and politics. We also try to make sense of the differences and the simi-
larities among the various paths to development in Africa. Prerequisites: ECO
250 and ECO 283; 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. Top-
ics and assignments may be changed in response to the class's particular interests.
Prerequisites: ECO 220 and ECO 250. \( \{S\} \) Credits: 4

Members of the department

Normally offered in alternate 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. Texts
include poetry, prose and works of fiction. Writers include Harriet Jacobs,
Frances Harper, Charles Chesnutt, Frederick Douglass, Phillis Wheatley.
\( \{L\} \) 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. Supplemening 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. \( \{L\} \) \( \{L\} \) Credits: 4

Members of the department

Expected to be offered in the next 3 years

**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

Members of the department

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 Achebe, Adichie, Aidoo, Dangarembga,
Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid, among others. \( \{L\} \) Credits: 4

Members of the department

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 sub-
jects include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston
Hughes, and Nella Larsen among others. Enrollment limited to 40. \( \{L\} \) Credits: 4

Members of the department

Expected to be offered in the next 3 years

**ENG 309 Seminar: Black Prison Intellectuals**

Interrogating theories of intellectualism, among them Antonio Gramsci's
notion of traditional and organic intellectuals, and distinctions between
categories of criminal and enemy, this course traces the role of black prison
writings in the development of American political and legal theory. From 18th-
century black captivity narratives and gallowes literature through to the work of
20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela
Davis, this course asks how the incarcerated black intellectual has informed
and challenged ideas about nationalism, community and self-formation from
the early republic to the present. \( \{L\} \) Credits: 4

*Andrea Stephanie Stone*

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 inter-
est in form, language and theory; and her study of love. \( \{L\} \) Credits: 4

*Daphne L. Manthei*

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.
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

FRN 365 Francophone Literature and Culture
Topics course.

Saudades 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 social or political 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 Callotthe 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

Literature of the French Caribbean
An exploration of the poetics, theory and politics of Caribbean writing from the Négritude movement through the elaboration of the notions of Antillanité and Créolité. Works by such authors as Aimé Césaire, Edouard Glissant, Maryse Condé, Joseph Zobel, Patrick Chamoiseau, Gisèle Pineau. {F} {L} Credits: 4
Members of the department

Expected to be offered in the next 3 years

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 exoticised 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 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 {H} Credits: 4
Samuel Galen Ng

Expected to be offered in the next 3 years

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
Members of the department

Normally offered each academic year

HST 235 (L) Independent Africa: A Social and Cultural History
This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. {H} {S} Credits: 4
Members of the department

Normally offered in alternate 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

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
Jeffrey S. Akhman

Normally offered in alternate years

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 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. {E} WI {H} Credits: 4
Members of the department

Normally offered in alternate years

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

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

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 academic year

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

Members of the department

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

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 retentions 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

Race in the Atlantic World

Historical debates surrounding racial identities, 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. This course will also consider the experiences of other forced laborers in the Atlantic World, including indigenous Americans and Asians. The lives of non-white people as slaves, indentured servants, sailors, rebels, intellectuals and even passengers on the Atlantic. A study of migrations, citizenship, self-directed travel, resistance, organization and writings as they relate to freedom and nationalism movements from the Revolutionary Age through the Age of Emancipation. While the focus is on African-descended people and theorization of the “Black Atlantic,” other intellectual continuities are examined. [H] Credits: 4

Members of the department

Cross-Cultural Captivity in North America, 1500-1860

The captivity of Europeans and European Americans – especially women – by Native Americans has been a persistent theme in mainstream literary and popular culture since early colonial times. This course examines several cases of such captivity in historical and cross-cultural context as well as some of the many more instances in which Native Americans and other non-Europeans were captives. Topics include captivity in pre-colonial indigenous societies, the purposes and meanings of captivity for captors and captives, the uses of captivity narratives as historical evidence, captivity and cultural and ethnic identity, captivity and gender, Native-American-African American relations and the colonial-era slave trade in Native Americans. [H] Credits: 4

Members of the department

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, SDS 201 (or PSY 201), or permission of instructor. Enrollment limit of 25 students. [N] Credits: 4

Nnamdi Pole

Normally offered in alternate 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
SPN 246 Latin American Literature and Culture

Topics course. May be repeated with a different topic.

Expected to be offered in the next 3 years

WLT 266 Studies in South African Literature and Film

Topics course.

Saviors, Saints and Traitors: The Private and Public Lives of Nelson and Winnie Mandela in Literature and Film

The private and public lives of Winnie and Nelson Mandela as icons in the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as the beloved father/mother of a nation, they were revered and reviled, loved and hated, adored and vilified, in equal measure. This course looks at the enduring, shifting, and often contradictory representations of the Mandelas in memoirs (auto)biographies, films and documentaries. We focus on how their lives became emblematic of the black South African experience during the apartheid and post-apartheid years and the ways in which gender complicated the legacies of both. [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

THE 319 Shamans, Shapechifters 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, subjective 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

Members of the department

Expected to be offered in the next 3 years

WLT 205 Contemporary African Literature and Film


Katrina Mule

Expected to be offered in the next 3 years

course.
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 (Haití/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
Members of the department
Expected to be offered in the next 3 years

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.

ANT 348 Seminar: Topics in Development Anthropology
Topics course.

Health in Africa
This seminar focuses on issues of demography, health, nutrition and disease on the African continent, contextualized in the social, economic and political activities of human populations. The course discusses the distribution and food production systems of human groups in particular environments; the incidence and prevalence of infectious diseases including malaria, tuberculosis, river blindness, measles and HIV/AIDS; and varying approaches to health care including traditional medicine and the availability of Western treatment. Background in African studies or medical anthropology preferred. {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 290 The Colonial City: Global Perspectives
Same as ARH 298. 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. {F} {A}; {H} Credits: 4
Members of the department
Expected to be offered in the next 3 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

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

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: 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} {L} 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
This 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. {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years
American Studies

Floyd D. Cheung, Ph.D., Professor of English Language and Literature
Steve Waksman, Ph.D., Professor of Music
Christen Mucher, Ph.D., Professor of American Studies
Carrie N. Baker, J.D., Professor of the Study of Women and Gender
Andrea Stone, Ph.D., Associate Professor of English
Frazer D. Ward, Ph.D., Associate Professor of Art
Andrea Stephanie Stone, Ph.D., Associate Professor of English
Michael T. Thurston, Ph.D., Professor of English Language and Literature
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
Sarah Anne Gordon, Ph.D., Adjunct Lecturer
Andrea Stephanie Stone, Ph.D., Associate Professor of American Studies
Peter I. Milewski, M.A., Interdisciplinary Studies Program, Director
Kevin L. Rozario, Ph.D., Chair, American Studies and Associate Professor of Africana Studies
Daphne M. Lamothe, Ph.D., Chair, Associate Professor of Afro-American Studies
Christen Mucher, Ph.D., Assistant Professor of American Studies
Evangeline M. Heiliger, Ph.D., Assistant Professor of the Study of Women and Gender

American Studies Committee

AMS 101 Introduction to the Study of American Culture
A survey course of literature, painting, architecture, landscape design, social and cultural history, music, 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

Requirements:
- 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: Kevin Rozario

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

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

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
Members of the department


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.

The Major


Because of the wide-ranging interests and methods included within the interdisciplinary American studies program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors 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.
AMS 220 Colloquium
Topics course.

Expected to be offered in the next 3 years.

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

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, Wanamaker’s Hiawatha Shows, the President’s House and the Pop-Up Museum of Queer History. [A] [H] Credits: 4

Members of the department

Generally 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, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples—and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the era 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
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 incarcerated. 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 Mine Okubo, photographs by Ansel Adams, films by the U.S. Office of War Information 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

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, neocorporatism, 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

Expected to be offered in the next 3 years

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.

AMS 240 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. (E) (H) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

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-glamor 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. (E) (H) (S) Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 245 FEMINIST & INDIGENOUS SCIENCE
In this course, we will consider such questions as: What do we know and how do we know it? What knowledges count as “science”? How is knowledge culturally situated? Has “science” been central to colonialism and capitalism and what would it mean to decolonize science(s)? Is feminist science possible? We will look at key sites and situations—in media and popular culture, in science writing, in sociological accounts of science, in creation stories and traditional knowledges—in which knowledge around the categories of race, gender, sex, sexuality, sovereignty, and disability are produced, contested and made meaningful. {A} (H) Credits: 4

Members of the department

Expected to be offered in the next 3 years

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. (E) (H) (L) (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) (S) Credits: 4

Members of the department

Expected to be offered each spring

AMS 340 Symposium in American Studies
Topics course.

Culture in Crisis
Limited to senior majors. According to a growing number of social theorists, and pretty much everybody else, we are living in an age of crisis. One of the critical tasks of our time is to develop interdisciplinary tools to analyze how environmental conditions, economic systems, technological developments, and political ideologies have sent us on a path of catastrophes: climate change, resource exhaustion, inequality, social fragmentation, and political repression. We examine how these conditions have shaped American culture (asking why news broadcasts, the entertainment industry, and social media respond to crises with distraction, disinformation, fear-mongering, and scapegoating), and explore efforts of artists and activists to theorize and devise creative and just alternatives in visual arts, fiction, essays, comedy, movies and music. {H} (S) Credits: 4

Members of the department

Normally offered each academic year

AMS 341 Queer of Color Critique
Topics course. Limited to senior majors. This AMS seminar investigates genealogies of feminist/queer of color theorizing, focusing on queer of color critique. This critical methodology provides incisive analysis of American systems of racism, sexism, heterosexism (including binary gender), ableism, settler-colonialism, classism; and creative interventions towards justice. Readings include both the latest scholarship (e.g. Gossett, Gumbs) and key foundational texts (Furguson, Hong, Reddy, Davis). Students will be encouraged to identify special interventions that queer of color critique offers to their focus in American Studies. The course also considers the overlaps and disjunctures between queer of color critique, two-spirit critique, and queer diasporic critique.

Topic Title

{H} Credits: 4

Members of the department

Expected to be offered in the next 3 years

AMS 351 Seminar: Journalism as Feminist Practice
Topics course. Same as ENG 384. A writing sample and permission of the instructor are required. Enrollment limited to 12.

Journalism as Feminist Practice
Same as ENG 384. This is a workshop class where students will learn the art of journalism and compose stories that take on questions of gender, feminism, sexuality and power, while simultaneously exploring how the media represents
gender and learning the history of women in journalism. No profession has been as important to feminists in challenging oppression than journalism—even as journalism has been historically resistant to a feminist vision. Students will master the fundamentals of great reporting and writing—interviewing, structure, voice, style, and ethics—while crafting their own magazine-style stories about people grappling with real-life situations. Permission of the instructor is required, based on a writing sample of about 1,000 words in any genre that showcases your creative abilities. A brief note expressing why you want to take the class is also welcome, though not required. \[A\] [L] [S] Credits: 4

Members of the department

Normally offered each fall

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. \[H\] Credits: 4

Members of the department

Normally offered each fall

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.

Journalism as Feminist Practice
This is a workshop class where students learn the art of journalism and compose stories that take on questions of gender, feminism, sexuality and power, while simultaneously exploring how the media represents gender and learning the history of women in journalism. No profession has been as important to feminists in challenging oppression than journalism—even as journalism has been historically resistant to a feminist vision. Students master the fundamentals of great reporting and writing—interviewing, structure, voice, style, and ethics—while crafting their own magazine-style stories about people grappling with real-life situations. \[A\] [L] [S] Credits: 4

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 internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale’s letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were residing in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications 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. \[H\] [S] Credits: 4

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 seminar examines the history, functions and meanings of museums in society, focusing primarily on the art museum in the United States. Drawing on the ever-growing literature on museology, we 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.). \[A\] [H] Credits: 4

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. \[H\] [S] Credits: 8

Members of the department

Normally offered each fall
Ancient Studies

Advisers
Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
J. Patrick Coby, Ph.D., Professor of Government
Joel S. Kaminsky, Ph.D., Professor of Religion
Barbara A. Kellum, Ph.D., Professor of Art, Director
Susan Levin, Ph.D., Professor of Philosophy
Richard Lim, Ph.D., Professor of History

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.

ARH 212 Ancient Cities and Sanctuaries
[A] {H} Barbara A. Kellum
Expected to be offered in the next 3 years

CLS 150 Roots: Greek and Latin Elements in English
{L} Members of the department
Normally offered in alternate years

WLT 202 Western Classics in Translation, from Homer to Dante
W1 {L} Nancy J. Shumate
Normally offered each fall

FYS 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora
W1 {H} {L} Craig R. Davis
Expected to be offered in the next 3 years

GOV 265 Reacting to the Past: America’s Founding
{S} J. Patrick Coby
Normally offered each fall

HST 201 (L) The Silk Road and Premodern Eurasia
{H} Members of the department
Normally offered each spring

HST 202 (L) Ancient Greece
{H} Richard Lim
Normally offered each fall

HST 203 (L) Alexander the Great and the Hellenistic World
{H} Members of the department
Normally offered each spring

HST 204 (L) The Roman Republic
{H} Members of the department
Normally offered in alternate years

HST 205 (L) The Roman Empire
{H} Members of the department
Normally offered each spring

HST 206 (C) Aspects of Ancient History

Diseases, Health and Medicine in the Ancient World: An Intellectual and Cultural History
{H} Members of the department
Normally offered in alternate years

LAT 212 Introduction to Latin Prose and Poetry
{F} {L} Scott A. Bradbury
Normally offered each fall

LAT 217 Introduction to Latin Literature in the Augustan Age
{F} {L} Members of the department
 Normally offered each spring

LAT 330 Advanced Readings in Latin Literature I & II
{F} {L} Nancy J. Shumate

Latin Love Poetry
{F} {L} Members of the department
Normally offered each fall

The World of Nero
{F} {L} Members of the department
Normally offered each spring

REL 112 Introduction to the Bible I
{H} {L} Joel S. Kaminsky
Normally offered each academic year

REL 211 What Is the Good Life? Wisdom from the Bible
{L} Members of the department
Expected to be offered in the next 3 years

REL 214 Women in the Hebrew Bible
{H} {L} Members of the department
Expected to be offered in the next 3 years

REL 215 Introduction to the Bible II
{H} {L} Members of the department
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
Courses that count toward the minor but are not offered in 2020–21 include:

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 S(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

FYS 117 The Bible and the American Public Square
*Members of the department*
Expected to be offered in the next 3 years

GOV 261 Ancient and Medieval Political Theory
*Members of the department*
Normally offered in alternate years

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

PHI 124 History of Ancient and Medieval Western Philosophy
*Members of the department*
Normally offered each fall

REL 213 Social Justice in the Hebrew Bible
*Members of the department*
Expected to be offered in the next 3 years
Students are strongly encouraged to complete ANT 130 before enrolling in requirements and application procedures. Please consult the director of honors or the departmental website for specific Director: Honors Majors interested in biological anthropology or additional courses in archaeology who wish to do a special studies or senior thesis upon their return. One but preferably two courses in anthropology during the sophomore year. Students planning to study abroad should take at least one 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: Suzanne Gottschang

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.

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 Research Methods 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 demonstrate 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.

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

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

Elizabeth A. Klarich

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

Suzanne K. Gottschang

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
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

Members of the department

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 ethnoarchaeological approaches to the study of food across the globe. {S} Credits: 4

Elizabeth A. Klarich

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

Members of the department

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

Members of the department

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

Normally offered in alternate years

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.

{S} Credits: 4

Members of the department

Normally offered in alternate years

ANT 238 Anthropology of the Body

Anthropology vitally understands 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

Members of the department

Expected to be 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
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
Members of the department
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
Members of the department
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 30 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 theoretical 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 the next 3 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 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 alternate years

ANT 258 Performing Culture
Same as MUS 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. Enrollment limited to 30. [A] [S] Credits: 4
Members of the department
Expected to be offered in alternate years

ANT 259 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
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 of 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 in each academic year

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 to 25. (E) [S] Credits: 4
Members of the department
Normally offered each spring

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, violence 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, 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
Suzanne K. Gottschang
Normally offered each spring

ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature
Landscapes 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.

ANT 342 Seminar: Topics in Anthropology
Topics course.

ANT 343 Seminar: Topics in Anthropology
Topics course.

ANT 344 Seminar: Topics in Anthropology
Topics course.

ANT 345 Seminar: Topics in Anthropology
Topics course.

ANT 346 Seminar: Topics in Anthropology
Topics course.

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

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.

Disability and Difference

Disability is both a universal human reality and a profoundly embodied, contested, and situated experience. This course explores this tension from a range of methodological and theoretical perspectives, with an emphasis on innovative ethnographic work. Our approach will be insistently transnational and intersectional, taking into account how disabled selves and communities are shaped by geographical and historical context, racial and ethnic identity, class background, gender, and sexuality. We will consider concepts and themes such as embodiment, citizenship and belonging, access and visibility, creativity, medicalization and diagnosis, politics and advocacy, and virtuality and technology. [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

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
Advisory Committee
Scott A. Bradbury, Ph.D., Professor of Classical Languages and Literatures
Bosljka Glumac, Ph.D., Professor of Geosciences
Joel S. Kaminsky, Ph.D., Professor of Religion
Barbara A. Kellum, Ph.D., Professor of Art
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology
Richard Lim, Ph.D., Professor of History
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature
Rebecca Worsham, Ph.D., Visiting Assistant Professor in Classics, Director Yanlong Guo, Ph.D., Assistant Professor of Art

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

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 of rock art and stone artifacts to learn more about human behavior, ecology and cultures in the past. This exploration across traditional boundaries between archaeology and earth science will include background topics of mineral and rock formation, weathering processes, and age determination, as well as investigations of petroglyphs (carvings into stone surfaces), stone artifacts and other artifactual rocks (building stone and sculptures) described in the literature, displayed in museum collections, and found in the field locally. Credits: 4
Members of the department
Expected to be offered in the next 3 years

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} 8 Credits: 4
Elizabeth A. Klarich
Normally offered each academic year

ARC 400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. Credits: 2–4
Members of the department
Normally offered each academic year

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
Normally offered in alternate years

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-His-
panic sociopolitical patterns, native cosmologies and ecological adaptations, challenges to cultural survival and indigenous mobilizations. [N] [S] Credits: 4

Members of the department

Normally offered in alternate years

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 “agrarian 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

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

Members of the department

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 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

Barbara A. Kellum

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 (Strait 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 makes 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 Sc(u)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 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

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 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
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 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

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
Rebecca Worsham
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. (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 FYR 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 Solor 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
Members of the department
Normally offered each spring

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
Richard Lim
Normally offered each fall

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 each spring

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. Credits: 4

Members of the department

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. Credits: 4

Members of the department

Normally offered each spring

HST 206 (C) Aspects of Ancient History

Topics course.

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. Credits: 4

Members of the department

Expected to be offered in the next 3 years

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, slave narratives, 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. Credits: 4

Members of the department

Normally offered in alternate 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. Credits: 4

Joel S. Kaminsky

Normally offered each academic year
Alvorki Concentration

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

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. 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. [H] Credits: 1

Members of the department

Normally offered each spring

Capstone Course

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. [H] Credits: 4

Members of the department

Normally offered each spring

Requirements

The archives concentration is open to any student by application (see www.smith.edu/archives for deadlines and application process). These are the requirements:

1. 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
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.

Students planning to major or to do honors work in art 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 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:
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 seminar (to be taken at Smith); ARH 301 may be counted as one of the courses but not as a seminar

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.

#### Art History - ARH 301 Methods, Issues, Debates is recommended for art history majors.

### Plan B. Studio Art

#### Requirements:
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:
   - 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 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**

Students entering Smith College in the Fall 2020 semester (or after) are subject to the following requirements. All others have the option of following this set of requirements or the one in effect when they arrived at the college or declared their major.

**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. Both of the following introductory architectural design studios:
   ARS 280 and ARS 281
4. One of the following advanced architectural design studios:
   ARS 380 or ARS 381
5. One studio art course in another medium
6. Three 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. Two architecture-focused elective courses (to be selected with guidance from advisor)
8. One art 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, 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

**Requirements:**
1. Three courses, selected from this list:
   - ARS 162, ARS 163 or ARS 172
   - ARS 280 or LSS 250
   - ARS 281 or LSS 253
2. 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).
3. 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: Frazer Ward
Studio Art: Lindsey Clark-Ryan
Architecture: Elisa Kim (Fall), Frazer Ward (Spring)

**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.
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 Buettner, Frazer D. Ward
Normally offered both fall and spring semesters

ARH 150 What is Architecture?
What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories, or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens, or to create a consumer paradise—in 8th-century Spain or 11th-century New Mexico, 19th-century Bejing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. Enrollment limited to 40. [A] [H] Credits: 4
Members of the department

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 “Chineseness” 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 ordination of ordinary practices and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Group A, Counts for ARU [A] [H] Credits: 4

Members of the department

ARH 201 Brazilian Art Inside and Out
Same as POR 201. This course serves as an introduction 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
Marguerite I. Harrison
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
Members of the department

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 geopolitics, “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 juxtoposition 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

Barbara A. Kellum

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 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 B.C.E.) 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

Rebecca Worsham

 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; iconographic programs and their political agendas; and the transnational
circulation of artifacts and cross-cultural visual encounters. Group A, Counts for
ARU [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
Normally offered in alternate 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 re-
building of London after the Great Fire; the significant enlargement or establish-
ment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg,
Dresden, Berlin, Vienna); the rise of the English country house; the English land-
scape garden; and palaces, pilgrimage churches, and monastic complexes in Ba-
varia, Franconia and Austria. Focus throughout on the fundamental interdepen-
dence 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, Neoclassicism); artists' training and
weights (among others, the brothers Adam, Gainsborough, Hawksmoor,
Hogarth, Reynolds, Poussin 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 Eighteenth-Century France
A study of painting, sculpture, architecture, urban and landscape design, print-
making 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; col-
collecting and display; patronage; and the relationship of art to politics, literature
and science. France's pacesetting 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 278 Race and Gender in the History of Photography
This course introduces the history of photography, emphasizing the ways
photographs represent, mediate, construct and communicate histories of
race, gender, sex, sexuality, intimacy and desire. We will study a variety of
photographic images, from the daguerreotype to digital media, from fine arts
photography to vernacular images. We will consider objects that have forged
connections among loved ones, substantiated memories, or served as evidence,
considering critical questions about photography's relationship to identity, effect,
knowledge production and power. The course focuses on race and gender, and
also attends closely to photography's relationship to identity broadly speaking,
including class, ability, and religion. Group B [A] [H] Credits: 4
Kathleen Pierce
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
Frazor D. Ward
Normally offered in alternate years

ARH 283 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 286 History and Theory of Performance Art: Why Did the
Performance Artist Cross the Road?
This course examines intersections of art and medicine from the late 18th-
century to the present. Considering a variety of texts and objects, from wax
medical models to public health posters to Mona Hatoum’s cell-like sculptures
and photographic coverage of the 2014 Ebola epidemic, we will disentangle
how medical understandings of the body filter into artistic production and
popular science. While course material is primarily from Europe and the
United States, we will attend to the ways medical imaginings of the
body engage with imperialism and geopolitical boundaries, as well as race,
gender, identity, class and sexuality. (E) Group B [A] [H] Credits: 4
Kathleen Pierce
Expected to be offered in the next 3 years

ARH 287 Art and Medicine: Late 18th-Century to the Present
This course examines intersections of art and medicine from the late 18th-
century to the present. Considering a variety of texts and objects, from wax
medical models to public health posters to Mona Hatoum’s cell-like sculptures
and photographic coverage of the 2014 Ebola epidemic, we will disentangle
how medical understandings of the body filter into artistic production and
popular science. While course material is primarily from Europe and the
United States, we will attend to the ways medical imaginings of the
body engage with imperialism and geopolitical boundaries, as well as race,
gender, identity, class and sexuality. (E) Group B [A] [H] Credits: 4
Kathleen Pierce
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

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.

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 triumphal 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

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 Dürrer 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

Meditation In Caves: Buddhist Grottoes in East Asia
The course is an introduction to Buddhist grottoes of East Asia. We will learn the historical trajectories of Buddhist grottoes, including the development of cave architecture, mural painting and sculpture. It pays special attention to the site specificity of the visual imagers and their transmissions, commissions, and functions. The case studies in this course range from the Kizil Caves and Mogao Caves in Northwest China to the Yungang Caves and Longmen Caves in the central plains and the Seokguram Caves in the Korean Peninsula. We will also consider the collecting, preserving and displaying of Buddhist grottoes in the contemporary world. Enrollment limited to 20. {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 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 animal 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

Visions of War
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 animal 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

Playing with Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art
For more than a thousand years, ink has been maintained as the principal medium of painting and calligraphy in East Asia. This course surveys the continuities and ruptures of East Asian ink art seen through the formal, cultural and political factors. It also unravels the constant re-appropriation of the “archaic” medium. The course embraces art works in various media—paintings, calligraphy, books, woodblock prints, installation, performance and animation—that were created by premorden and modern artists. Sessions will be organized both thematically and according to a rough, chronological sequence. Group A, 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

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, sculp-
tions, 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 illustrated 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

Gothic in the Modern Imagination

From College Hall to Hogwarts and Romantic ruins to video games, Gothic 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. Topics include: Gothic Revival architecture; Troubadour and Pre-Raphaelite paintings; American Gothic; the Anarchist cathedral; the Middle Ages in film and fashion. Counts for ARU. Group A/B. [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 remake civic space? Today, what changes in the city when Zapata’s 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

Mexico City

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 indispensable 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

Mexico City

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

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
diseases 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

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.

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 exhibi-
tions; 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 curato-
rial 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 center-
piece, the course first considers precedents like the library of the Assyrian king
Assurbanipal at Nineveh with its epic and omen texts 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
Snehetta’s award-winning 2002 Bibliotheca Alexandrina on the site of the an-
cient 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

Iconoclasm
Why have individuals and groups been moved to destroy art? How has art been
construed as both essential, bewitching and dangerous? We consider represen-
tational imagery in ancient Greece and Rome, and in Judaic and Islamic tradi-
tions; the Byzantine iconoclastic controversy; 16th-century Northern European
iconoclasm and the coincident wholesale destruction of indigenous American
art; the Counter-Reformation validation of religious imagery; the French
Revolution; and attacks on works of art in the modern world. We also consider
censorship and philistinism generally, and when (or whether) campaigns of
restoration and renovation can legitimately be called iconoclasm. Group A [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 297 Aspects of Contemporary Art
This class examines current issues in contemporary art, suggested by critical
debates and significant exhibitions. The class will be particularly interested in
practices and debates that offer the following: analyses of the global condition
of art; demonstrations of the influence of new technologies; reflections on
institutional frameworks; excavations of earlier art-historical moments; and
accounts of the shifting status of art, artists and audiences in the contemporary
public sphere. Prerequisite: One 200-level art history course, or permission of
the instructor. Group B [A] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Seminars

Seminars require advanced-level research. Students are expected to bring to
class a solid and relevant background in the general field and period of study.
All seminars except ARH 301 require an oral presentation and a research paper.
Enrollment limited to 12 students.

ARH 301 Art History—Methods, Issues Debates
The meanings we ascribe to art works of any culture or time period are a
direct result of our own preoccupations and methods. This colloquium
gives a broad overview of contemporary debates in the history of art and
locates these methods within art history’s own intellectual history. Among
the topics we consider: technologies of vision; histories of interpreting art
across cultural boundaries; colonialism and the history of art and globalization.
The course consists of wide-ranging weekly readings and discussion, giving
special attention to the intersection of art history and other disciplines. Open
to students of any major. Prerequisites: One 200-level art history course or
permission of the instructor. Enrollment limited to 18. [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 theatricals 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 320 Art & Money: A Calderwood Seminar in Public Writing
Art and money are inextricably intertwined. We’ll delve into the ramifications of this relationship in the ways art is valued in the contemporary art market and the consequences for museums, collectors, artists, and for the general public. Topics include artists’ self-fashioning for the market as well as the historical detective work it takes to reveal the practices which have fed this market of limited supply and infinite demand including looting and forgery. These are stories which need to be shared with an ever-wider audience especially in a time when the importance of art to humankind needs reevaluation. {A} {H} 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 monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and repudiation, and a much vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of “the Englishness of English art,” we shall study the careers of the painters, printmakers, sculptors, 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.

Imperial Matter: The Arts of China’s Early Empires
Why did the First Emperor of China build his grand mausoleum as a micro-cosmos? 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 does 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

Gothic in the Modern Imagination
From College Hall to Hogwarts and Romantic ruins to videogames, Gothic 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. Topics include: Gothic Revival architecture; Troubadour and Pre-Raphaelite paintings; American Gothic; the Anarchist cathedral; 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 & 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- and 21st-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

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
Normally offered each academic year

B. Studio Courses

Core studio materials (such as ink, plaster or chemicals) are supplied to students of studio courses. Students are responsible for the purchase of additional supplies required for individual projects. 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 images. This class involves critical discussions of studio projects in relation to contemporary art and theory. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Priority given to first-year students. (E) {A} Credits: 4
A. Lee Burns, Justin Kim
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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. (No prerequisite required.) {A} Credits: 4
Lucretia Ann Knapp
Normally offered each fall

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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. {A} Credits: 4
Members of the department
Normally offered in alternate years

ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or permission of the instructor. {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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163 or 172, or permission of the instructor. [A] Credits: 4
Lindsey Clark-Ryan
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 discourses. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 162, 172 or permission of the instructor. [A] Credits: 4
Fraser Stables
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 or Internet. Critical examination and discussion of contemporary examples of new media art augment this studio course. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. Prerequisites: 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 362 and permission of the instructor. [A] Credits: 4
Members of the department
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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. [A] 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 re-membering 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 273 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 analyze 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 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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 migration. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 280 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisites: ARS 280 and permission of the instructor.

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 approaches 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 collaboration. [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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to Smith College Senior ARS majors. [A] Credits: 4

Alexis A. Callender

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.

ARS 390 Five College Advanced Studio Seminar
Normally offered each fall

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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12, 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

ARS 399 Senior Studio II
Normally offered each fall

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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. [A] Credits: 4

ARS 400 Special Studies
Normally for junior and senior majors. Written project description required. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Credits: 1–4

ARS 430D Honors Project
Special approval required. Credits: 8

Cross-Listed and Interdepartmental Courses

POR 201 Brazilian Art Inside and Out

CLS 217 Greek Art and Archaeology

ENG 293 The Art and History of the Book


SOC 320 Seminar: Special Topics in the Sociology of Culture

IDP 325 Art/Math Studio

FMS 350 Questions of Cinema

LSS 389 Broad-Scale Design and Planning Studio

Sociology of the Arts

Film and Visual Culture from Surrealism to the Digital Age
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

The arts and technology minor engages students and faculty from across the campus and from all three academic divisions. The emphasis is on arts plural, including art, music, dance, theater and film, and on technology broadly conceived, including computer science, engineering, mathematics and statistics, physics, and other interested departments.

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student’s trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, 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 increasing 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 are required for the arts and technology minor: at least one foundational course, at least three intermediate courses, and a culminating Special Studies. Students will also be encouraged to utilize appropriate Five College courses, and will design their intermediate course plan in consultation with an arts and technology minor adviser.

Foundational Courses
One or more Foundational Courses:

ARS 162 Introduction to Digital Media
CSC 106 / IDP 106 Introduction to Computing and the Arts
SDS 192 Introduction Data Science
CSC 111 Introduction Computer Science through Programming
THE 100 The Art of Theater Design

Intermediate Courses
There are a wide range of intermediate-level courses available from a variety of departments across campus. The following courses are only a subset of the available options. Students are encouraged to design their intermediate course plan in consultation with a Minor Adviser. The minor requires at least three Intermediate Courses, from at least two different departments, at least two at the 200-level or above:

ENG 100 Engineering for Everyone
CSC 212 Data Structures
FYS 164 Issues in Artificial Intelligence
PHY 108 Optics is Light Work
MUS 205 Popular Music and Technology
PHY 224 Electronics
MTH 227 Topics in Modern Mathematics: Mathematical Sculptures
ARS 263 Intermediate Digital Media
CSC 240 Computer Graphics
CSC 294 Computational Machine Learning
CSC/MTH 205 Modeling in the Sciences
CSC 235 Visual Analytics
THE 253 Lighting Design I
FLS 280 Introduction to Video Production
CSC 260 Programming Techniques for the Interactive Arts
CSC 290 Introduction to Artificial Intelligence
MUS 345 Electro-Acoustic Music
CSC 354 Seminar in Digital Sound and Music Processing
ARS 361 Interactive Digital Multimedia
DAN 377 Expressive Technology and Movement
THE 318 Movements in Design
CSC 356 Topics in Human - Computer Interaction

Culminating Special Studies
The culminating experience for the minor is a Special Studies on a topic approved by an arts and technology minor adviser, a 400-level - 4-credit Special Studies.
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)
F. 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: 100 or 111, 113, three astronomy courses at the 200 level (including 228 plus at least one of either 224, 225 or 226), 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: 100 or 111, 224, 225 or 226, 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
Suzan Edwards or James Lowenthal

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 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 avail-
able 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, Inc. 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] [Q] [S] 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
James Daniel Lowenthal
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
Members of the department
Normally offered each fall

AST 214 Astronomy & 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
Members of the department
Normally offered each spring

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 235. 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 in alternate years

AST 226 FC26 Cosmology
This course begins with the discovery of the expansion of the universe, and moves on to current theories of the expansion. We consider cosmological models and topics in current astronomy which bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: One semester of calculus and one semester of some physical science; no astronomy requisite. This course requires registration through the Five College system. Offered at Amherst College. [N] Credits: 4
Members of the department
Normally offered in alternate years

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
Members of the department
Normally offered in alternate years

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
The Major

Foundation Courses: BIO 132/133, 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 354/353

One of the following physiology courses: BIO 200, 204, 206.
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 except for special studies.

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, 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, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler and Steven Williams

Honors Director: David Gorin

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

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 113 Exercise, Biochemistry and Me
A non-majors introduction to the life sciences through the study of exercise physiology, biochemistry and muscle cell biology. Understanding skeletal muscle allows for the appreciation of how proteins generate organized movement, how energy is changed into force generation and how movements are coordinated. We will study the basics of muscle contractions and the conversion of sugars and fats into useful biological fuel to power motion. This course will encompass multiple levels of the study of life, from molecules to the whole organism. We will design and carry out experiments to understand how science works. Enrollment limited to 18. (E) (N) Credits: 4
Members of the department
Normally offered each spring
BCH 252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Laboratory (252) must be taken concurrently by biochemistry majors; optional for others. [N] Credits: 3
Members of the department
Normally offered each fall

BCH 253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 203. BCH 252 is a prerequisite or must be taken concurrently. [N] 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
Members of the department
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
Members of the department
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
Members of the department
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 (352) must be taken concurrently by biochemistry majors; optional for others. [N] Credits: 4
Lesley-Ann Giddings
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: 1
Scott David Edmands
Normally offered each fall

BCH 380 Seminar: Topics in Biochemistry
Topics course.

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 and BIO 203. Recommended: BIO 306 [N] Credits: 3
Members of the department
Expected to be offered in the next 3 years

BCH 390 Biochemical Research Using Advanced Techniques
Techniques for 2021: Proteomics This hands-on proteomics research course will utilize state-of-the-art mass spectrometry and proteomics techniques in student/faculty-designed projects. The lecture periods will be used for experimental design, discussion of relevant literature, and primers on mass spectrometry data analysis and other related topics, as well as starting experimental protocols that require longer time periods. Prerequisites: BCH 252 and 253. Enrollment limited to 12 by permission of the instructor. [N] Credits: 4
Members of the department
Expected to be offered in the next 3 years

BCH 400 Special Studies
Must be taken S/U. Credits: 1–5
Members of the department
Normally offered in alternate years

BCH 400D Special Studies
Variable credit (2 to 10) as assigned. Must be taken S/U. Credits: 1–5
Members of the department
Normally offered each academic year

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
Biology and Chemistry Courses in the Major

BIO 132 Molecules, Cells, and Systems
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
Normally offered both fall and spring semesters

BIO 133 Research in Molecules, Cells, and Systems
This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each Instructor. Prerequisite: BIO 132, (normally taken concurrently). [N] Credits: 1
Jan AC Vriezen
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 and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. [N] Credits: 4
Virginia Hayssen, Lisa A. Mangiamele
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. 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
Lori Jean Saunders
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: 4
Members of the department
Normally offered each spring

BIO 206 Plant Physiology
This course provides a broad understanding of key concepts in plant physiology and how the plant 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
Members of the department
Expected to be offered in the next 3 years

BIO 230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. 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
Members of the department
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
Members of the department
Normally offered each spring

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, 204 or 230. Laboratory (BIO 307) is recommended but not required. [N] Credits: 4
Samantha Danielle Torquato
Normally offered each fall

BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include the activity of healthy cells of the central nervous system, function of proteins involved in neurotransmission, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular neuropharmacology, and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. [N] Credits: 4
Members of the department
Normally offered each fall
Biochemistry

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses (including coronavirus, 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: 4
Members of the department

 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
Members of the department

 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
Members of the department

 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: 4
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 thermochromy, 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 limited to 18. \{N\} Credits: 4
Members of the department

 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
Members of the department

 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 considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 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
Members of the department

 Expected to be offered in the next 3 years
The Major

Certain changes to the Biology 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) 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, BIO 132, 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.

- Two electives chosen in consultation with the student’s adviser. One 100-level biology course (100–149) can be counted as an elective.
- Five laboratory courses: BIO 131 and BIO 133 and at least one at the 300 level. Laboratories do not fulfill the upper-level or elective course requirements. One-credit or two-credit laboratories do not count as separate courses toward the minimum 12 required courses.

Independent research is strongly encouraged but not required for the major. With the approval of the student’s adviser, one semester of Special Studies (400) or Honors (430, 431 or 432), of 3 credits or more, can substitute for an elective or a 200/300-level laboratory.

With the approval of the student’s adviser, one course in the major may be graded S/U.

Note: Students receiving advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A Levels) may, in consultation with the Departmental advisor, substitute either BIO 130 or 132 with a 200- or 300-level course in the same subfield of biology as the course they are bypassing (e.g., a course in cell biology, physiology and development in lieu of BIO 132, or a course in biodiversity, ecology or conservation in lieu of BIO 130).

Track 1: Integrative Biology

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 2: Cells, Physiology and Development

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 a 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 336 Genomics, BIO 350 Topics in Molecu-
lar Biology, BIO 331 Topics in Evolutionary Biology, BIO 366 Biogeography, BIO 370 Microbial Diversity, EGR 390 Biochemical Research Using Advanced Techniques, NSC 313 Seminar in Organismal Neuroscience (Neuroethology)

**Track 4: Biodiversity, Ecology and Conservation**

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 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 365 Animal Behavior Methods, BIO 364 Plant Ecology, BIO 366 Biogeography, BIO 370 Microbial Diversity, BIO 390 Topics in Environmental Biology, EGR 315 Ecolhydrology, 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 (Bio 131, 133) 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.

**Advisers**

**Track 4:**

1. Robert Dorit
2. Jesse Bellemare

**Track 5:**

1. William McShea
2. Nancy Neill
3. Richard Kline

**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](http://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

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. 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.  
Members of the department  
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, CRISPR technology, stem cell research, genetically modified organisms, bioterrorism, emerging infectious diseases (such as COVID-19, Ebola, Zika and West Nile), gene therapy, DNA diagnostics and forensics, genome projects, human origins, human diversity, species extinction and de-extinction (resurrection biology) and others. The course includes outside readings and in-class discussions.  
Members of the department  
Normally offered each fall

BIO 106 Botanical Economies: Plants and People  
Human life depends on the existence of plant resources. We will construct case studies of plant use across disciplines: taxonomy and evolutionary history; form and function; ecology and life history; human culture and economy; and conservation biology and policy. Combining readings, discussion, and lectures with active engagement with each week's focal species, we will ask: where is it from? what is its lifestyle? what role does it play in its community? what is the history of human use? what are the implications of that use for living populations, both plant and human? We will identify, quantify, harvest/collect, cook, and make.  
Members of the department  
Expected to be offered in the next 3 years

BIO 120 Horticulture: Plants in the Landscape  
Course focuses on the intersection of plants and people. Topics include introduction to landscape design and maintenance, garden design history, and current issues such as diversity of plants, diversity of the people who work with plants, plants and climate change, institutions' roles in plant conservation, invasive species and community gardening. Course includes lectures, guest lecturers and in-class discussions. Laboratory (BIO 121) must be taken concurrently. Enrollment limited to 30.  
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 landscape design assignments and creation of a Field Guide to plant materials covered in the course. Enrollment limited to 15 per section.  
Members of the department  
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 exams, in-class discussions, and a book review. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 50. [N] Credits: 3

Members of the department

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. Course requirements include lab quizzes and an extended field observation phenology project. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. [N] Credits: 1

Members of the department

Normally offered each spring

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
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 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 131) is recommended but not required. [N] Credits: 4

L. David Smith

Normally offered both fall and spring semesters

BIO 131 Research in Biodiversity, Ecology, and Conservation
Pull on your boots and come explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens, and local hemlock forests. Students will gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students will practice the scientific process and document their work in a lab notebook. Research skills developed will include hypothesis development, data collection, statistical analysis, and presentation of results. Because research projects will vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 15. BIO 130 is recommended as a prerequisite or corequisite but is not required. (E) [N] Credits: 2

Marney C. Pratt

Normally offered both fall and spring semesters

BIO 132 Molecules, Cells, and Systems
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

Normally offered both fall and spring semesters

BIO 133 Research in Molecules, Cells, and Systems
This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each instructor. Prerequisite: BIO 132, (normally taken concurrently). [N] Credits: 1

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 and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. [N] Credits: 4

Virginia Hayssen, 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

Members of the department

Expected to be offered in the next 3 years

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. 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

Lori Jean Saunders

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

Members of the department

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

Members of the department

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, organizational biology, or environmental science. {N} Credits: 4

Members of the department

Expected to be offered in the next 3 years

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

Members of the department

Expected to be offered in the next 3 years

BIO 230 Genomes and Genetic Analysis
An exploration of genes and genomes that highlights the connections between molecular biology, genetics, cell biology and evolution. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. 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

Members of the department

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

Members of the department

BIO 232 Genetics and 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

Members of the department

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

Members of the department

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 Plant Lands, 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
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 273) 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 210. [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 152), and BIO 202 or BIO 230; BIO 154 (now 150) is suggested. Credits: 4
Members of the department
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, 204 or 230. Laboratory (BIO 307) is recommended but not required. [N] Credits: 4
Samantha Danielle Torquato
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
Samantha Danielle Torquato
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 the activity of healthy cells of the central nervous system, function of proteins involved in neurotransmission, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular neuropsychology, and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. [N] Credits: 4
Members of the department
Normally offered each spring

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.

**Biological Sciences**

---

**BIO 317 Experimental Design in Bio-Molecular Engineering**

Normally offered both fall and spring semesters

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 re-engineered 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

Members of the department

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 resurgent 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 semi-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

**Expected to be offered in alternate years**

---

**BIO 323 Seminar: Topics in Developmental Biology**

Topics course.

**Building a brain**

The brain is arguably one of the most significant frontiers next to be explored. An important perspective to reveal insight about the brain's structure and
function is to study how it is first formed. We know the central nervous system is compartmentalized along the various body axes, however many mysteries still persist on how this structural pattern develops. Interestingly, many neurological disorders and brain cancers show remarkable similarity to processes known to operate during embryonic brain development. This seminar will explore the cellular and molecular mechanisms underlying embryonic brain development from its inception to its first action potentials and even the changes that have occurred to influence evolution of the central nervous system. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create publicly accessible short videos focused on different aspects of brain development. Prerequisites: BIO 132 and at least one upper-level BIO course. BIO 200, 202, 230, 234, 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 course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limited 12. [N] Credits: 2

Members of the department

Normally offered each spring

BIO 332 Molecular Biology of Eukaryotes
Advanced molecular biology of eukaryotes and their viruses (including coronavirus, 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

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 Dorit

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 336 GENOMICS
Ongoing developments in high-throughput sequencing technologies have made genomic analysis a central feature of many scientific disciplines, including forensics, medicine, ecology, and evolution. This course will review the scope and applications of genome sequencing projects. After completing the course, students will be prepared to design a high-throughput sequencing project and interpret the results of genomic analysis. Prerequisite: BIO 230, BIO 232, or permission of the instructor. [N] Credits: 3

Rachel M Wright

Normally offered each fall

BIO 337 GENOMICS LAB
This lab will cover genomic analysis pipelines from nucleic acid isolation to sequence analysis in Linux and R environments. Students will independently design and execute a high-throughput sequencing experiment to measure genetic variation in natural populations. Prerequisite: BIO 230, BIO 232, or permission of the instructor. Genomics Lecture (BIO 336) normally taken concurrently. [N] Credits: 2

Rachel M Wright

Normally offered each fall

BIO 350 Seminar: Topics in Molecular Biology
Topics course.

Quantitative Genetics
Unlike Mendel’s round or wrinkled peas, many biological traits exhibit more than two distinct forms. Quantitative genetics allows the study of continuously varying traits through statistical models that incorporate interactions between multiple genetic loci and the environment. Ongoing improvements in high-throughput DNA sequencing are revealing genetic mechanisms underlying human traits, such as predisposition to disease. In-class reviews of classic and contemporary literature in quantitative genetics will serve as a foundation for a final project wherein students will conduct a thorough analysis for a quantitative trait of interest. Prerequisite: BIO 230, BIO 232, or permission of the instructor. [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 COVID-19, Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness and many
others is a worrisome trend aggravated by global climate change. What can we learn from the great pandemics of the past and present (COVID-19, 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

Normally offered each spring

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

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

Members of the department

Expected to be offered in the next 3 years

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

Members of the department

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 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

Members of the department

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

Members of the department

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

Members of the department

Normally offered each spring

BIO 380 Science in the Public Eye

This seminar introduces students to the fundamentals of science communication for a range of public audiences through written, oral, and visual media. Students will become effective science communicators and learn the skills needed to translate and articulate complex information. Students
will select a research topic of their own choosing to focus on throughout the semester. In addition to class readings, videos, and podcasts, students will attend local and digital STEM talks in order to learn from authentic public discourse experiences and analyze elements of effective science communication “in the wild.” Permission of instructor is required. Enrollment limited to 12. {N} Credits: 4
Members of the department
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 (e.g., major storms, eutrophication, acidification, overfishing). 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: TBD

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 Gurtin-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

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 book artists 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)

BHX 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 medieval manuscripts, hand press 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- and literate cultures. 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; 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)

BHX 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 practice. 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
WLT 100  Introduction to Comparative Literature: The Pleasures of Reading
WLT 177  Journeys in World Literature
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
ENG 256  Shakespeare
ENG 283  Victorian Medievalism
ENG 285  Introduction to Contemporary Literary Theory
ENG 293  The Art and History of the Book
ENG 312  Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860

**Amherst College**

ENGL 01-04  Visuality and Literature
ENGL 05-01  Reading Historically
FAMS 485-01  Word/Life/Image

**Hampshire College**

CS 111  The Emergence of Literacy
HACU 120  The Anatomy of Pictures
HACU 204  Artists’ Books
HACU 330  Books, Book Arts, Artists’ Books, Bibliophilia
HACU 334  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
Buddhist Studies Minor

Core faculty at Smith
Jay Garfield, Jamie Hubbard, Andy Rotman (Director, 2020–2021)

Other faculty members at Smith who teach courses related to Buddhist studies
Nalini Bhushan, Suzanne Gottschang, Yanlong Guo, Leslie Jaffe, Sabina Knight, Kimberly Kono, Ruth Ozeki, 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

A minor in Buddhist studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, and the study of women and gender. It allows for a deeper focus in Buddhism, offering an interdisciplinary complement to one’s major as well as an important credential for graduate admissions. Complete details about the Buddhist studies program are available at www.smith.edu/buddhism/

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 Tibeto-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.

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
Jay Lazar Garfield, Andy N. Rotman
Normally offered each fall

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

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 course offered at Smith College in 2020–21 can be counted as electives in the Buddhist studies minor:

ANT 274 The Anthropology of Religion
Pinky Hota
Normally offered each academic year

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

 PHI 108 The Meaning of Life
Members of the department
Normally offered each academic year
PHI 330 Seminar in the History of Philosophy

*Buddhist Ethics*
*Members of the department*
*Expected to be offered in the next 3 years*

REL 171 Introduction to Contemporary Hinduism

*Andy N. Rotman*
*Expected to be offered in the next 3 years*

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, 322 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, 430 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 (222, 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 chemi-
cal concepts to topics such as acid rain, greenhouse gases, air quality, pesticides
and waste treatment. Chemical concepts are developed as needed. [N] Credits: 4

Members of the department

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: 4

Maren Buck, Elizabeth Redding Jamieson, Katherine Lynn Queaney

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

Members of the department

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

Members of the department

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: 4

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 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 the 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 limited to 15. {N} Credits: 4

Members of the department

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 326 Synthesis and Structural Analysis
Synthetic techniques and experimental design in the context of multistep
synthesis. The literature of chemistry, methods of purification and
characterization with a focus on NMR spectroscopy, mass spectrometry and
chromatography. Prerequisite: CHM 223. Enrollment limited to 15.

{N} Credits: 4

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 limited to 18.

{N} Credits: 4

Members of the department

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

Cristina Suarez

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

Members of the department

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

Members of the department

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 222 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 considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 or permission of the instructor. (E) Credits: 1

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

Members of the department

Expected to be offered in the next 3 years

**CHM 400 Special Studies**
Must be taken S/U. Credits: 1-4

Members of the department

Normally offered each academic year

**CHM 401 Teaching Theory & Practice in the Chemistry Laboratory**
An introduction to pedagogical methods for teaching assistants in the chemistry laboratory. Topics will include active learning, growth mindsets, Bloom’s taxonomy, and more. This course will mainly focus on in-class discussions of weekly readings on teaching strategies. Two short papers and a group presentation will also be included. Current TAs are particularly encouraged to enroll, but past and future TAs are also welcome. Prerequisite: CHM 111 or 118. (E) Credits: 1

Members of the department

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: 4

Lesley-Ann Giddings

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: 1

Scott David Edmands

Normally offered each fall
Classical Languages and Literature

Professors
Thalia A. Pandiri, Ph.D., Chair (Classical Languages and Literatures and Comparative Literature)
Scott A. Bradbury, Ph.D.
Nancy J. Shumate, Ph.D.
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. Credit is not granted for the first semester of an introductory language course unless the second semester is completed successfully. 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), comparative literature (CLT), government (GOV), ancient history (HST), philosophy (PHI), or religion (REL), 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 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, fall; Scott Bradbury, spring.

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, fall; Scott Bradbury, spring.

CLS 590 Research and Thesis
Credits: 4
Members of the department
Normally offered both fall and spring semesters
Normally offered each fall
Thalia A. Pandiri
will be chosen from works such as Homer’s Iliad and Odyssey, Hesiod’s of war, exile and homecoming, monsters and divinities, love and lust. Readings some of the songs bards performed to the accompaniment of the lyre, stories An exploration of the poetic masterpieces of the Archaic period. We will study the fundamentals of Greek vocabulary and grammar, and experience the joy of "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
Scott A. Bradbury
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
Thalía A. Pandirí
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
Rebecca Worsham
Normally offered each academic year

LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100Y, or the equivalent. {F} {L} Credits: 4
Scott A. Bradbury
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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 150</td>
<td>Roots: Greek and Latin Elements in English</td>
<td>4</td>
<td>E</td>
</tr>
<tr>
<td>CLS 217</td>
<td>Greek Art and Archaeology</td>
<td>4</td>
<td>H</td>
</tr>
<tr>
<td>CLS 218</td>
<td>Hellenistic Art and Archaeology</td>
<td>4</td>
<td>H</td>
</tr>
<tr>
<td>CLS 227</td>
<td>Classical Mythology</td>
<td>4</td>
<td>H</td>
</tr>
<tr>
<td>CLS 228</td>
<td>Gender and Sexuality in Greco–Roman Culture</td>
<td>4</td>
<td>H</td>
</tr>
<tr>
<td>CLS 237</td>
<td>Artifacts of Daily Life in the Ancient Mediterranean</td>
<td>4</td>
<td>H</td>
</tr>
</tbody>
</table>

**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. {F} {L} Credits: 2

**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

Rebecca Worsham

**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

Members of the department

**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 “myth” of moral decline, and the contrast between the virtuous past and the decadent present; the “agrarian myth” and the figure of the citizen-farmer as a symbol of authentic Romanness. Readings selected from Livy, Horace, Virgil, and others. {F} {L} Credits: 4

Nancy J. Shumate

**CLS 228 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. {H} {L} Credits: 4

Members of the department

**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. {H} {L} Credits: 4

Members of the department

**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. {E} {H} {S} Credits: 4

Members of the department
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

Same as WLT 260. 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 CLT 150 are urged to enroll in that (2-credit, S/U) course concurrently. [L] 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

FYS 147 Power Lunch: The Archaeology of Feasting

WLT 202 Western Classics in Translation, from Homer to Dante

ENG 202 Western Classics in Translation, from Homer to Dante
Community Engagement and Social Change Concentration

**Director**
Elisabeth Brownell Armstrong, Ph.D., Concentration Director

**Advisory Committee**
Philip K. Peake, Ph.D. (Psychology) **1**
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) **3**
Ellen Wendy Kaplan, M.F.A. (Theatre)
Lucy W. Mule, Ph.D. (Education and Child Study)
Nnamdi Pole, Ph.D. (Psychology) **6**
Marsha K. Pruett, Ph.D. (School for Social Work)
Lynne M. Yamamoto, M.A. (Art) **11**

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 participatory research and community service are familiar terms for describing forms of community-based learning (CBL) in higher education. Theorists and practitioners continue to debate how students and faculty can best join partners to support community-driven goals in areas nearby colleges and universities. Students consider these issues through exploring the literature of community engagement and learning from the experiences of those who practice its different forms. CCX 120 serves as a gateway course for the Community Engagement and Social Change Concentration. Students are introduced to the varied opportunities available at the college for engaging with communities.

Credits: 2

*Denys Candy
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
The Major

Advisers: Judith Cardell, R. Jordan Crouser, Alicia Grubb, Nicholas Howe, Katherine Kinnaird, Jamie Macbeth, Joseph O’Rourke, Ileana Streinu

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, 109, 151. (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.)
  • 300-level (1 course):
    One CSC 300-level course beyond those satisfying the requirements above, or its equivalent (e.g., a UMass graduate course). Prerequisite: completion of core.

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. Computer Science Minor

Requirements:

Six CSC courses. Any of the 200-level courses below could be replaced by a CSC Special Studies. The 300-level course could be replaced by a UMass graduate course in Computer Science.

Required courses

• CSC 111 Introduction to Computer Science Through Programming
• CSC 212 Programming With Data Structures
• CSC 200-level or 200-level Intro or Intermediate
• CSC 200-level Intermediate
• CSC 200-level Intermediate
• CSC 300-level course, or its equivalent

2. Digital Art (six courses equally balanced between Computer Science and Art)

Advisers: R. Jordan Crouser, Nicholas Howe, Joseph O’Rourke

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.

### School Number Title

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>DAN 377</td>
<td>Expressive Technology and Movement</td>
</tr>
<tr>
<td>Hampshire</td>
<td>CS 0174</td>
<td>Computer Animation I</td>
</tr>
<tr>
<td>Hampshire</td>
<td>CS 0334</td>
<td>Computer Animation II</td>
</tr>
<tr>
<td>Mount Holyoke</td>
<td>CS 331</td>
<td>Graphics</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397F</td>
<td>Digital Imaging: Photo Etchig</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 397L</td>
<td>Digital Imaging: Offset Litho</td>
</tr>
<tr>
<td>UMass</td>
<td>ART 697F</td>
<td>Digital Imaging: Photo Etchig</td>
</tr>
<tr>
<td>UMass</td>
<td>EDUC 591A</td>
<td>3D Animation and Digital Editing</td>
</tr>
<tr>
<td>UMass</td>
<td>CSPSCI391F</td>
<td>Graphic Communications</td>
</tr>
<tr>
<td>UMass</td>
<td>CSPSCI397C</td>
<td>Interactive Multimedia Production</td>
</tr>
<tr>
<td>UMass</td>
<td>CSPSCI397D</td>
<td>Interactive Web Animation</td>
</tr>
</tbody>
</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 above.

### 3. 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 underlying 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. **CSC 111** Computer Science I includes a systematic introduction to computer science and programming.
2. **CSC 212** Programming With Data Structures includes study of data structures, algorithms, recursion and object-oriented programming.

3. **CSC 220 or CSC 250:**
   - **CSC 220 Advanced Programming Techniques** focuses on several advanced programming environments, and includes graphical user interfaces (GUIs). 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 MUS 312**
   - **MUS 233** Composition covers basic techniques of composition, including melody, simple two-part writing and instrumentation.
   - **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)
   - **MUS 345** Electro-Acoustic Music is an introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening.
   - **CSC 354** Seminar on Digital Sound and Music Processing includes areas of sound/music manipulation, such as digital manipulation of sound, formal models of machines and languages used to analyze and generate sound, music, algorithms and techniques from artificial intelligence for music composition.

These requirements are summarized in the table below.

### 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.

### Honors

**Director:** R. Jordan Crouser

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

Members of the department
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, disk, 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. The course meets for the first half or second half of the semester only. [M] Credits: 2

Members of the department
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 fall

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
Expected to be offered in the next 3 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

Members of the department
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. [M] Credits: 5

R. Jordan Crouser
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

Members of the department
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

Members of the department
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

Members of the department
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

Ileana Streinu
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

Members of the department
Normally offered each fall

CSC 230 Introduction to Database Systems
Databases form the foundation of modern commerce, social media, and government. 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

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

Alicia M Grubb, Jamie C. Macbeth

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

Judith B. Cardell

Normally offered in alternate years

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

Members of the department

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

Jamie C. Macbeth

CSC 256 Intelligent User Interfaces
Normally offered in alternate years

CSC 258 Computer Networks
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. [M] Credits: 5

Members of the department

Normally offered each spring

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 231, CSC 250. [M] Credits: 4

Members of the department

Normally offered in alternate years

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

Members of the department

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 computational topology 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 111. [M] Credits: 4

Members of the department

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. {M} Credits: 4
 Members of the department
 Normally offered each fall

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 implications of (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. {E} {S} Credits: 4
 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

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
 Expected to be offered in the next 3 years

CSC 353 Seminar in Robotics
The seminar covers modern robotics principles, spanning the mathematical theory of robot kinematics, motion planning algorithms, programming using robot simulation software and applications on an actual robotic platform. Readings from the current literature will inform the students’ final project. One midterm exam and a final project. Prerequisites: Calculus, Discrete Math, CSC 212 and 231. Credits: 4 {M} Credits: 4
 Ileana Streinu
 Expected to be offered in the next 3 years

CSC 354 Seminar: Music Information Retrieval
Same as SDS 354. 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
 Expected to be offered in the next 3 years

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. Contrast 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
ethics 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\} \{M\} Credits: 4

Members of the department

CSC 360 Mobile and Locative Computing

Normally offered in alternate years

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

Expected to be offered in the next 3 years

CSC 370 Computer Vision and Image Processing

Seminars: 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

Members of the department

Normally offered in alternate years

CSC 390 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

Normally offered in alternate years

CSC 400 Special Studies

For majors, by arrangement with a computer science faculty member. Credits: 1–4

Members of the department

Normally offered both fall and spring semesters

CSC 430D Honors Project

Credits: 8

Members of the department

Normally offered each academic year
Dance

Professor
Rodger Fleming Blum, M.F.A.  

Associate Professor
Chris Aiken, M.F.A., Director, MFA Program in Dance
Angie Hauser, M.F.A., Chair
Lester Tomé, Ph.D.  

Lecturers
Onalie Arts
Melinda Buckwalter M.A., M.F.A.
Katie Martin, M.F.A.
Ninoska M’bewe Escobar, M.A.
Olive McKeon Ph.D.
Shakia Johnson

Five College Faculty
Jim Coleman, M.F.A. (Professor Emeritus, Mount Holyoke College)
Lauren Cox, B.A. (Lecturer, University of Massachusetts)
Yvonne Daniel, Ph.D. (Professor Emerita Dance & Afro-American Studies, Smith College)
Paul Dennis, M.F.A. (Associate Professor, University of Massachusetts)
Barbara Diewald, M.F.A. (Assistant Professor, Mount Holyoke College)
Charles Flachs, M.A. (Professor, Mount Holyoke College)
Rose Flachs (Professor, Mount Holyoke College)
Terese Freedman, B.A. (Professor Emerita, Mount Holyoke College)
Deborah Goffe, M.F.A. (Assistant Professor, Hampshire College)
Molly Christie Gonzalez (Assistant Professor, UMass)
Constance Valis Hill, Ph.D. (Five College Associate Professor Emerita, Hampshire College)
Shakia Johnson (Five College Lecturer of Dances in the African Diaspora)
Peter Jones (Lecturer/Accompanist, Mount Holyoke College)
Daphne Lowell, M.F.A. (Professor Emerita, Hampshire College)
Aston McCullough, Ph.D. (Assistant Professor, UMass)
Jenna Riegel, (Assistant Professor, Amherst College)
Thomas L. Vacanti, M.F.A. (Associate Professor and Director, Dance Program, University of Massachusetts)
Susan K. Waltner, M.S. (Professor Emerita, Smith College)
Wendy Woodson, M.A. (Professor, Amherst College)

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
272 Dance Anthropology: Performed Identities and Embodied Cultures
287 Analysis of Music From a Dancer’s Perspective
200 Dance Production
201 Dance Production
399 Senior Seminar in Dance (Choreography or Research)

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
Members of the department
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 Aliley, 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
Members of the department
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. Instructor permission and audition required. {A} Credits: 2
Members of the department
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
Chris Aiken, Erin Ellise Kouwe
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
Angie Hauser, Sarah Shostak Konner
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,
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 20. [A] [S] Credits: 4
Katharine O. McKee
Normally offered each spring

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. Instructor permission and audition required. [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. Instructor permission and audition required. [A] Credits: 4
Members of the department
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 & 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, conceptural 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

B. Production Courses

DAN 200 Dance Production
A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including 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
Members of the department
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
Members of the department
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 con-
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. Enrollment limited to 40.

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

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

DAN 113 Beginning Contemporary Dance 1
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 Beginning Contemporary Dance 2
For students who have taken Beginning Contemporary Dance or the equivalent. Enrollment limited to 25. [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

Erin Elise Kouwe
Normally offered each fall

DAN 216 Intermediate Contemporary Dance 2
Prerequisite: 215 or previous dance experience. Enrollment limited to 30.

[A] Credits: 2

Members of the department
Normally offered each spring

DAN 317 Advanced Contemporary Dance 1
By audition/permission only. Prerequisite: 216.

[A] Credits: 2

Angie Hauser
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

Members of the department
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 develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 25. [A] Credits: 2

Members of the department
Normally offered each academic year

DAN 120 Beginning Ballet 1
Enrollment limited to 25.

[A] Credits: 2

Members of the department
Normally offered both fall and spring semesters

DAN 121 Beginning Ballet 2
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

Onalie M. Arts
Normally offered each fall
DAN 223 Intermediate Ballet 2
Prerequisite: previous dance experience. Enrollment limited to 30. [A] Credits: 2
Members of the department
Normally offered each spring

DAN 324 Advanced Ballet 1
By audition/permission only. [A] Credits: 2
Onalde M. Arts
Normally offered each fall

DAN 325 Advanced Ballet 2
By audition/permission only. Enrollment limited to 30. [A] Credits: 2
Members of the department
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 137 Beginning Tap
Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. [A] Credits: 2
Members of the department
Expected to be offered in the next 3 years

DAN 237 Intermediate Tap
Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis is on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Beginning Tap or permission of the instructor. Enrollment limited to 15. [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. Enrollment limited to 30. [A] Credits: 2
Members of the department
Normally offered each 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
Shakia Johnson
Normally offered both fall and spring semesters

DAN 246 Intermediate Hip Hop
Journey through time and experience in your own body the evolution of hip hop from its social dance roots to the contemporary phenomenon of commercial choreography that hip hop has become. Using film and text in addition to studio work, this class creates a framework from which to understand and participate in the global culture of hip hop dance. 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. Enrollment limited to 30. [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 yogic structuring principles that address the technical, restorative and performance-related issues of the dancer, we work to refine standing, sitting, reclining and arm-supported postures, and then incorporate this information into the creation and performance of dancing phrases. 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
Members of the department

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. Credits: 1

Members of the department

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: 1

Members of the department

Normally offered in alternate years

M.F.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: 4
Members of the department

Topic: The Pedagogy of Dance Technique
Credits: 4
Members of the department

Topic: Performance Improvisation
Credits: 4
Members of the department

Topic: Philosophies of Contemporary Dance
Credits: 4
Members of the department

Topic: Seminar in Music and Sound
Credits: 4
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

Members of the department

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

Members of the department

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 & 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 on individual research projects throughout the semester. Credits: 4

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

Chris Allen

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.
The Department of East Asian languages and cultures offers a major in East Asian languages and cultures with tracks in China, Japan or East Asian studies and a minor in East Asian languages and cultures with tracks in China, Japan, Korea or East Asian studies. 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

Track 1: Chinese

**Prerequisites:** The first year of Chinese (CHI 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:** Yalin Chen, Jessica Moyer, Sujane Wu

**Requirements:** Students take a total of 11 courses (46 credits), distributed as follows:

1. Second-year language courses (10 credits): 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): CHI 301 and 302 (two courses). In consultation with their advisor, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Chinese literature or culture, including a departmental seminar. Students concentrating on China are strongly encouraged to take 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.

Track 2: Japanese

**Prerequisites:** The first year of 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:** Kimberly Kono, Yuri Kumagai, Atsuko Takahashi

**Requirements:** Students are expected to concentrate in Japan and take a total of 11 courses (46 credits), distributed as follows:

1. Second-year language courses (10 credits): JPN 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 (two courses). In consultation with their adviser, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Japanese literature or culture, including a departmental seminar. Students concentrating 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.

Track 3: East Asian Studies

**Advisers:** Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Irhe Sohn, Sujane Wu, Dennis Yasutomo

The major track 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 major track in East Asian studies 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 post-graduate 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, HST 223, EAL 231, EAL 233, EAL 234, EAL 235, EAL 241, ARH 200, ARH 352.
• 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 from the department of that other major toward the EAS major.

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 Cultures

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.

Track 1: Chinese

Advisers: Yalin Chen, Jessica Moyer, Sujane Wu

Prerequisites: The first year of Chinese (CHI 110 and 111) 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 I (CHI 220 and 221) (10 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Chinese literature and culture.

Track 2: Japanese

Advisers: Kimberly Kono, Yuri Kumagai, Atsuko Takahashi

Prerequisites: 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. Japanese II (JPN 220 and 221) (10 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Japanese literature and culture.

Track 3: Korean

Advisers: Suk Massey, Irhe Sohn

Prerequisites: The first year of 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. Korean II (KOR 201 and 202) (8 credits).
2. Four courses, at least two of which must be EAL-prefix courses in Korean literature and culture.

Track 4: East Asian Studies

The minor in East Asian studies provides 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.

Advisers: Marnie Anderson, Ernest Benz, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Irhe Sohn, Sujane Wu, Dennis Yasutomo

Requirements: 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 adviser.
1. 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.
3. 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.)
4. No course taken for a satisfactory/unsatisfactory grade counts toward the minor.
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. Mayer
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 communication, 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 Creaturely Voice in Chinese Fiction
Same as WLT 228. Do animals speak? Are there moments when we recognize the creaturely 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 nomad 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
China grounds its literary tradition in lyric poetry. One enduring definition of lyric, or shi, in the Chinese tradition is the natural, direct expression and reflection of one’s inner spirit as a result of a unique encounter with the world. This course is an introduction to masterworks of the Chinese lyric tradition from its oral beginnings 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 the 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
Sujane Wu
Normally offered each fall

EAL 232 Modern Chinese Literature
Same as WLT 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’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
Members of the department
Expected to be offered in the next 3 years

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
Members of the department
Expected to be offered in the next 3 years

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, zuaju and chuanqi drama alongside official narratives such as histories and biographies, as well as popular genres like ballads, bajuan (precious scrolls) and tanci (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
Normally offered each spring

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 objects structure identity and articulate relationships; the body as object; and the materiality of writing, illustration, and the stage. We analyze historical constructions of class and gender and reflect on how individuals constructed social identities vis-à-vis objects and consumption. All readings in English translation. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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 relationships between words and images and the issues such as how poetry and other arts are inextricably linked, and what makes a painting a silent poem—and a poem a lyrical painting. We will also explore the following questions: How do poetry and painting inspire one another and how do they respond to one another? At the end of the semester, students will work with the Smith College Museum of Art to curate an exhibition to showcase their learning. All readings are in English translation. [L] Credits: 4
Members of the department
Normally offered each spring

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
Members of the department
Expected to be offered in the next 3 years

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. Enrollment 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
Members of the department
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
Normally offered each fall

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 does 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

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
Members of the department
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
Members of the department
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 253 Korean Cinema: Cinema and the Masses
This course offers a survey of Korean film history in light of cinema's relationship to the masses. As a popular art form, cinema has always been in close contact with its audiences. Cinema has contributed to the emergence of modern masses. By examining how cinema has shaped its audiences and vice versa, this course will chart the development of Korean cinema as a popular entertainment as well as an art form during the last hundred years. Our journey will start from the globalization of Korean cinema and its transnational audiences and chronologically hark back to the colonial period. [H] [L] Credits: 4
Irhe Sohn
Normally offered each fall

EAL 254 Modern Korean Literature in Translation
This course is a survey of modern Korean literature from the 1990s to the present. It charts the formal and thematic development of Korean literature...
by examining how literature illuminates Korea's history and politics. We will be engaged in the close reading of medium and full-length fictions in English translation, while considering their historical and cultural contexts. [L] Credits: 4

Members of the department

Normally offered each spring

EAL 261 Gender and Sexuality in Late Imperial Chinese Literature
This class will examine Chinese literary traditions in various different genres such as fiction, poetry and drama from the 16th through the 18th centuries from perspectives of gender and sexuality. Through the class, you will learn to examine Chinese literary tradition from the perspective of gender, discussing the gendering of new modes of expression in de/constructing men and women as social categories over the long course of Chinese literary history. We will pay special attention to how women were represented in classical literature, primarily poetry and fiction, both through their own writing and in the writing of men. [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 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 the class, we will mainly study the representation of women in late imperial and modern China, exploring feminine and feminist ideology. [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 263 Romance and Martial Arts in Chinese Popular Fiction
Do you like love stories? Kung fu movies? Feel embarrassed admitting it and wonder why? This course investigates the cultural, political and aesthetic significance of romance and martial arts in Chinese popular fiction and some films from the 16th to the 20th centuries. Students will read works in these two major genres, learn key frameworks from cultural studies, and explore scholarship on the aesthetic and political interventions of Chinese romantic and martial arts fiction in local, national and global contexts. Students will end the course as more knowledgeable, aware consumers of popular culture in general. [L] Credits: 4

Jessica D. Mayer

Normally offered each fall

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 I-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? [L] 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

Members of the department

Normally offered each spring

EAL 274 Voices from Japan's Margins: Ethnicity, Identity and Resistance
This course will examine literature and film by Ainu, barbarism, Korean-Japanese, and Okinawans in 20th and 21st century Japan. We will investigate different artistic responses to the experience of marginalization and discuss their aesthetic, cultural and political significance. What strategies do writers and filmmakers use to challenge stereotypes and define both their individual identities and those of their community? How do literature, film, and other artistic forms create the possibility for resistance? By contextualizing these works within the diverse histories of these communities, we will also explore how “race” and ethnicity are constructed in modern Japan. All readings in English or English translation and no knowledge of Japanese is required. [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

EAL 275 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

Members of the department

Expected to be offered in the next 3 years

EAL 276 Apocalyptic Narratives 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.

Apocalyptic Narratives in Japanese Popular Culture

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

Members of the department

Expected to be offered in the next 3 years

EAL 282 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.

Apocalyptic Narratives in Japanese Popular Culture
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
Yalin Chen, Lu Yu
Normally offered each fall

CHI 111 Chinese I (Intensive)
A continuation of 110. Prerequisite: CHI 110 or permission of the instructor.
{F} Credits: 5
Members of the department
Normaly 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
Members of the department
normally offered each spring

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, 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
Members of the department
Normally offered each spring

CHI 310 Reading in Classical Chinese Prose and Poetry
This course introduces students to Classical Chinese or wenyun, 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

Ling Zhao

Normally offered each fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
Topics course.

This course mainly focuses on readings of cultural, political and social import. Through the in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. With the instructor’s permission, advanced language courses may be repeated when the content changes. [F] Credits: 4

Members of the department

Normally offered in alternate 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

Members of the department

Normally offered each fall

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

Kimberly Kono, Atsuko Takahashi

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

Members of the department

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

Yuri Kamagai

Normally offered each fall

JPN 221 Japanese II (Intensive)
A continuation of 220. Prerequisite: JPN 220 or permission of the instructor. [F] Credits: 5

Members of the department

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 Kamagai

Normally offered each fall

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or permission of the instructor. [F] Credits: 4

Members of the department

Normally offered each spring

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

Atsuko Takahashi

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

Members of the department

Normally offered each spring
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

Shihyun Kim, Suk Massey

Normally offered each fall

KOR 102 Korean II
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

Members of the department

Normally offered each spring

KOR 201 Korean I
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

Normally offered each fall

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 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

Members of the department

Normally offered each spring

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

Members of the department

Normally offered each spring

Courses in the Humanities
Approved for the East Asian Studies
Track within East Asian Languages
and Cultures

ARH 200 China in Expansion

ARH 280 Art Historical Studies
Manga in A Thousand Years: Critical Approaches to Manga and Anime

Playing with Ink and Brush (900 CE to Present): A Material, Cultural and Political History of East Asian Art

ARH 352 Studies in Art History
Naturalism & Amateurism: The Aesthetics of the Song Dynasty (960-1276) Paintings

Meditation In Caves: Buddhist Grottoes in East Asia

ARH 200 China in Expansion

BUS 240 Buddhism and Gender

DAN 142 Dance Forms I
Korean Traditional Dance

EAL 101 Introduction to Language and Culture in East Asia
Writing and Cultural Identity

EAL 228 The Creaturely Voice in Chinese Fiction

EAL 231 The Culture of the Lyric in Traditional China

EAL 232 Modern Chinese Literature

EAL 233 Chinese Travel Writing

EAL 234 Self and Society in Chinese Fiction and Drama

EAL 235 Class, Gender and Material Culture in Late Imperial China
EAL 237 Chinese Poetry and the Other Arts
EAL 239 Intimacy in Contemporary Chinese Women's Fiction
EAL 240 Japanese Language and Culture
EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes
EAL 242 Modern Japanese Literature
EAL 244 Japanese Women’s Writing
EAL 245 Writing, Japan and Otherness
EAL 250 Cinema in South Korea: Popular Imagination of Modern History
EAL 251 Modern Korean Literature
EAL 252 Women in Korean Cinema
EAL 253 Korean Cinema: Cinema and the Masses
EAL 254 Modern Korean Literature in Translation
EAL 261 Gender and Sexuality in Late Imperial Chinese Literature
EAL 262 Representation of Women in Chinese Culture
EAL 263 Romance and Martial Arts in Chinese Popular Fiction
EAL 271 Crafting the Self in Japan
EAL 272 Colloquium: Literature, Art and Culture in Edo Japan
EAL 273 Women and Narration in Modern Korea
EAL 274 Voices from Japan’s Margins: Ethnicity, Identity and Resistance
EAL 281 Colloquium: Revising the Past in Chinese Literature and Film
EAL 291 Writing Empire: Images of Colonial Japan
EAL 292 Topics in Japanese Popular Culture
EAL 293 Topics in East Asian Languages and Literatures
EAL 294 Topics in East Asian Languages and Literatures
EAL 295 Topics in East Asian Languages and Literatures
EAL 296 Topics in East Asian Languages and Literatures
EAL 297 Topics in East Asian Languages and Literatures
EAL 298 Topics in East Asian Languages and Literatures
EAL 299 Topics in East Asian Languages and Literatures
EAL 360 Seminar: Topics in East Asian Languages and Literatures

PHI 112 Chinese Philosophy
REL 110 Colloquia: Thematic Studies in Religion
REL 180 Introduction to Buddhist Thought
REL 270 Zen Buddhism and Japanese Culture
REL 360 Seminar: Problems in Buddhist Thought
WLT 232 Modern Chinese Literature
WLT 239 Intimacy in Contemporary Chinese Women’s Fiction

Courses in the Social Sciences
Approved for the East Asian Studies Track within East Asian Languages and Cultures

ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia
ANT 252 The City and the Countryside in China
ANT 253 Introduction to East Asian Societies and Cultures
ANT 342 Seminar: Topics in Anthropology
ECO 219 The Chinese Economy
ENV 230 Colloquium: Environment and Society in Contemporary China
FYS 183 Images of Japanese Women
GOV 228 Government and Politics of Japan
GOV 230 Chinese Politics
GOV 235 Government and Politics in East Asia
GOV 251 Foreign Policy of Japan
GOV 253 Colloquium: Culture and Diplomacy in Asia
GOV 327 East Asian Politics Seminar
GOV 328 Rising China
GOV 329 Comparative Politics of Northeast Asia
GOV 340 Seminar: Taiwan—Internal Politics and Cross-Strait Relations
GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia

HST 200 (L) Modern East Asia

HST 211 (L) The Emergence of China

HST 212 (L) China in Transformation, A.D. 750–1900

HST 213 History of Modern China

HST 214 (C) Aspects of Chinese History
The World of Thought in China

HST 217 (L) World War Two in East Asia: History and Memory

HST 220 (C) Japan to 1600

HST 221 (L) Samurai to Sony: The Rise of Modern Japan

HST 222 (C) Aspects of Japanese History
The Place of Protest in Early Modern and Modern Japan

HST 223 (C) Women and Gender in Japanese History
Women in Japanese History From Ancient Times to the 19th Century

HST 301 Calderwood Seminar on Public Writing
Writing about Twentieth-Century Wars in Asia

HST 313 Seminar: Problems in East Asian History
Remembering the Asia-Pacific War

Writing Gender Histories of East Asia
East Asian Studies

East Asian Studies Advisory Committee
Marnie S. Anderson, Ph.D., Associate Professor of History, Director, Spring 2020
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
Sujane Wu, Ph.D., Associate Professor of East Asian Languages and Literatures
Dennis Yasutomo, Ph.D., Esther Cloudman Dunn Professor of Government

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
Maki Hirano Hubbard, Ph.D., Professor of East Asian Languages and Literatures
Sabina Knight, Ph.D., Professor of Comparative Literature
Margaret Sarkissian, Ph.D., Professor of Music

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 post-graduate 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 from 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: 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.
1. 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.
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/SDS 220 or MTH/SDS 291. In the case of MTH/SDS 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 203, SOC 204, SDS/MTH 201, PSY 201 or MTH/SDS 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/SDS 220 or MTH/SDS 291. In the case of MTH/SDS 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 203, SOC 204, SDS/MTH 201, PSY 201 or MTH/SDS 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.

Assistant Professors
Simon Halliday, Ph.D.
Maggie Liu, Ph.D.
Vis Taraz, Ph.D.
Mariyana Zapryanova, Ph.D.

Lecturers
Jorge Vasquez, Ph.D.

Economics

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. Crediting procedures are the same as for the major.

Honors

Director: Susan Sayre.

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

Members of the department
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
Economies 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). [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
Roger T. Kaufman, Paul Kurtz Newlin

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, Mahnaz Mahdavi

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 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 203, SOC 201, MTH 201, MTH/SDS 220. Course limited to 55 students. [M] [QS] [S] Credits: 4
Maggie Y. Liu

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

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
Jorge A. Vasquez

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

Members of the department

Expected to be offered in the next 3 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 prerequisites are ECO 250, ECO 253, MTH 211, and MTH 212 or permission of the instructor. [M] [S] Credits: 4
Members of the department

Expected to be offered in alternate 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

Members of the department

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

Members of the department

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

Charles P. Staelin

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. Prerequisites: ECO 220 and ECO 250 or permission of the instructor. [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

Randall K. Bartlett

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

Members of the department

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

Members of the department

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. [S] Credits: 4

Roger T. Kaufman

Normally offered in alternate 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

Members of the department

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

Members of the department

Normally offered in alternate 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

Mahnaz Mahdavi

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
Members of the department

ECO 314 Seminar: Industrial Organization and Antitrust Policy
This seminar explores economic principles and legal aspects of the organization of firms in 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
Members of the department

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

ECO 331 Seminar: The Economics of Sports
This seminar will explore economic principles behind the operation of the sports industry in the United States and internationally. Specific topics to be covered include: antitrust; athlete compensation; labor market behavior; competitive balance; team value and profitability; economic impact and financing of stadiums; economics of the Olympics and World Cup; and, economic issues in college sports. Prerequisites: ECO 250 and ECO 220. [S] Credits: 4
Members of the department

ECO 341 Economics of Health Care
An examination of current economic and public policy issues in health care. Topics include markets for health insurance, physician services, and hospital services; public policies to enhance health care quality and access; the economics of the pharmaceutical industry; and alternatives for reforming the U.S. health care system. Prerequisites: ECO 250 and ECO 220 or permission of the instructor. [S] Credits: 4
Members of the department

ECO 342 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

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
Members of the department

Expected to be 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 presentation. Prerequisites: 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

Expected to be 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
Charles P. Sautel
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 optional currency area; and emerging markets. Prerequisite: ECO 253. \{S\} Credits: 4
Members of the department
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 similarities among the various paths to development in Africa. Prerequisites: ECO 250 and ECO 283; 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. Prerequisites: ECO 220 and ECO 250. \{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

Professors
Rosetta Marantz Cohen, Ed.D., Myra M. Sampson Professor of Education and Child Study
Susan M. Etheredge, Ed.D.
Samuel M. Intrator, Ph.D., Elizabeth A. Woodson 1922 Professor of Education & Child Study

Associate Professor
Shannon Audley, Ph.D.
Lucy W. Mule, Ph.D., Chair

Lecturers
Carol Berner, M.S.Ed.
Graeham Dodd, Ed.S.
Janice C. Gatty, Ed.D.
Bona Kang, Ph.D.
Miranda McCarvel, Ph.D.
Renata Pienkawa, M.A.
Nicole Walsh, M. Ed

Coordinator of Teacher Education
Nicole Walsh, M.Ed

The Major
At the Smith College Department of Education and Child Study, we believe the study of teaching, of how people learn, and of the diverse contexts and institutions where learning takes place is 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 coursework and learning:

• Teaching and Learning:
  Focused on how people learn and of particular interest to students interested in teaching.

• International/Global Education:
  Focused on exploring the context of global economic, political, cultural, and community influences on education.

• Youth, Community and Policy Studies:
  Focused on the design, policy, and educational practices of school, out-of-school and community-based educational initiatives.

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 colloquium.

The Foundations
Each student, with the approval of her major adviser, should take one foundations course in each of these three areas by the end of sophomore year:

- The Science of Learning (EDC: 238 OR 240)
- Human Development (EDC: 231, 235, 239, 342)
- Settings and Contexts. (EDC 110, 200, 226, 232, 237, 278, 299, 343, 235, 239, 342)

The Three Curricular Strands
Beyond the foundations courses, students are required to achieve depth in one of the department’s three curricular strands: Teaching and Learning, Youth, Community and Policy, or International/Global Education. Depth is achieved by selecting at least three courses in one of the curricular strands below.

Electives
Students round out their major with three elective courses. Electives should be selected in consultation with the student’s education adviser and chosen from Smith offerings or offerings from the Five Colleges and/or the student’s study abroad program.

Capstone Course
All Education and Child Study majors will take EDC 340 Senior Colloquium during the spring semester of their senior year.

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 in consultation with a departmental adviser. 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
- Biology 8–12 Baccalaureate and Post-baccalaureate
- Chemistry 8–12 Post-baccalaureate
- English 5–12 Baccalaureate and Post-baccalaureate
- Foreign Language (French, Mandarin, or Spanish) 5-12 Baccalaureate and Post-baccalaureate
- General Science 5-8 Baccalaureate and Post-baccalaureate
- History 5–12 Baccalaureate and Post-baccalaureate
- Humanities 5–8 Baccalaureate and Post-baccalaureate
- Mathematics 5-8 Post-baccalaureate
- Mathematics 8–12 Baccalaureate and Post-baccalaureate
- Math/Science 5–8 Baccalaureate and Post-baccalaureate
- Physics 8–12 Baccalaureate and Post-baccalaureate
- Social Science 5-12 Post-baccalaureate
- Visual Arts PK-8 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 are required to take courses in a range of content areas to meet licensure subject matter requirements; including 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 Nicole Walsh, 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

Members of the department

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. This course requires weekly fieldwork in local early childhood education classrooms. Enrollment is limited to 20. [S] Credits: 4

Members of the department

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 summative and formative evaluations of student comprehension, learning needs, and academic progress. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. This course has a community-based project that requires a regular out-of-class time commitment and a final group presentation for a professional learning community of Smith College Campus School teachers and staff. Enrollment limited to 20. Not open to first-years. [S] Credits: 4

Bona Kang

Expected to be offered in the next 3 years

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 or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Credits: 4

Members of the department
Normally offered both fall and 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 partner 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. Not open to first-years and sophomores without permission of instructor. 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 additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: 238. Open to juniors seniors and graduate students only. (S) Credits: 4

Carole Bereh
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. Enrollment limited to 35. (S) Credits: 4

Lucy W. Mule
 Normally offered each fall

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: 4

Nicole C. Walsh
 Normally offered both fall and spring semesters

EDC 346 Clinical Internship in Teaching
Full-time practicum in grade K-12 schools. Open to seniors only and offered in two sections. Section 01 is offered to students who have completed the prerequisite courses for elementary student teaching. Section 02 is offered to students who have completed the prerequisite courses for Middle/Secondary student teaching, and includes a weekly companion seminar for students completing a full-time practicum at the middle or high school level. Admission by permission of the department. Preregistration meeting scheduled in April. (S) Credits: 8

Members of the department
Normally offered each academic year

EDC 347 Individual Differences Among Learners
Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. (S) Credits: 4

Members of the department
Normally offered each fall

EDC 352 Methods of Instruction
This course examines subject matter from the standpoint of pedagogical content knowledge. Topics include 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. Two class hours and a practicum involving directed classroom teaching are required. Prerequisite: three courses in the department taken previously, including 235 and 238 or 342; grade of B- or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. Credits: 4

Kara Anna Graham
Rebecca Dodd
Normally offered each fall

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

Members of the department
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. Limited to juniors and seniors and graduate students. Does not count for seminar credit in the history major. (H) Credits: 4

Paula Taraskow
Normally offered each fall
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 25. (F) (S) Credits: 4
Simone M. Gugliotta
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 learning 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 community service learning 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 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. (E) (M) Credits: 4
Members of the department
Expected to be offered in the next 3 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
Carol Berner
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 observation in a variety of child-care and educational settings. Enrollment limited to 55. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

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
Members of the department
Expected to be offered in the next 3 years

EDC 298 Rethinking Education Leadership and Policy for Tomorrow’s World Practicum
This practicum is the intensive January apprenticeship in a school or educational setting designed as the prerequisite for EDC 299. This combined experience will provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy. We will examine how educators can better harness what is known in the research. (S) Credits: 1
Members of the department
Normally offered each interterm

EDC 299 Rethinking Leadership and Policy for Tomorrow’s World
This course is designed to provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy after completing an intensive January apprenticeship in a school or educational setting. We will examine how educators can better harness what is known in the research, practice, and policy arenas to ensure that all youth thrive. This course is open to all Five College students who have done the Urban Education January internship program (Mindich Fellowship). (E) (S) (S) Credits: 3
Members of the department
Normally offered each spring

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
Members of the department
Expected to be offered in the next 3 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 those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. 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
Expected to be offered in the next 3 years

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. Enrollment limited to 35. (S) Credits: 4
Lucy W. Mule
Normally offered each fall

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

EDC 237 Comparative Education
This course introduces students to the field of comparative and international education. Students survey general features of educational systems and examine key educational policies and practices in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational policy and practice in comparative perspective. Focus areas include: educational access, quality and equity; teacher quality and professionalism; and educational reform in a globalized context. Enrollment limited to 35. (S) Credits: 4
Members of the department
Expected to be offered in the next 3 years

EDC 278 Race and Education
This course examines the centrality of race in education mainly in the United States but also in other parts of the world. Using an interdisciplinary lens, we will explore an array of theories of race and intersectionality as they relate to education and interrogate 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; everyday racism and in educational contexts; racialized educational policies and practices; and strategies for working towards racial equity in educational contexts. Enrollment limited to 35. (S) Credits: 4
Members of the department

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. Enrollment limited to 35. (S) Credits: 4
Lucy W. Mule
Normally offered each fall

Members of the department

Normally offered each fall

Members of the department

Normally offered each fall
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
Members of the department
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 Senior Colloquium
A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior majors. (S) Credits: 4
Members of the department
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 ELL students 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
Normally offered each summer

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 practicum required. (S) Credits: 4
Members of the department
Normally offered each fall

EDC 550 The Policies and Procedures of Inclusion
This course will focus on the laws and policies governing special education, including eligibility categories and determinations, testing and creating useful assessment reports, progress monitoring, writing and implementing IEP and 504 plans, working collaboratively with agencies and other service providers, and assistive technology. Credits: 4
Members of the department
Normally offered each summer

EDC 551 The Inclusive Classroom: Designing Effective Instruction
This course will focus on the models of instructional practice for students with mild to moderate disabilities, including models of co-teaching and inclusion, differentiated instruction, universal design, positive behavioral supports and effective classroom management practices. Students will learn strategies for supporting students in reading, writing, and mathematics, as well as with executive function and study skills. This course requires fieldwork in an inclusive classroom. Credits: 4
Members of the department
Normally offered each summer

EDC 552 Perspectives on American Education
This course is intended to help second semester MAT students transition into the field as “research practitioners,” with public-facing voices on issues of policy and practice. Required of all candidates for the M.A., and the M.A.T. degrees. Credits: 4
Members of the department
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
Samuel M. Intrator
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 summer

EDC 559 Clinical Internship in Teaching
Full-time practicum in grade K-12 schools. Offered spring semester for graduate students pursuing educator licensure. Offered in two sections. Section 01 is offered to graduate elementary student teachers. Section 02 is offered to graduate students who are student teaching at the Middle/Secondary level, and includes a weekly companion seminar. Credits: 4
Members of the department
Normally offered each academic year
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.

Smith College offers an ABET-accredited bachelor of science (S.B.) in engineering science. 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 Major

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 requirement but not both.

Computer Science

CSC 111

Required Engineering Courses

100, 110, 220, 270, 390, 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 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: Fulfilling the Latin Honors distribution requirements;
- Fulfilling 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.

**The Minor**

**Advisers:** Members of the Picker Engineering Program

The minor in Engineering Science enables students to study engineering in a meaningful and flexible way. It comprises EGR 100, EGR 110, and three additional engineering courses, at least one of which must be at the 300-level or higher, approved by an engineering academic advisor. The minor requires prerequisite courses in math and science that depend on the set of engineering courses chosen by the student. The flexibility allows multiple pathways through engineering with different areas of focus.

**Honors**

**Director:** Susannah Howe

There are two 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
  - Both 430D and 431D are completed as independent work with a faculty member for a total of 8 credits.

**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 limited to 20.

**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 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}

**EGR 110 Fundamental Engineering Principles**

The design and analysis of engineered or natural systems and processes relies on a command of fundamental scientific and engineering principles. This course provides an introduction to these fundamental underpinnings through a study of the conservation of mass, energy and charge in both steady and transient conditions with non-reactive systems. Specific topics covered include a review of process variables and their relationships, open and closed systems, differential and integral balances, and basic thermodynamics. Corequisite: MTH 112. Enrollment limited to 20. Credits: 4

**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 limited to 20. [N] Credits: 5

Members of the department

Normally offered each spring

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 limited to 20. [N] Credits: 5
Glenn William Ellis, Rachel Striker Koh

Normally offered each fall

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 equilibrium; ideal and nonideal mixtures, conductive, convective and radiative heat transfer. Prerequisite EGR 110, CHM 111 or 118; corequisite MTH 212. Enrollment limited to 20. [N] Credits: 4
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 limited to 20. [N] Credits: 0–5
Paul B. Voss

Normally offered both fall and spring semesters

Technical Depth Courses

Engineering majors 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 ozone 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 solid grounding in math and science and will be of interest to all students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110, and EGR 374 (corequisite) or permission of the instructor. Enrollment limited to 12. [N] Credits: 4
Members of the department

Normally offered in alternate years

EGR 314 Seminar: Contaminants in Aquatic Systems
Chemical and microbiological contamination of freshwater is a growing concern around the world. Understanding how these contaminants behave in the environment is essential when considering ecosystem implications and engineering approaches towards remediation. Topics covered include water chemistry, water policy and regulation, and chemical contaminant partitioning. We explore how contaminants enter the ecosystem, the fate of these contaminants due to environmental action and the potential for remediation to help restore freshwater health using a course based research approach. In addition, current and historical water quality events are reviewed as case studies. Through the research-based course project, students have an opportunity to explore a chosen topic of interest related to water quality and/ or aquatic chemical or microbiological contamination. Prerequisites: CHM 111 and EGR 374. Enrollment limited to 12. [N] Credits: 4
Members of the department

Normally offered each academic year

EGR 315 Seminar: Ecological Processes
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 limited to 12. Credits: 4
Members of the department

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 limited to 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 limited to 12. [M] [N] Credits: 4
Members of the department

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 limited to 12. [N] Credits: 4

Members of the department

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 design 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

Kristen Dorsey

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 limited to 12. [N] Credits: 4

Judith B. Cardell

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 limited to 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 limited to 12. [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 limited to 12. [N] Credits: 4

Members of the department

Normally offered each academic year

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 limited to 12. [N] Credits: 4

Members of the department

Normally offered in alternate years

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 limited to 12. Credits: 4

Members of the department

Normally offered in alternate years

EGR 356 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 limited to 12. [N] Credits: 4

Members of the department

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 limited to 20. [N] Credits: 4
Members of the department
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 376 Materials Science & EGR
Periods in human history have been defined by advancements in new materials. Discoveries in Materials Science have lead the way to new technologies in every engineering discipline and continue to be at the forefront of developing fields such as biomaterials and nanotechnology. This course will provide a broad introduction into the world of Materials Science with a special emphasis on the relationship between the composition, processing, structure, and properties of metals, ceramics, polymers, and composites. Prerequisites: EGR 270 and EGR 290. Enrollment limited to 20. [N] Credits: 4
Members of the department
Normally offered in alternate years

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 low-Reynolds number aerodynamics through a major project in which students design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270. Enrollment limited to 12. Credits: 4
Members of the department
Normally offered in alternate years

EGR 388 Seminar: Photovoltaic and Fuel Cell System Design
This seminar applies fundamental principles of thermodynamics, electrochemistry and semi-conductor 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; corequisite EGR 290. Enrollment limited to 12. [N] Credits: 4
Denise Annette McKahn
Normally offered each academic year

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 limited to 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.

Mechanical Dynamics
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. In this course, we will explore the movement of physical objects in 2D space, following closely from Physics (e.g. PHY117) and Mechanics (EGR270). The design of a moving object or system—like a bicycle, car, or aircraft—requires consideration of the motion it undergoes. Other systems for which this is true include energy infrastructure, athletic equipment, amusement park rides, motors, pumps, industrial manufacturing equipment, satellites, and spacecraft. We will focus on developing a physical sense of what is happening in these systems, and the mathematical description of (i) the motion itself, and (ii) the forces which cause that motion. We will also learn basic computer programming in MATLAB and practice applying computational tools in moving mechanical systems. [N] Credits: 4
Members of the department
Normally offered each academic year

Structural Design of Machines
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. [N] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Finite Element Modeling
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. [N] Credits: 4
Members of the department
Normally offered each academic year

Mechatronics
Many engineering projects involve the interface of multiple domains and areas. In mechatronics, knowledge and skills from circuits, signals and systems, controls, mechanics, design, and programming are applied to build exciting new
systems. Projects may include A/D conversion, electromagnetic actuators, and control of a mobile platform. This will be a highly project-based course. Recommended prerequisites are EGR 270 (Mechanics), EGR 220 (Circuit Theory), and CSC 111. [N] Credits: 4

Members of the department
Expected to be offered in the next 3 years

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.

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 limited to 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: 8

Members of the department
Normally offered each academic year
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, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

The Minor

The minor in English consists of six courses to be distributed as follows: two gateway courses (ENG 199 and either 200 or 231); 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 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. Gateway requirement: all majors take English 199 and

2. Because their writing has been so crucial to the history of literary study and so generative for later writers, we require at least

3. 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

4. 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 second seminar, a four-credit special studies course, a second seminar, an honors thesis, 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. Gateway requirement: all majors take English 199 (Methods of Literary Study) and either English 200 (The English Literary Tradition I) or English 231 (Inventing America).

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 200-level course in literature.

6. As capstone experiences, one 300-level seminar in literature and one of the following: a second seminar; an additional writing workshop at the 200 or 300 level; a 4-credit special studies in literature or creative writing; a relevant concentration capstone; or a thesis in creative writing, to be completed in the senior year.

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, CLT 205, 266.

One course in a foreign literature, taught in the original language, may count toward the major. 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 in the classes of 2021 and 2022 may count one course in film, a foreign or comparative literature, or dramatic literature taught in the theatre department toward the major; courses in any of these categories that are cross-listed in English do not count against this limit.

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 (2020–2021)

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 their 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 their 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

Members of the department
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 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.

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 “downing” to savage social commentary. Enrollment limited to 15. WI Credits: 4

Members of the department
Normally offered both fall and spring semesters

Language and Gender

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.

This Overheating World

This writing-intensive course examines how both the scientific and literary world are responding to changing temperatures and weather now observed globally. Students hone their science writing skills in the context of examining climate change. Through scientific, engineering and literary perspectives, we examine how our future world is likely to be shaped and how people are
Language & 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

Normal offered each spring

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, each one in the genres of poetry, fiction, and creative nonfiction. Enrollment limited to 12. (E) [L] Credits: 4

Arda Collins, Sara B. London, Naomi J. Miller

Normally offered both fall and spring semesters

ENG 135 Introduction to Writing Creative Nonfiction

Students learn to use literary techniques to write factual, engaging narratives that read like fiction. Based on research, interviews and personal experience, creative nonfiction encompasses a wide range of genres, including memoir, travel writing, nature writing, science writing, food writing and biography. Prerequisites: one WI course. Enrollment in each section limited to 16. Course may be repeated once on a different topic. (E)

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

First-Level Courses in Literature

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 can be excused from Q&As, but will be assigned a short additional response to the poet’s work. Graded Satisfactory/Unsatisfactory only. Course may be repeated. [L] Credits: 2
Matthew R. Donovan

Normally offered both fall and spring semesters

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 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora
Craig R. Davis

Expected to be offered in the next 3 years

FYS 132 Girls Leaving Home
Ambreen Hai

Expected to be offered in the next 3 years

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel
Members of the department

Expected to be offered in the next 3 years
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. WI [L] Credits: 4
Lily Gurtan-Wachter
Expected to be offered in the next 3 years

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.
WI [L] Credits: 4
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 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 and radical deviations from what is past or passing, or to come. Authors may include Blake, Conrad, Dickens, Eliot, Equiano, Keats, Joyce, Rossettii, Tennyson, Walcott, Wilde, Woolf, and Wordsworth. WI [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

ENG 202 Western Classics in Translation, from Homer to Dante
Same as CLT 202. Texts include The Iliad; tragedies by Aeschylus, Sophocles and Euripides; Plato’s Symposium; Virgil’s Aeneid; Dante’s Divine Comedy.
WI [L] Credits: 4 Nancy J. Shumate
Normally offered each fall

ENG 203 Western Classics in Translation, From Chrétien de Troyes to Tolstoy
Same as CLT 203. Chrétien de Troyes’s Yvain; Antony and Cleopatra; Cervantes’ Don Quixote; Lafayette’s The Princesse of Clèves; Goethe’s Faust; Tolstoy’s War and Peace.
WI [L] Credits: 4 Members of the department
Normally offered each spring

ENG 204 Arthurian Legend
Same as CLT 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.

Douglas Lane Patey

Expected to be 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

Expected to be offered in the next 3 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

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 order and 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

Members of the department

Expected to be offered in the next 3 years

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, violence, ethics, and disability. This course focuses on the life and legacy of a single novel. We look at the novel's many influences and its monstrous afterlives—from the Frankenstein collection in Smith's rare book room to a range of films, electronic novels, and comics that recall the enduring role of gothic monstrosity today. [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 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

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...
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

Members of the department

Expected to be offered in the next 3 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 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 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

Members of the department

Expected to be offered in the next 3 years

ENG 237 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. [E] [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

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
A study of England’s first cosmopolitan poet whose Canterbury Tales offer a chorus of medieval literary voices, while creating a new kind of poetry anticipating modern attitudes and anxieties through colorful, complex characters like the Wife of Bath. We read these tales closely in Chaucer’s Middle English, an expressive idiom, ranging from the funny, sly and ribald to the thoughtful and profound. John Dryden called Chaucer the “father of English poesy,” but if so, he was a good one. Later poets laughed with him, wept with him, and then did their own thing; just as he would have wanted. Not open to first-year students. [L] Credits: 4

Craig R. Davis
Normally offered each academic year

ENG 255 What Makes a Tale Worth Telling: Reading the 19th Century Story
Same as CLST 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 so quickly 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
Normally offered each academic year

ENG 256 Shakespeare
A Midsummer Night’s Dream, As You Like It, I 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

Members of the department
Normally offered each academic year

ENG 257 Shakespeare

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

Members of the department
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 1920s, 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 juncture 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, Arendt. 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 ostensible 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

Members of the department
Expected to be offered in the next 3 years

ENG 275 Witches, Witchcraft and Witch Hunts
This course has two central ambitions. First, it introduces themes of magic and witchcraft in (mostly) American literature and film. We work together to figure out how the figure of the witch functions in stories, novels and movies, what witches and witchcraft mean or how they participate in the texts’ ways of making meaning. At the same time, we try to figure out how witches and witchcraft function as loci or displacements of social anxiety—about power, science, gender, class, race and politics. Since the identification of witches and the fear of witchcraft often lead to witch panics, we finally examine the historical and cultural phenomenon of the witch hunt, including both the persecution of persons literally marked as witches and the analogous persecution of persons (Communists, sexual outsiders, etc.) figuratively “hunted” as witches have been. Open to students at all levels, regardless of major. {E} {L} Credits: 4
Andrea Stephanie Stone
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, Thrity Umrigan, 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? What have been defined? What makes a text central or marginal to the tradition? Writers to be studied include Maxine Hong Kingston, Sui Sin Far, Mitsuye Yamada, M. Evelina Galang, Trinh T. Minh-ha, Marilyn Chin, Paisley Rekdal, Lynda Barry, Jhumpa Lahiri, Bharati Mukherjee and Ruth Ozeki. {L} Credits: 4
Members of the department
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
Members of the department
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
Members of the department
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
Members of the department
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} {H} {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
Members of the department
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
ENG 206 Intermediate Fiction Writing
A writer’s workshop that focuses on sharpening and expanding each student’s fiction writing skills. Students analyze and discuss each other’s stories, and examine the writings of established authors. Writing sample and permission of the instructor are required. Enrollment limited to 12.

Fiction, Fact and the Imagination
This workshop develops skills for developing a research-base for creative writing and balancing a writer’s emotional and imaginative material with texts, expressions and artifacts from the outer world. We examine how bringing fact and imagination together enriches the culture and sustains the writer, and how to develop a writing practice that will “go the distance” over a lifetime. [A] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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
Normally offered each academic year

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.

The Landscape and Citiescapes of Creative Fiction
In this course, we explore the constructed worlds made by some wonderful writers and build fictional worlds of our own. The course involves both in-class participation and a great deal of writingshort stories, worldbuilding exercises, writing about reading. Each week, we read the fiction published in that week’s edition of The New Yorker. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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.

Topic: Writing Creative Nonfiction through Photography
This is a journalistic writing course using photography as a guide and tool. Students take some photographs and do a lot of writing: blog posts, profiles, and full-length magazine-style reported articles. As we grapple with such literary issues as structure, metaphor, tone, voice, and pacing, we let photography interrogate our writing. What can such pictorial concerns as focus, composition, point of view, breadth of frame and depth of field tell us? Course requires no prior photography experience or expertise. Credits: 4
Members of the department
Normally offered each academic year

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.

Writing for Change: Community Engagement, Activism, and Social Justice
This interdisciplinary course explores community-engaged scholarship connecting marginalized communities with academics to jointly address our world’s complex social problems. We consider the moral and other key psycho-social issues, tensions, and possibilities arising from these research, practice, and advocacy encounters. We read works by community psychologists and other scientists, philosophers, and scholars across fields of study. Foregrounding voices of environmental justice, indigenous disability, and other activists, we grapple with questions of power, justice, expertise, alliance-building, and social transformation. Students write weekly reflections and develop a positive statement making the case for a justice-centered ethic in 21st-century community engagement. [L] Credits: 4
Members of the department

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

ENG 296 Advanced Fiction Writing Workshop
This course will help more advanced fiction writers improve their skills in a supportive workshop context, which encourages experimentation and attention to craft. We focus on technique, close reading, and the production of new work. Students submit manuscripts for discussion, receive feedback from peers, and revise their work. They keep a process journal and practice mindfulness to cultivate powers of focus and observation. We read Reading Like a Writer by Francine Prose, and short fiction by authors in different genres. A writing sample and permission of the instructor are required. Enrollment limited to 12. [A] [L] Credits: 4
Ruth Ozeki

ENG 301 Poetry Concentration Capstone
Same as PYX 301. Conceived as the culmination of an undergraduate poet’s work, 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). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop, and may count toward the fulfillment of the “capstone experience” requirement. The class is run as a seminar, and includes discussion of the readings, student presentations, and peer critique. Prerequisite for Poetry Concentrators: completion, or concurrent enrollment in, the other course requirements for the Concentration. For English majors and others: writing sample and permission of the instructor required. Credits: 4
Members of the department
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.

Journalism as Feminist Practice
This is a workshop class where students learn the art of journalism and compose stories that take on questions of gender, feminism, sexuality and power, while simultaneously exploring how the media represents gender and learning the history of women in journalism. No profession has been as important to feminists in challenging oppression than journalism—even as journalism has been historically resistant to a feminist vision. Students master the fundamentals of great reporting and writing—interviewing, structure, voice, style, and ethics—while crafting their own magazine-style stories about people grappling with real-life situations. [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 309 Seminar: Black Prison Intellectuals
Interrogating theories of intellectualism, among them Antonio Gramsci’s notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy, this course traces the role of black prison writings in the development of American political and legal theory. From 18th-century black captivity narratives and gallows literature through to the work of 20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present. [L] Credits: 4
Andrea Stephanie Stone
Expected to be offered in the next 3 years

ENG 312 Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–1860
This seminar explores the varied productions published by 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
Members of the department
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
Members of the department
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 is 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
Topics Course.
Edith Wharton
She was one of the hardest-working and highest paid professional writers of her generation; she was the product of a cushioned life at the upper end of New York Society. Edith Wharton (1862-1937) examined the privileged world into which she was born with an anthropological skepticism, a sardonic dissection of unforgiving social laws and mores, and yet also provided a backwards glance at a vanishing world. A reading of her major work in social and historical context: The House of Mirth, The Custom of the Country, Ethan Frome, Summer, The Age of Innocence, and others. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Evelyn Waugh
Reading and discussion of all Waugh’s novels (and some of his travel-books and journalism), from his early satires of the 1920s and 30s such as Decline and Fall and Vile Bodies, through his turn to explicit religious polemic in Brideshead Revisited and Helena, to his re-creation of the Second World War in the trilogy Sword of Honour. 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

Normally offered each academic year
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, Umrigar, Adiga, Cuaron. 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 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
Members of the department
Expected to be offered in the next 3 years

ENG 353 Seminar: Advanced Studies in Shakespeare
Topics course.
Shakespeare’s Women, Women’s Shakespeares
This seminar explores the significance of women’s voices in Othello, King Lear and The Tempest, viewed in conjunction with reimaginings 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 poets 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,
Cross-Listed and Interdepartmental Courses

WLT 177 Journeys in World Literature
From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and “newly visible” old worlds. To become “world-forming,” one must realize one’s belonging to a given world or worlds, as well as one’s finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as “Epic Worlds,” “The Short Story” and “Literature and Medicine,” we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limited to 20.

Speaking in Tongue
Language is probably the most powerful, pervasive, subtle, and perverse tool humans use. This course explores (mostly) 20th century attempts by writers to defy/supersede/explode/reinvent the stricures of “normative” language. We experience manifestoes (Schwitters, Marinetti), imagined languages (Khlebnikov, Miéville, Elgin, Le Guin), bizarre typography (Apollinaire, Eugenio O'Gorming, Mary Ellen Solt), cross-linguistic methods of re-hearing one’s native tongue (Zukofsky, Stalling), or imagined future English (Russell Hoban). The writers we read seek in every case to change their readers by re-shaping and expanding their linguistic reality. (E) WI [L] Credits: 4

Members of the department
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

WLT 205 Contemporary African Literature and Film
A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social 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 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 Marie 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
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, Daphne DuMaurier, Alice Walker. (L) Credits: 4

Daphne M. Lamothé
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 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, psychological, 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 Marie 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
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 aesthetic and cultural tensions of bilingualism in their work. (L) 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, 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
Anna Botta
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. Enrollment limited to 12.
{H} {L} Credits: 4
Cornelia D.J. Pearsall
Normally offered each academic year

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

Seminar in Social Sciences
{H} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years
Environmental Concentration

Directors
Joanne Benkley
Denise McKahn

Advisory Committee
Giovanna Bellesia (Italian Studies) †1
Barbara Brehm-Curtis (Exercise and Sport Studies)
Nathanael Alexander Fortune (Physics)
Daniel K. Gardner (History)
May George (Middle East Studies)
Michelle Joffroy (Spanish and Portuguese) †1
James Daniel Lowenthal (Astronomy)
Denise Annette McKahn (Engineering)
Amy Larson Rhodes (Geosciences) †1
Susan Stratton Sayre (Economics)
Paul Wetzler (CEEDS)
Gregory Whayne White (Government)

The environmental concentration provides an experiential framework to support students in the exploration of issues related to the environment, ecological design and sustainability embedded in disciplines across the college. The concentration enables students to weave together formal and informal learning opportunities as a way of bridging theory and practice in support of environmental decisions and action. Students engage in this learning though their academic studies, independent projects, and practical and capstone experiences. With support of an academic adviser, students will shape a topical area of inquiry that defines their environmental concentration. Examples of past topics include sustainable food, environmental justice, environmental education, sustainable development, environmental humanities, art and the environment, environmental journalism, climate science, or environmental diplomacy. These topics are intentionally shaped in partnership with environmental concentration advisers after a student applies to the environmental concentration. For additional information on the breadth and depth of opportunities, please refer to the environmental concentration website.

Requirements

The environmental concentration is open to any student by application during their sophomore or junior years. The application is available online at the CEEDS website. Students are strongly encouraged to satisfy the gateway course requirement (required for the concentration) before they apply. The environmental concentration has five structural components: a gateway course, a set of academic core courses, an intentional path-making course, two practical experiences and an environmental capstone course.

1. Gateway Course (choose one)

Students must complete one of either ENX 100 or LSS 100 as an introduction to the environmental concentration.

2. Academic Core (four courses)

In consultation with their advisers, students choose four academic courses from among the many courses offered across the institution. The four courses must span at least two of the following three divisions (humanities, social sciences, natural sciences and engineering).

3. Path-making (one course)

The environmental concentration requires students to complete an intentional path-making course. This course is intended to support students to develop self-agency in framing the area of their intellectual inquiry. The course used to meet this requirement must be approved by the environmental concentration directors. Students must complete this requirement after the student has been accepted into the environmental concentration.

4. Practicum

The concentration requires students to complete two practical experiences, which can include internships, projects on campus, and volunteer or paid work. Each practical experience must include at least 100 documented hours of work and be approved by the academic adviser. Given that studies of the environment, ecological design and sustainability are complex and global in nature, collaborative and international experiences are strongly encouraged.

5. Capstone Course

The ENX 301 environmental concentration capstone must be completed in a student’s final year of study.

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
Members of the department
Normally offered each fall

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

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
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

Members of the department
Normally offered each spring
Environmental Science and Policy

Chair
Leslie L. King, Ph.D., Professor of Sociology

Assistant Director
Joanne Benkley

Members of the Program Committee
Alexander Richard Barron, Assistant Professor of Environmental Science and Policy
Donald C. Baumer, Professor of Government
Jesse Bellemare, Associate Professor of Biological Sciences
Andrew Berke, Assistant Professor of Chemistry
Colin Hoag, Assistant Professor of Anthropology
Leslie L. King, Professor of Sociology
Paulette M. Peckol, Professor of Biological Sciences
Jeffry Lee Ramsey, Associate Professor of Philosophy
Amy Larson Rhodes, Professor of Geosciences
Susan Stratton Sayre, Associate Professor of Economics
L. David Smith, Professor of Biological Sciences
Camille Washington-Ottombre, Associate Professor of Environmental Science and Policy
Gregory Whayne White, Professor of Government

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. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities. Prospective majors should consult with an ES&P faculty adviser in choosing their courses. In their first semester, students are encouraged to enroll in one of the introductory courses (see list) and an appropriate integration course (101), as well as statistics.

Requirements: The ES&P major requires 14 courses. These include the following:

- Four environmental integration courses (ENV 101, ENV 201/202, ENV 311, ENV 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; ENV 100 may not be used as an elective. 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.

One course fulfilling the major requirements may be taken S/U; ENV 201/202, ENV 311, and ENV 312 may not be taken S/U.

Environmental Integration Courses

All majors must complete the four environmental integration courses:
- ENV 101 Sustainability and Social-Ecological Systems
- ENV 201 Researching Environmental Problems
- ENV 202 Researching Environmental Problems Laboratory
- ENV 311 Interpreting and Communicating Environmental Information
- ENV 312 Sustainable Solutions

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 (e.g., CHM 111, GEO 108), or be taken with an accompanying laboratory or field course (e.g., BIO 130 and BIO 131). GEO 102 must accompany an introductory GEO lecture course. EGR 100 sections with hands-on learning components, as identified with an ES&P adviser, may count as a 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 Lecture Courses

- BIO 130 Research in Biodiversity, Ecology, and Conservation
- CHM 111 Chemistry I: General Chemistry
- CHM 118 Advanced General Chemistry
- FYS 103 Geology in the Field
- GEO 102 Exploring the Local Geologic Landscape
- GEO 108 Oceanography: An Introduction to the Marine Environment
- PHY 117 Introductory Physics I
- PHY 118 Introductory Physics II

Natural Science Lab or Field Courses

- BIO 130 Research in Biodiversity, Ecology, and Conservation
- CHM 118 Advanced General Chemistry
- EGR 100 Engineering for Everyone
ENV 108  Environmental Chemistry
GEO 101  Introduction to Earth Processes and History
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
PHY 110  Energy, Environment and Climate

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.

ANT 130  Introduction to Cultural Anthropology
ANT 224  Anthros in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ECO 150  Introductory Microeconomics
ENG 118  Colloquia in Writing
ENG 119  Writing Roundtable
ENG 135  Introduction to Writing Creative Nonfiction
FYS 101  The Lives of Animals: Literature and the Nonhuman
FYS 151  Our Mill River
FYS 163  Exploring Our National Parks
GOV 200  American Government
GOV 207  Politics of Public Policy
GOV 241  International Politics
LAS 201  Colloquium in Latin American and Latino/a Studies
PHI 238  Environmental Ethics
PPL 220  Public Policy Analysis
RES 210  Environment and Ecology in Russian Culture
SOC 101  Introduction to Sociology
SWG 150  Introduction to the Study of Women and Gender

Statistics
Majors must take one course in statistics (ECO 220, GOV 203, MTH 220, PSY 201, SDS 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.

Natural Sciences

Biological Sciences
BIO 103  Economic Botany: Plants and Human Affairs
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 272  Vertebrate Biology
BIO 273  Vertebrate Biology Laboratory
BIO 364  Plant Ecology
BIO 365  Plant Ecology Laboratory
BIO 366  Biogeography
BIO 390  Seminar: Topics in Environmental Biology

Chemistry
CHM 346  Environmental Analytical Chemistry

Environmental Science and Policy
ENV 150  Mapping Our World: An Introduction to Geographic Information Systems
ENV 224  Anthros in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
ENV 230  Colloquium: Environment and Society in Contemporary China
ENV 323  Climate and Energy Policy
ENV 326  Seminar: Environmental Justice and Natural Resource Management
ENV 340  Climate Change: Making Social Change Happen
ENV 350  A Calderwood Seminar in Public Writing

Environmental Concentration
ENX 301  Environmental Concentration Capstone
Geosciences

GEO 150  Mapping our World: An Introduction to Geographic Information Systems
GEO 231  Invertebrate Paleontology and the History of Life
GEO 232  Sedimentary Geology
GEO 234  Geomorphology
GEO 301  Aqueous Geochemistry
GEO 309  Groundwater Geology

Physics and Engineering

EGR 312  Seminar: Atmospheric Processes
EGR 314  Seminar: Contaminants in Aquatic Systems
EGR 315  Seminar: Ecohydrology
EGR 325  Seminar: Electric Power Systems
EGR 326  Dynamic Systems and Introduction to Control Theory
EGR 346  HydroSystems Engineering
EGR 388  Seminar: Photovoltaic and Fuel Cell System Design
EGR 390  Advanced Topics in Engineering

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 271  The Economics of Climate Change
ECO 271  The Economics of Climate Change
ECO 271  The Economics of Climate Change
ECO 317  Seminar: Economics of the Environment and Natural Resources
ENG 237  Environmental Poetry and Ecological Thought
ENG 363  Race and Environment
ENV 275  Decoding the Experts: Modeling the Impact of Climate Change
ENV 278  Climate and Energy Policy
ENV 326  Seminar: Environmental Justice and Natural Resource Management
GER 250  Advanced Intermediate German: Environmental Culture
GOV 242  International Political Economy
GOV 254  Colloquium: Politics of the Global Environment
GOV 347  Seminar in International Politics and Comparative Politics

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

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: Susan Stratton Sayre

ENV 430D Honors Project
Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors 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 chair, assistant director 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**

BIO 130  Biodiversity, Ecology and Conservation  
BIO 268  Marine Ecology  
BIO 269  Marine Ecology Laboratory  
BIO 364  Plant Ecology  
BIO 365  Plant Ecology Laboratory  
BIO 390  Seminar: Topics in Environmental Biology  
_**Coral Reef Ecology and Conservation**_  
_**Investigations in Conservation Biology**_

**Chemistry**

CHM 108  Environmental Chemistry  
CHM 346  Environmental Analytical Chemistry  
ENV 108  Environmental Chemistry  
GEO 301  Aqueous Geochemistry

**Geosciences**

GEO 101  Introduction to Earth Processes and History  
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 108  Oceanography: An Introduction to the Marine Environment  
GEO 301  Aqueous Geochemistry  
GEO 309  Groundwater Geology  
EGR 315  Seminar: Ecohydrology

**Physics and Engineering**

EGR 100  Engineering for Everyone  
_**How We Engineer the Environment**_  
_**Sustainable Water Resources**_  
_**Energy and the Environment**_  
EGR 312  Seminar: Atmospheric Processes  
EGR 315  Seminar: Ecohydrology  
PHY 110  Energy, Environment and Climate

**Social Sciences, Humanities and Policy**

All minors must take one course in the social sciences, humanities and policy category.

ANT 224  Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis  
ANT 229  Africa and the Environment  
ECO 224  Environmental Economics  
ECO 271  The Economics of Climate Change  
ENV 224  Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis  
ENV 275  Decoding the Experts: Modeling the Impact of Climate Change  
ENV 323  Climate and Energy Policy  
ENV 326  Seminar: Environmental Justice and Natural Resource Management  
GOV 207  Politics of Public Policy  
GOV 242  International Political Economy  
GOV 254  Colloquium: Politics of the Global Environment  
GOV 347  Seminar in International Politics and Comparative Politics  
_Environmental Security_

**Electives**

All minors must take two elective courses. Electives include ENV 201/202; ENV 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 37.  
_H_ [N]  
{S} Credits: 4  
_Camille Washington-Ottombre_  
_Normally offered both fall and spring semesters_

**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  
_Members of the department_  
_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 skills of GIS: how to extract meaningful information and explore patterns from geographic data.  
{N} Credits: 4  
_Members of the department_  
_Normally offered each spring_
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
Reid W. Bertone-Johnson
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. [N] [S] Credits: 4
Alexander Richard Barron
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. [N] [S] Credits: 1
Alexander Richard Barron
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 244. 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 limited to 30. [N] [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
Members of the department

ENV 275 Decoding the Experts: Modeling the Impact of Climate Change
The U.S. estimates the cost of carbon is $57/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 limited to 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. ENV 101 and ENV 201/202 are strongly recommended. Enrollment limited to 18. [N] [S] Credits: 4
Susan Stratton Sayre
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 group 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
L. David Smith
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

ENV 326 Seminar: Environmental Justice and Natural Resource Management
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. Enrollment limited to 12. [S] Credits: 4
Camille Washington-Ottombre
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. This course may be taken in place of the required environmental integration course ENV 311. Enrollment limited to 12. WI [N] {S} Credits: 4

Members of the department
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 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 Research in Biodiversity, Ecology, and Conservation
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 223/EAS 223 In Sickness and in Health: Biopolitics, Public Health and Medicine in East Asia
- ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis
- ANT 255 Dying and Death
- NSC 312 Seminar in Neuroscience Topic: Neuroscience, Ethics, and Policy
- PHI 242 Medical Ethics
- PHI 246 Race Matters: Philosophy, Science and Politics
- PHI 304 Seminar in Applied Ethics - Topic: Enhancing Humans: How We Could Do It, Whether We Should
- PHI 304 Seminar in Applied Ethics - Topic: Sustainability
- PSY 267 Moral Psychology
- PSY 340 Seminar: Psychosocial Determinants of Health
- REL 304 Happiness: Buddhist and Psychological Understandings of Personal Well-Being
- SOC 333 Seminar: Social Justice, the Environment and the Corporation
- SWG 222 Gender, Law and Policy
- SWG 271 Colloquium: Reproductive Justice

However, be sure to check the availability of courses each semester or consult with the director of the program.
Exercise and Sport Studies

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.

Areas of Emphasis and Course Recommendations

Students may wish to follow one of the following specific areas of emphasis:

Coaching/Education: 100, 107, 210, 215, 220, 336 and EDC 336
Exercise Science: 100, 107, 210, 215, 220, 336 and 400
Health: ESS 100, 107, 130, 140, 250, 340 and IDP 208
Sociocultural Perspectives: ESS 100, 130, 140, 200, 215, 220, 225, 230, 240, 340

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 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, 509, and special studies and theses 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

Stephanie Jones, Lynn Oberbillig

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
proficiency in all caregiving skills; (e) be responsible and behave in a professional manner; and (f) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Credits: 2

Members of the department

Normally offered both fall and spring semesters

**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, physiology, recruiting, group dynamics, growth and development and areas of health and wellness related to the well-being of athletes. [S] Credits: 4

Members of the department

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 Brehm-Curtis

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

Barbara Brehm-Curtis

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)equity. 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

Members of the department

Normally offered each academic year

**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

Stephanie Jones

Normally offered each academic year

**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

Members of the department

Normally offered each fall

**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

Amanda Leigh Hamilton, Erica S. Tibbetts

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**

Enrollment limit of 20.

An introduction to the science of human nutrition. Topics include digestion, 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, cardiovascular disease, body composition, bone health, and vegetarianism. High school chemistry recommended but not required. Credits: 4

Members of the department

Normally offered each fall

**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. Previous experience with weight training recommended. Prerequisites: 100 or 175 is recommended. Credits: 4

Caitlyn Patricia Lawrence, Madeline Rose Prado

Normally offered each fall

**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 anatomy and clinical features of specific injuries are analyzed. Exercise as
B. Graduate Courses

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 Oberbällig, Erica S. Tibbetts
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

Sarah Witkowski
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 the 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

Brittany Masteller
Normally offered each fall

ESS 510 Biomechanics of Exercise and Sport Studies
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: 4

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

Brittany Masteller, Sarah Witkowski
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. 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
Members of the department
 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
Members of the department
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
Kelli M. Steele
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
Members of the department
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 camping 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 spring

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 in alternate years

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. Enrollment limited to 8. 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

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. This is a half semester course. Prerequisite: satisfactory swimming skills. Enrollment limited to 6. 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 each fall

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

Normally offered each spring

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

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Kickboxing II

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

Expected to be offered in the next 3 years

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates Mat Training I

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. By the end of this course students are able to develop and maintain their own Pilates matwork program. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates II

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course explores the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Credits: 1

Members of the department

Normally offered each spring

Climbing I

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. This is a half semester course. Prerequisite: Rock Climbing I or permission of the instructor. Enrollment limited to 8. Credits: 1

Members of the department

Normally offered each fall

Ultimate Frisbee

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. 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 5k. Credits: 1

Members of the department

Normally offered each fall

Kickboxing III

This class kicks up the fighting skills and conditioning level from Kickboxing II. 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 pads and heavy bag training. Prerequisite: Each student must have completed the Kickboxing II class or another Kickboxing course that is instructor approved. Good health and high fitness level is required. Credits: 1

Members of the department

Expected to be offered in the next 3 years

Running Workshop

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. 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 5k. 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. This is a half semester course. Prerequisite: satisfactory swimming skills. Enrollment limited to 6. Credits: 1

Members of the department

Normally offered both fall and spring semesters

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 each fall

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

Normally offered each spring

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

Kickboxing I

This class is recommended for both the curious beginner and the experienced kickboxer. It incorporates martial art forms, a variety of strength/fitness drills, as well as standard boxing techniques. Students start by learning proper form of the basic techniques before progressing to more complicated combinations. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Kickboxing II

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

Expected to be offered in the next 3 years

Self-Paced Fitness

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates Mat Training I

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. By the end of this course students are able to develop and maintain their own Pilates matwork program. Credits: 1

Members of the department

Normally offered both fall and spring semesters

Pilates II

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course explores the history of Pilates, the benefits of Joseph Pilates Matwork and the six main Pilates principles. Prerequisite: Pilates Mat Training I or permission of the instructor. Credits: 1

Members of the department

Normally offered each spring

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

Running Workshop

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. 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 5k. Credits: 1

Members of the department

Normally offered each fall

Ultimate Frisbee

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. 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 5k. Credits: 1

Members of the department

Normally offered in alternate years
ESS 955 Self Defense
Sectioned course.

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

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 each spring

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 and the turns 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 fall

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, bending, 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/metal. 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
Normally offered each fall

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 activ-
ity 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
In this play-and-learn class, students are introduced to the four basic tennis
strokes: forehand, backhand, volleys, serve. Through games and drills, students
will learn basic strategy and positioning for singles and doubles. 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
This class will build on the skills developed in Tennis I. Students must have
a working knowledge of the four basic tennis strokes (forehand, backhand,
volleys, serves). Through games and drills, students will be introduced
to underspin, lobs, overheads, and dropshots while increasing their
understanding of tactics and positioning. 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, accep-
tance, 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, intel-
ligent evaluation, confidence, and inward reflection. Students will be intro-
duced to a range of postures (asana) and breathing practices (pranayama) that
will address their own individual needs in addition to learning special sequenc-
es 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 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
Usually 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
Usually 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. Students must register for both the lecture and film screening section. [A] Credits: 4
Jennifer C. Malkowski

FMS 232 Unruly Women: Trailblazers, Gamechangers and Showrunners in the History of American Television
While the #TimesUp and #MeToo movements have recently brought the problems of sexism, misogyny and the lack of representation to the forefront, the U.S. television industry has long struggled with providing space to women on and behind the screen. Despite the attempts to confine them in the roles ascribed by a patriarchal society, women have challenged norms and changed television at the same time. This course explores the history of American television to understand how “unruly women” transformed television by challenging hierarchies of power. After tracing the beginnings of the showrunner system to the works of two powerful women—Lucille Ball and Mary Tyler Moore, this class raises questions about gender representation and diversity. We will also examine different aspects of television production such as genre and distribution. At the same time, we will study the connections among race, gender, sexuality and class by moving between the televisual texts and their context of production. While examining the changing power hierarchies between the reign of network television, the rise of cable TV and the birth of online streaming, we will screen dramas, sitcoms and animations created by women and featuring female characters. Screenings will include I Love Lucy, Orange is the New Black, Grey’s Anatomy, Insecure and Steven Universe as well as other shows created by women and gender non-binary creators. [S] Credits: 4
FMS 232 Unruly Women: Trailblazers, Gamechangers and Showrunners in the History of American Television

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
FMS 234 Cinema By Other Means

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
FMS 235 Listening to Cinema

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 spectatorship; gender, sex and censorship; historical and contemporary practices of silent film music; and the afterlife of silent cinema in contemporary art. [A] Credits: 4
FMS 236 Soundless Specters: The Afterlife of Silent Cinema

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. Enrollment limit of 18. [A] Credits: 4
FMS 237 The Documentary Impulse

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
FMS 238 Crime on Screen

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
FMS 239 The Curious Case of Online Streaming: Online Streaming, Sharing, and Piracy in the Digital Age

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,
FMS 246 The Western and American Identity after World War II
This class examines the relationship 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? 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] Credits: 4

Members of the department
Expected to be offered in the next 3 years
cinema? How do ideas of history and self inform cinema, and vice versa? How do we need to adjust our 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 Alea, 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
Normally 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

Anais Cisco
Normally offered both fall and spring semesters

FMS 281 SCREENWRITING WORKSHOP
This course provides an overview of the fundamentals of screenwriting. Combining lectures and script analyses, students focus on character development, story structure, conflict, and dialogue featured in academy award-winning screenplays. Students begin with three creative story ideas, developing one concept into a full-length screenplay of their own. Through in-class read-throughs and rewrites, students are required to complete 30 pages of a full-length screenplay with a detailed outline of the entire story. [A] Credits: 4

Members of the department
Normally offered each academic year

FMS 282 Topics in Advanced Moving Image Production
Through conventional filmmaking aesthetics and techniques, this advanced course includes hands-on trainings and workshops geared toward creating a feature-length project. Developing a long-form narrative, experimental, documentary, or episodic project, students will construct thirty pages of a full-length screenplay, while also producing, directing, and editing a ten-minute sample clip. This course features DSLR digital video production, lighting and sound exercises, editing techniques, and various distribution strategies. Application required. [A] Credits: 4

Anais Cisco
Normally 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. Enrollment limit of 12. [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 impacted by and implicated in the progression of time and culture. Finally, our criticism unit features strategies for analyzing individual media objects. Prerequisite: FMS 150. Enrollment limit of 15. Professor permission only. Priority given to FMS majors and minors. [A] Credits: 4
Members of the department
Normally 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
Sebnem Baran
Normally offered each academic year

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 manors and minors. Enrollment limit of 12. [E] [A] Credits: 4
Members of the department
Normally 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
Normally offered in alternate years

FMS 400 Special Studies
Admission by permission of the program. Credits: 1–4
Members of the department
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
Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses

AMS 235 American Popular Culture
Steve Waksman
Normally offered in alternate years

ARH 280 Art Historical Studies
Swords and S()candals: Ancient Rome in Film/Form
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
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 273 Women and Narration in Modern Korea  
Members of the department  
Normally offered each spring

EAL 281 Colloquium: Revising the Past in Chinese Literature and Film  
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

FRN 252 French Cinema  
Paris on Screen  
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 102 The Painful Pleasures of Nostalgia, in Media  
Jennifer C. Malkowski

FYS 119 Performance and Film Criticism  
Members of the department  
Expected to be offered in the next 3 years

FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema  
Anna Botta  
Expected to be offered in the next 3 years

GER 231 Topics in German Cinema  
Nazi Cinema  
Members of the department  
Expected to be offered in the next 3 years

GER 300 Topics in German Culture and Society  
Sandra DiGruber

The German Film Krimi From Weimar to the Present  
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

Vom Krieg zum Konsens: German Film Since 1945  
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

ITAL 281 Italian Cinema Looks East  
Members of the department  
Expected to be offered in the next 3 years

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

RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context  
Members of the department  
Expected to be offered in the next 3 years

POR 202 Barriers to Belonging: Youth in Brazilian Film  
Members of the department  
Normally offered in alternate years

SPAN 373 Seminar: Cultural Movements in Spanish America  
Recent Latin American Films; Bridging the Public and the Private  
Members of the department  
Expected to be offered in the next 3 years

SWG 200 The Queer ’90s  
Jennifer M. DeClue  
Normally offered each fall

THE 242 Acting II  
Acting and Directing Actors for the Camera  
Members of the department  
Expected to be offered in the next 3 years
THE 360 Production Design for Film  
*Edward M. Check*  
Normally offered in alternate years

THE 361 Screenwriting  
*Members of the department*  
Normally offered each spring

THE 362 Screenwriting  
*Members of the department*  
Normally offered each spring
First-Year Seminars

Richard H. Millington, Helen & Laura Shedd 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
Members of the department
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 will 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 102 The Painful Pleasures of Nostalgia, in Media
Nostalgia is one of our most emotionally powerful ways of engaging with the past. It is a feeling of yearning that brings both pleasure and pain: the pleasure of remembering old times fondly, and the pain of our utter inability to return to them. When thematized thoughtfully in media, nostalgia can surpass its tendency to be a super cial mode of recall. It can become a complex way of memorializing and/or deconstructing the receding past and our relation to it. Our course will examine lms, television shows, video games, and graphic novels that do this type of psychological and cultural work. Enrollment limited to 16. WI [A] Credits: 4
Jennifer C. Malkowski

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 (H.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
Sara B. Pruss
Expected to be offered in the next 3 years

FYS 110 American Gods: Religious Diversity in the United States
The United States is one of the most religiously diverse nations on earth. This course investigates that diversity, in the past and in the present, and explores traditions imported to America, recent traditions born in America, and/or traditions indigenous to the Americas. By doing so, this course engages how religious traditions shape and are shaped by other forms of difference (race, class, gender, age, sexuality, etc.). As part of this study, students engage in original ethnographic research to document the religious diversity of the greater Springfield and Pioneer Valley region. Enrollment limited to 16. WI [H] [S]
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

Members of the department
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 1980—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

Members of the department
Expected to be offered in the next 3 years

FYS 126 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 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, or do chemists use 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

Members of the department
Expected to be offered in the next 3 years

FYS 127 Cuba and the U.S. Embargo
This course explores 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 Girls Leaving Home
This course explores how literary writers from various times and places have addressed the topic of girls leaving home. What are the risks and benefits for young (usually single) women who leave a place of origin, temporarily or permanently, with or without families, to make new lives? What do they flee or seek? How do gender, race, ethnicity, sexuality, nationality, class complicate their stories? How is “home” understood or redefined in these narratives? Readings include Shakespeare’s “As You Like It”, Austen’s “Northanger Abbey”, immigrant narratives “Bread Givers and Americanah”, and a contemporary Muslim American novel, “A Place for Us”. Enrollment limited to 16. WI [L] Credits: 4

Ambreen Hai
Expected to be offered in the next 3 years

FYS 129 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
We examine writing as a tactic of agency, a force for social change, gain, maintain and overturn power throughout Chinese history, from the

This course examines the many ways in which writing has been used to

How does food define and create culture? In what ways does dining express

We will focus on the structure of the girls' adventure landscape by creating

We will examine contemporary girls' adventure in novels and films. These

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

Members of the department
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

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, Goldberg'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 [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 147 Power Lunch: The Archaeology of Feasting
Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, we are what we eat, and how we eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. We then move through time to examine comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies, and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-year students. WI [E] WI [H] WI [S] Credits: 4

Members of the department
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

Members of the department
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, Goldberg'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 [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

FYS 156 Rebels, Refugees, Rakes and Eccentrics: Fantasies of German-ness 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 [A] 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 Alas, 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

Members of the department

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

Members of the department

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

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 comparative literature major. 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 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

Virginia Haysen

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 comparative literature, English and Medieval studies majors. Enrollment limited to 16 first-year students. WI Credits: 4

Members of the department

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, Ásir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, 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

Members of the department

Normally offered in alternate 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, Donna Bijan, Laila Wadia, Igiaba Scego. 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 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 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 *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, GLT or SWG. 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 176 Existentialism

The term “existentialism” refers to a nexus of twentieth-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity, and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger, and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the seminar addresses broader questions: “Are there insights involving existentialist themes that literary works are in a distinctive position to convey?” “Is there an existentialist ethics?” and “Do existentialists’ realizations about living well continue to have resonance today?”. Enrollment limited to 16. WI {H} Credits: 4

Susan Levin

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 roiled 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 {H} Credits: 4

Samuel Galen Ng

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

Members of the department

Expected to be offered in the next 3 years
FYS 185 Style Matters: The Power of the Aesthetic in Italian Cinema
Examinining 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
Anna Botti
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
Members of the department
Expected to be offered in the next 3 years

FYS 190 Borders, Identity, and Justice
Same as PHI 190. As the mobility of information, goods, capital, and people has increased worldwide, so has the backlash against migration. This seminar examines contemporary bordering principles and practices in and asks moral questions about citizenship, mobility, and identity. We will investigate principles of inclusion and exclusion and ask how borders define moral status. We will then investigate bordering practices through social theory, ethnography, human geography, and art. Should democratic societies adopt more open or closed policies toward immigration? How should nations conceive of the rights of climate refugees? Should territorial bordering practices be subject to international law and scrutiny? Enrollment limited to 16. WI {H} {S} Credits: 4
Members of the department
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 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer
A cancer diagnosis immerses patients in specialized jargon, complex treatments, and contentious discourses. Pink Ribbons. Red Devil. “Fu*k Cancer.” FOLFOX. The “good” cancer. “losing the battle.” In this first year seminar, we will interrogate cancer discourses, including common representations and refutations made by cancer patients and cancer experts. We will approach our topic by centering cancer patients, especially those who experience marginalization. Sources include essays, films, websites, brochures, letters, memoirs, art, fiction, journalism, plants, scientific data, and peer reviewed scholarship, and we will learn to strengthen our reading, writing, speaking, and research skills. Enrollment limited to 16 first-years. (E) WI {H} {S} Credits: 4
Evangeline M. Heiliger
Expected to be offered in the next 3 years

FYS 194 Language of Love: Courtship Communication Across the Animal Kingdom
In this course, we explore health and wellness topics relevant to the student group. Students learn about a number of health-related topics and explore them from both academic and personal perspectives, using scientific information to inform and understand personal experiences with health issues. Information about health is everywhere, and we discuss how to evaluate the health information found in the media, including internet and print sources. 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
Barbara A. Kellum
Expected to be offered in the next 3 years
Professors
Ann Leone, Ph.D. (Professor of French Studies and Landscape Studies)
Janie M. Vanpee, Ph.D. (Professor of French Studies and World Literatures)
Eglal Doss-Quinby, Ph.D. 
Martine Gantrel-Ford, Agrégée de l’Université, Docteur en Littérature Française
Jonathan Keith Gosnell, Ph.D. 
Hélène Visentin, D.E.A., Docteur de l’Université
Dawn Fulton, Ph.D., Chair

Associate Professor
Mohammed A. Mack, Ph.D. 

Senior Lecturer
Christiane Metral, M.A.

Visiting Assistant Professor
Maureen DeNino, M.A.

Lecturer
Carolyn Shread, Ph.D.

Study Abroad in Paris or Geneva
Advisers: Paris: Mohammed Mack (Fall 2020), Eglal Doss-Quinby (Spring 2021)
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’Études 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 Gantrel-Ford, Jonathan Gosnell, Ann Leone, Mohammed Mack, Christiane Métal, Janie Vanpée and Hélène Visentin

Requirements
1. Ten 4-credit courses or the equivalent at the 200 level or above, including the following: 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.

No more than one course counting toward the major may be taken for an S/U grade. Students considering graduate school in the humanities are encouraged to take WLT 300 Foundations of Contemporary Literary Theory and Literary Practice: Conflicts and Consensus.

Honors
Director: Dawn Fulton

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: Dawn Fulton

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 25.
Credits: 5

Jonathan Keith Gosnell, Ann Leone
Normally offered each fall
FRN 103 Accelerated Beginning French II
This second-semester French course allows students to acquire the basic elements of spoken and written French. They learn how to express themselves on a variety of topics and in everyday life situations as they connect to the Francophone world through authentic cultural material and multimedia activities. Students completing the course normally enter 220. Enrollment limited to 18. Prerequisite: 101. [F] Credits: 4
Members of the department
Normally offered each spring

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. Enrollment limited to 18. [F] Credits: 4
Martine Gantré-Ford, Christiane Metral
Normally offered each fall

FRN 220 High Intermediate French
Review of communicative skills through writing and class discussion. Materials include two movies, a comic book and two novels. 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. [F] Credits: 4
Maureen DeNino, Christiane Metral
Normally offered both fall and spring semesters

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in modern 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. Admission by permission only. [F] Credits: 4
Members of the department
Normally offered each interterm

FRN 270 Language and Identity
A course in advanced composition for students who wish to improve their mastery of some of the more difficult points of French grammar, syntax and usage, as they reflect on the role of language in shaping individual and national identity, from the 16th century to the present day. Readings and discussions on topics such as linguistic policy and cultural politics, the feminization of the French language, and defending against the invasion of English by legislating the use of French within France and Quebec. Prerequisite: normally, one course in French studies beyond 230, or permission of the instructor. [F] [L] Credits: 4
Members of the department
Normally offered each academic year

FRN 385 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

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, music videos 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

Consumers, Culture and the French Department Store
How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores and e-commerce influenced French “culture”? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois traditions, paying particular attention to the role of women in the transactions and development of culture. [F] [L] Credits: 4
Members of the department
Normally offered each academic year

French Calligraphy: Contemporary Chinese Women’s Writing
France is home to the largest overseas Chinese community in Western Europe. This course looks at how Francophone women writers and artists of Chinese origin critique and celebrate French culture in their work. Focusing on contemporary fiction, film and graphic art, we consider the role of canonical French literature during the Cultural Revolution, portrayals of Sinophone cultures in France and the relationship between language and stereotype. Through the lens of gendered and multigenerational immigration narratives, we also study such topics as translation, food, sexuality and exile. [F] [L] Credits: 4
Members of the department
Normally offered in alternate years

From Royal Feasts to Family Dinners: France in the Mirror of Its Gastronomy
What did nobles and peasants eat in the age of the Sun King? When did restaurants become fashionable in France and why do family dinners last so long? What’s the meaning of “terroir” and what are today's trendy foods? Through a wide array of literary texts, documents, essays and films, students in this course explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. [F] [L] 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] [S] 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
Members of the department
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 issues. 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 Liberation. [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. Can a European, rather than a Middle-eastern Islam emerge in France? With an emphasis on new media, students analyze a wide variety of documents including 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
Expected to be offered in the next 3 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, Denis Arcand, Mweze Ngangura 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 diasporic subcultures live side by side, often unbeknownst to one another. Films by directors such as Truffaut, Godard, Varda, Sautet, Rohmer, Denis, Assayas 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 Laval, Chrétien de Troyes’ Yvain, troubadour and trouvère lyric, and selected fabliaux. Prerequisite: 230. [F] [L] Credits: 4
Eglal Doss-Quinby

FRN 254 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. From Paris to Fort-de-France, Montreal to Dakar, we study how various films by directors such as Truffaut, Godard, Varda, Sautet, Rohmer, Denis, Assayas and Klapisch. [A] [F] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

FRN 255 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 WWI—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. WI {F} {H} {L} Credits: 4
Jamie M. Vanpee
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 (excerpt), 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 288 Immigration and Sexuality in France and Europe
This course functions as a French discussion course offered in conjunction with SWG 288. Students attend all sessions of SWG 288 and meet one additional hour per week to discuss the assigned texts, which they will read in the original French. Papers and assignments must also be written in French. Prerequisites: One course at or above FRN 250. French heritage speakers should contact the instructor. Co-registration with SWG 288 required. Enrollment limited to 35. {F} {H} {S} Credits: 1
Mohamed A. Mack
Expected to be offered in the next 3 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
Members of the department
Normally offered each spring

FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
Same as ITL/SPN/ POR 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 troubadours and women trouvères, 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.

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, Duras andCONDorcet. {F} {L} Credits: 4
Members of the department
Normally offered in alternate years

“Family Values” in the Enlightenment
Pre-marital sex, adultery, divorce, birth control, cross-dressing, women’s educational opportunities, 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 Charrière, Laclos, Olympe de Gouges, the Chevalier d’Éon, 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 
Members of the department 
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, galanterie 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 
Expected to be offered in the next 3 years 

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 Mahomet 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 exotified 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 370 Staging Mythology 
Why is theater the most suitable genre to adapt classical mythology? How do major French playwrights from the Renaissance to the 21st century recreate mythological figures such as Œdipus, Antigone, Amphitryon, Iphigenia and Andromeda? To what extent do myths on stage reveal the beliefs, fears and ways of thinking of a particular time? In this course, we will seek to understand the relationship between classical mythology and theater by examining how ancient myths renewed themselves on stage over time. We will also consider the process of generating new myths for the modern time. Authors include Rotrou, Corneille, Molière, Racine, Anouilh, Giraudoux, Huston and Vinaver. \{A\} \{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 explores 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, intermarriage 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 centuries. 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 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 stereotypes have been used in French cinema to reinforce, examine, and/or question assumptions about the world we live in. We ask ourselves what stereotypes are, what relationships they entail, with artistic and especially cinematographic representations, and what conversations, if any, they help promote. Films by Renoir, Tati, Buñuel, Chabrol and Ozon among others. 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 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
Members of the department
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
Members of the department
Normally offered each spring

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
Members of the department
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.
[4] Credits: 4
Ann Leone
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. [4] 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, 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.
[4] Credits: 4
Anna Botta
Normally offered each fall
The Major

Advisers: For the class of 2021, Sara Pruss; for the class of 2022, Jack Loveless; for the class of 2023, Amy Rhodes; for the class of 2024, Sarah Mazza.

Adviser for Study Abroad: Amy Rhodes, 2020–21

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 with the lab: Biodiversity, Ecology and Conservation and Lab (BIO 130, 131), 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- to 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.)

Smith courses that satisfy the advanced-level course requirement include:
- Any 300-level geoscience course, Ecohydrology (EGR 315), Seminar: Topics in Astrophysics-Asteroids (AST 330), Mechanics of Granular Media (EGR 340), and Advanced work or Special Problems in Geology (GEO 420). Appropriate courses taken at other institutions also may qualify, as does a 4- to 6-credit geology field camp.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

The Minor

Advisers: Same as for the major

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.

Students contemplating a minor in geosciences should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: 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: 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. Or it may be a spring semester course with a field trip during spring break or during the following summer, such as recent courses in Death Valley, Iceland and Greece. Because there are many important geologic features that are not found in New England, geoscience majors are encouraged to take at least one of these courses to add breadth to their geologic understanding.

Students contemplating a major in geosciences should elect 101 and 102, or 108, or any other 100-level course with 102, and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future

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
Sarah E. Mazza
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, rift 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
Sarah E. Mazza, Gregory de Wet
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
Members of the department
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
Members of the department
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
Sara B. Pruss
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 a 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 artifactual rocks (building stone 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,
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
Members of the department
Normally offered each spring

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
Basilića 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. Enrollment limit of 20. [N] Credits: 5
Members of the department
Normally offered each spring

GEO 242 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 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 308 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
Members of the department
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. Students are responsible to partially cover expenses associated with the January trip. [N] Credits: 5
Members of the department
Expected to be offered in the next 3 years

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
Members of the department
Normally offered each fall
GEO 341 Advanced Studies in Geobiology
This seminar course will examine the record of life with an approach from a geobiological perspective. We will examine the interactions between life and the environment from the early Earth through to the Modern. We will explore microbial metabolisms, isotopic systems, and their interrelated nature from the Proterozoic to the Recent. We will read recent peer-reviewed papers from the literature to inform our class discussions, and students will present material in class. Prerequisites: students must have taken the basis for the Geosciences major and an appropriate 200-level class (GEO 221 or 231). Biology majors could be admitted with permission of the instructor. Enrollment limit of 15. Credits: 0
Members of the department
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 includes 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
Members of the department
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
Members of the department
Normally offered each academic year

EGR 315 Seminar: Ecohydrology
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 limited to 12. Credits: 4
Members of the department
Normally offered each academic year

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 limited to 12. [N] Credits: 4
Members of the department
Normally offered each academic year

For additional offerings, see Five College Course Offerings by Five College Faculty.
German Studies

**Associate Professor**
Joel P. Westerdale, Ph.D.

**Senior Lecturer**
Judith Keyler-Mayer, Ph.D.

**Lecturer**
Sandra Digruber, Ph.D.

**The Major**

**Advisers:** 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:** 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**

**Director:** 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 a semester or a year abroad 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:** Joel Westerdale, Judith Keyler-Mayer

**A. German Language, Literature, and Culture**

**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 conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students are able to read short, edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5

Sandra Digruber

Normally offered each fall

**GER 200 Intermediate German: The German Environment**
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 conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students are able to read short, edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Yearlong courses cannot be divided at midyear with credit for the first semester. Credits: 5

Judith Keyler-Mayer

Normally offered each fall

**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

Members of the department

Normally offered each spring

GER 300 Topics in German Culture and Society

Topics course.

Heimat - What is home?

This course investigates the concept of ‘Heimat’ (‘home’) and its significance for individual people as well as for German culture and politics. This upper-level language course will look at the meanings of this concept and how they have changed over time. Through different genres and media this course will explore significant vocabulary and grammatical concepts in the context of the concept of Heimat. This includes films (Grün ist die Heide, Willkommen bei den Hartmanns) as well as articles from newspapers and magazines, and excerpts from selected literature. Prerequisite: GER 250 or GER 260, or by permission of the instructor. [F] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Growing Up in German-Speaking Europe

The objective of this course is to develop students' ability to express thoughts on more abstract and serious topics in German language by probing the discourse on the role of children and young people in German, Austrian and Swiss culture from the 18th century to the present. This is an upper-level language course conducted within a cultural-historical framework. Therefore, a vital component will be the acquisition of suitable vocabulary and advanced-grammatical structures. We will study the rhetoric of education and family politics, and discuss pedagogical ideas and concepts put forth by famous writers like Kästner, Thoma, Janosch, Ende and will look at examples from film, art, music, and popular culture. Prerequisite: GER 250 or GER 260, or by permission of the instructor. [F] Credits: 4

Members of the department

Expected to be offered in the next 3 years

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: GER 250 or GER 260, or permission of the instructor. [F] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Flights of Fantasy, Fits of Madness

An introduction to the study of German literature and film, designed to develop skills in oral expression and the fundamentals of literary and film analysis. In this course we will closely read works both entertaining and startling that deal with the mysteries of the human mind and with journeys experienced or imagined. Works by the Brothers Grimm, Hoffmann, Kafka, Freud and others will provide the basis for discussions. Prerequisite: GER 250 or GER 260, or permission of the instructor. [F] Credits: 4

Members of the department

Normally offered in alternate years

Vorn 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 reunification; and filmic interventions into the legacy of Nazism. Conducted in German. Prerequisite: GER 250 or GER 260, or permission of the instructor. [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. Prerequisite: GER 300, or permission of the instructor. [F] Credits: 4

Members of the department

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.

The Many Faces of Goethe’s Faust

Writer, scientist, statesman, celebrity. Johann Wolfgang von Goethe (1749-1832) spent 60 years channeling his cultural and scientific knowledge, his worldly experiences, and his immense literary talent into one of the great works of world literature: Faust. This seminar explores the diverse facets of this celebrated work through close analysis of the German text combined with research projects driven by individual student interests. Topics have ranged from birth control and witchcraft to Newtonian optics, subversive verse forms, land reclamation, and the philosophy of time. Students are encouraged to bring their own interests and expertise into dialogue with one of the great minds and great texts of the modern era. Readings and discussions primarily in German. Prerequisites: GER 300 or permission of instructor. [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 and 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. Prerequisite: GER 161 and GER 300 (or above); or permission of instructor. [F] [L] Credits: 4

Members of the department

Normally offered in alternate 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
Members of the department
 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 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

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 terminology and methodology in their respective majors, to German academic prose style, and to a characteristic German form of academic oral presentation, the Referat. The Orientation Program culminates in the presentation of a Referat on a topic in each student’s academic area of concentration. [F] Credits: 2
Kathrin Bruechner, Gunnar Zimmermann
Offered Fall 2020 and Spring 2021; 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 2020 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. [A][L] [F] Credits: 4
Jutta Gatzelt
Offered Fall 2020 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 2020 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 2021 on the Smith Program Abroad in Hamburg
302 Epidemics in German Life and Literature
This is an upper-level language course conducted within a cultural-historical framework. Objective: Develop students’ ability to express thoughts on more abstract topics in German language by probing the discourse on the presentation of epidemics in German literature of different ages as well as in the media today. Vital components: Acquisition of suitable vocabulary and advanced grammatical structures. Discussion: The rhetoric of health and disease put forth by writers like Gryphius, Schiller, Th. Mann, Stern or Glavinic as well as in articles and speeches from German media. Additional materials: examples from film, art and popular culture.

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) TestDaF exam. Prerequisite: by placement. [F] Credits: 4
Kathrin Beletti Mata
Offered Fall 2020, and Spring 2021 on the Smith Program Abroad in Hamburg

320 Germany Since 1945: Politics, Society and Culture in the Two German States and in Reunified Germany
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, the reunification of Germany in 1990 and the development since then. Historical analysis, screening of films. Prerequisite: 270, or permission of the instructor. Limited to students enrolled in the study abroad program. [H][F] Credits: 4
Rainer Nicolaysen
Offered Spring 2021 on the Smith Program Abroad in Hamburg

D. Cross-Listed Courses

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
Normally offered in alternate 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
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

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
Members of the department
Normally offered in alternate years
Global Financial Institutions Concentration

Advisory Committee
Payal Banerjee, Ph.D., Associate Professor of Sociology
Randall K. Bartlett, Ph.D., Professor of Economics
Mlada Bukovansky, Ph.D., Professor of Government
Roger T. Kaufman, Ph.D., Professor of Economics
Leslie L. King, Ph.D., Professor of Sociology
Susan Levin, Ph.D., Professor of Philosophy
Mahnaz Mahdavi, Ph.D., Professor of Economics, Director
Andy N. Rotman, Ph.D., Professor of Religion
Susan Stratton Sayre, Ph.D., Associate Professor of Economics and Environmental Science and Policy
Roisin Ellen O’Sullivan, Ph.D., Professor of Economics
Dennis Yasutomo, Ph.D., Professor of Government

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 GFIC 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 GFIC 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
- Smith-Tuck Summer Bridge Program
- 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
Global Financial Institutions Concentration

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 336  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 336  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 237 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 241 International Politics
Normally offered both fall and spring semesters

GOV 220 Introduction to Comparative Politics
Normally offered each fall

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
Expected to be offered in the next 3 years

GOV 236 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 each spring

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
Expected to be offered in the next 3 years

HST 235 (L) Independent Africa: A Social and Cultural History
Normally offered in alternate years

HST 256 (L) Making of Colonial West Africa: Race, Power and Society
Expected to be offered in the next 3 years

HST 258 (L) Modern Africa
Normally offered in alternate years

HST 259 (C) Aspects of African History
Expected to be offered in the next 3 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

EAS 100 Modern East Asia
Normally offered each fall

AFR 202 Topics in Africana Studies
Expected to be offered in the next 3 years

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
Government

Professors
Donald C. Baumer, Ph.D., Chair
Dennis Yasutomo, Ph.D.
J. Patrick Coby, Ph.D.
Steven Heydemann, Ph.D.
Gary L. Lehring, Ph.D.
Howard Jonah Gold, Ph.D.
Gregory Whayne White, Ph.D.
Mlada Bukovansky, Ph.D.
Alice L. Hearst, Ph.D., J.D.
Marc R. Lendler, Ph.D.
Velma E. Garcia, Ph.D.

Associate Professors
Brent M. Durbin, Ph.D.

Assistant Professors
Scott LaCombe, Ph.D.
Sara Newland, Ph.D.
Erin Pineda, Ph.D.
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.

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.

The Major

Advisers: Donald Baumer, Mlada Bukovansky, Patrick Coby, Brent Durbin, Velma Garcia, Howard Gold, Alice Hearst, Steven Heydemann, Marc Lendler, Gary Lehring, Sara Newland, Erin Pineda, Bozena Welborne, Gregory White, Dennis Yasutomo

Graduate School Adviser: Donald Baumer

Director of the Jean Picker Semester-in-Washington Program: Brent Durbin 2020–2021

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 203 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.
Government

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
Donald C. Baumer, Mlada Bukovansky, Gary L. Lehring Normally offered both fall and spring semesters

American Government

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
Members of the department
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 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
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 ion 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
Expected to be 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
Howard Jonah Gold, Marc R. Lendler 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
Members of the department
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 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 218 Workplace Law in Capitalist America
A critical introduction to government regulation of employment and to legal theories of freedom and justice in the workplace. Topics: 1) the development of laws granting workers the right to form labor unions and to collectively bargain, culminating with discussion of the current debate on the labor rights of public sector workers in Wisconsin and other states; 2) Title VII of the Civil Rights Act and other anti-discrimination laws designed to protect women, persons of color, the disabled and GLBT individuals in the workplace as well as the rights of immigrant workers; and 3) privacy at work, including how law impacts the use of social media like Facebook and Twitter in the employment context. Lecture/Discussion. To be offered once only Enrollment limited to 45. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 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
Marc R. Lendler
Normally offered in alternate years

GOV 304 Seminar in American Government
Topics course.

GOV 305 Seminar in American Government
Topics course.

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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 312 Seminar in American Government
Topics course.

GOV 318 Seminar in American Government
Policy Making in the National 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 321 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 322 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 323 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 324 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 325 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 326 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

GOV 327 Seminar in American Government
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. [S] Credits: 4
Members of the department
Normally offered in alternate years

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

Comparative Government
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 fall

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
Members of the department
Normally offered each spring

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
Members of the department
Expected to be offered in the next 3 years

GOV 231 Colloquium: Women’s Social Movements in the
Middle East
This course explores how women’s social movements emerge and sustain
themselves in the Middle East and North Africa. We will cover issues ranging
from women agitating for citizenship rights and the vote to questions of
personhood, family code, and women’s labor rights. Throughout the class, we
consider how mobilized women renegotiate a world of both contemporary and
traditional religious and secular values to pursue their agendas in the public
arena. Students leave this course with a fuller appreciation of the variety of
issues around which women mobilize in the region as well as an understanding
of the diverse strategies they adopt to meet their chosen goals. [S] Credits: 4
Members of the department
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
Members of the department
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
Bozena C. Welborne
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/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
Members of the department
Expected to be offered in the next 3 years

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
Anna Kapambwe Mwaba
Normally offered in alternate years

GOV 239 Social Justice Movements in Latin America
This course 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
Members of the department
Normally offered in alternate years

GOV 271 Global Cities
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
Bozena C. Welborne
Expected to be offered in the next 3 years

GOV 232 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.

Governments of the Middle East and North Africa
This course serves as a survey of major topics in political science research pertaining to the Middle East and North Africa, while focusing on the domestic politics of individual countries. We will consider the socio-political impact of regime type and existing political institutions, political ideology and social movements, as well as how civil-military relations influence questions of human security. [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
Normally offered in alternate years

GOV 340 SEM: 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

Members of the department
 Normally offered in alternate years

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

Members of the department
Normally offered both fall and spring semesters

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 fall

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

Members of the department

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 going to war, and evaluating the effects of fighting on the personal politics of soldiers. Core readings include scholarship on political socialization, nationalism, military culture, faith and trauma, as well as accounts of war written by soldiers. Enrollment limited to 20. Credits: 4

Members of the department

Normally offered in alternate years

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

Members of the department
Expected to be offered in the next 3 years

GOV 248 The Arab–Israeli Dispute
This course investigates the causes and consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. 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

Members of the department

Expected to be offered in the next 3 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
Members of the department
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
Members of the department
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
Mlada Bukovansky
Normally offered in alternate years

GOV 253 Colloquium: Culture and Diplomacy in Asia
The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies are based on current and on-going regional and global issues. Enrollment limited to 24. [S] Credits: 4
Members of the department
Normally offered each spring

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
Normally offered in alternate years

GOV 256 Colloquium: Corruption and Global Governance
What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. Enrollment limited to 20. [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 each fall

GOV 341 Seminar in International Politics
Topics course.
Terrorism and Political Violence in the Middle East
Who is a terrorist; who is a freedom fighter? Does it even matter in the political chaos of the Middle East? This seminar investigates the goals and motivations of militant groups embracing terrorism and insurgency as strategies vis-à-vis rival political actors in the region. We also explore how local governments combat terrorism and insurgency, when and why such groups cease activity, and why some groups ultimately embrace nonviolent resistance. [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, both at home and abroad, with special attention to the Central Intelligence Agency and its often controversial role in U.S. foreign policy. Prerequisites: Junior or Senior standing; at least one course each in American politics and international relations. [S] Credits: 4
Members of the department

Normally offered in alternate years

**Foreign Policy Decision Making**

This course examines the processes and organizations that govern foreign policy decisions in the United States. We view this topic through a variety of lenses, 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 studies 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 African) 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 each spring

---

**Political Theory**

**GOV 262 Early Modern Political Theory, 1500–1800**

A study of Machiavellian power-politics and 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. [S] Credits: 4
J. Patrick Coby

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 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
J. Patrick Coby

Normally offered each fall

**GOV 266 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

Expected to be offered in the next 3 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 remaking the possibilities for the original political question, “How should we govern?” Enrolment limit of 25. [S] Credits: 4
Members of the department

Expected to be offered in the next 3 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 lecture 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
Members of the department

Normally offered in alternate years
GOV 362 Seminar in Political Theory
Topics course.

Revolution to Consolidation
A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state and argued over issues such as individual rights, the role of political parties and the capabilities of citizens for self-government. We look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton and John Adams. Prerequisite: Some previous course on American government or permission of the instructor. Credits: 4
Members of the department
Expected to be offered in the next 3 years

GOV 363 Dissent: Disobedience, Resistance, Refusal and Exit
This seminar in political theory examines contemporary theories and practices of dissent, from civil disobedience to armed resistance to political exit. Are citizens morally obligated to obey unjust laws? What makes a law or political arrangement unjust? What kinds of protest actions are justified? What are the promises and limitations of nonviolence -- or violence? What effect do different forms of resistance have, and what is their political value? Is exiting -- quitting politics or leaving the polity -- a meaningful form of resistance? This course will engage with these questions by reading contemporary texts from political science, sociology, and philosophy, alongside works by practitioners of forms of disobedience and resistance. Prerequisite: coursework in political theory or permission of the instructor. Restriction(s): Limited to juniors and seniors. [S] 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 alternate 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

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.
Members of the department
Expected to be offered in alternate years
Cross-Listed Courses

FYS 157 Syria Beyond the Headlines
WI {S} Credits: 4
Steven Heydemann
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

MES 203 Introduction to Middle East Comparative Politics
{S} Credits: 4
Steven Heydemann
Expected to be offered in the next 3 years

MES 217 International Relations and Regional Order in the Middle East
{S} Credits: 4
Members of the department
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
Members of the department
Normally offered in alternate years

MES 240 Encounters with Unjust Authority: Political Fiction of the Arab World
{L} {S} Credits: 4
Members of the department
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
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; Africa; Latin America; United States; Women’s history; Comparative Colonialism, World History.
   - 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.

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: TBD

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
Members of the department
Normally offered both fall and spring semesters

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
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

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 Stepp 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
Members of the department
Normally offered each spring

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
Richard Lim
Normally offered each fall

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 each spring

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

Members of the department
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 multiracial 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

Members of the department
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 ant
iquity 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 epidemi
ology 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) Introduction to the History of the Modern Middle East
Same as MES 208. This course examines the history of the modern Middle East
from a global perspective. How have gender, economy, ecology, and religion
shaped Middle Eastern empires and nation-states within a broader world? The
course begins with transformations in Egypt, Iran, and the Ottoman Empire
between 1820 and World War I. Next, it turns to experiences of colonialism,
the rise of independent nation-states, and the birth of new political
movements. Overall, we will work to appreciate the diversity of the region’s
cultures, languages, and peoples and to critically assess how the Middle East
has been imagined from without and within. Enrollment limited to 40.
{H} Credits: 4

Susanna Ferguson
Normally offered each academic year

MES 213 Sex and Power In The Middle East
Sexuality has long been central to power and resistance in the Middle East.
What parts have bodies and intimacies played in imperial and state governance;
colonialism and nation-building; and the politics of transnational solidarity
and resistance? The course begins by considering how history of sexuality
methods can be useful for Middle Eastern contexts. Next, we explore bodies
and intimacies in the early-modern Ottoman Empire and Iran. Finally, we
examine how contests over sexuality, reproduction, and the body have shaped
colonialism, labor, nationalism, and contemporary political mobilization in the
Middle East. {H} {S} Credits: 4

Susanna Ferguson

JUD 288 History of Israel
Looking to make better sense of today’s headlines? 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, literature and 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

Justin Daniel Cammy

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

Marnie S. Anderson

Normally offered each fall

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 rela
tionship 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

Members of the department

Normally offered each spring
HST 221 (L) Samurai to Sony: The Rise of Modern Japan
Japan from the Tokugawa period to its occupation by the United States and the “economic miracle.” Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. {H} Credits: 4
Members of the department
Expected to be offered in the next 3 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 millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest, and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years, and finally, a range of citizens’ movements in the postwar decades. {H} [S] 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
Members of the department

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

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
Joshua Birk
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

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

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

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

Members of the department

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

Members of the department

Expected to be offered in the next 3 years

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] [S] 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] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 249 (L) Early Modern Europe 1600–1815
A survey of the ancien régime. On behalf of the central State, war-making absolutists, Enlightened philosophes and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. [H] 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

Normally offered in alternate 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 252 (L) Women and Gender in Modern Europe, 1789–1918
A survey of European women’s experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. [H] Credits: 4

Members of the department

Normally offered each academic year

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

Normally offered each academic year

HST 254 (C) Liberalism and Socialism

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burchhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment limited to 18. [H] [S] 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] [H] [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 286 (C) Recent Historiographic Debates in the History of Gender and Sexuality

This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender. Enrollment limit of 18 [H] [S] Credits: 4

Darcy C. Buercle

Normally offered in alternate 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] [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

JUD 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? [H] Credits: 4

Members of the department

Normally offered in alternate years

JUD 362 Seminar in Jewish Studies

Topics course.

[H] [L] Credits: 4

Justin Daniel Cammy

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. Focuses on Warsaw and Vilna, two capitals of 20th-century Yiddish culture. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. [H] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Africa

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] Credits: 4

Members of the department

Expected to be offered in the next 3 years

HST 235 (L) Independent Africa: A Social and Cultural History

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. [H] [S] Credits: 4

Members of the department

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.

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

Jeffrey S. Ahlman

Normally offered in alternate years
HST 259 (C) Aspects of African History
Topics course.

**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*
*Expected to be offered in the next 3 years*

### Latin America

**HST 263 (C) Aspects of Latin American History**
Topics course.

**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*
*Normally offered each academic year*

**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? Will we 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*
*Normally offered each spring*

**HST 275 An Introduction to Public History**
History is a tightly woven bundle of silences. This course will examine how public history “a practice that makes history accessible to broader audiences “can tighten or unravel those bundles. Who benefits from historical erasure and how does it work? How do institutions, public spaces, and everyday practices, construct our understanding of the past? This course will highlight public history practices that confront colonialism, imperialism, and white supremacy. Workers, survivors of state violence, activists, and academics, have used public history to intervene in political debates. Some have gone further, using history to identify strategies for how we get free. (H) Credits: 4

*Members of the department*
*Expected to be offered in the next 3 years*

**HST 287 Primary Sources in Latin American History**
This course introduces students to a range of primary sources from Latin America c. 1500-2000. Examining sources such as diaries, letters, essays, manuals, and political manifestos, members of the class will gain experience interpreting historical texts by placing them in their context. The course offers students a window into Latin American history through the close study of texts written by conquistadors, poets, nuns, and guerrilla fighters, among others. These sources touch on themes including colonial rule, independence and nation-building, and revolution, among other topics. Students actively participate in every class meeting through individual exercises, small group activities, and student presentations. Enrollment limited to 40. (E) (H) Credits: 4

*Members of the department*
*Expected to be offered in the next 3 years*

**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 reframe 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*

**Mapping Identities: Latino/a Studies in Cultural Geographies**
This course serves as an introduction to questions of mapping identities, both in Latino/a Studies geographies and from the perspective of Latino/a Studies. Among the topics we will address are cultural histories, Latino/a environments— including modes of land use, agriculture and urbanization—, social and economic processes, and the Latin American diasporas. (E) Credits: 4

*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 20 (H) 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

Members of the department
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
Normally offered each spring

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. [H] Credits: 4

Members of the department
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

Members of the department
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

Members of the department
Normally offered each academic year

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

Members of the department
Normally offered each academic year

HST 267 (L) The 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
Expected to be offered in the next 3 years

HST 269 Vast Early America
Early North America was a vast space, defined by a range of peoples and experiences. Focusing particularly on seventeenth- and eighteenth-century North America-settler colonialism, enslavement, and revolution—this course will examine the ways that Native peoples, peoples of African descent, and European colonizers came into contact, exchanged with one another, and often violently collided, a process that informed and shaped the American Revolution. (E) [H] Credits: 4

Jordan Taylor
Normally offered each fall

HST 270 (C) Aspects of American History
Topics course.

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 retentions 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} Credit: 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,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} Credit: 4

Members of the department

Normally offered in alternate years

HST 273 (L) Fake News in American History

Is “fake news” really new? This course examines the long contest over truth and falsehood in media, with particular focus on the United States, from the seventeenth century to the present. It covers information literacy, the long history of media and journalism in America, conspiracy theories, and the relationship between information and democracy. Students will learn to fact check, reflect on their own engagement with information networks, and study the politics of information in today’s world. {E} {H} Credit: 4

Jordan Taylor

Expected to be offered in the next 3 years

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} Credit: 4

Jennifer Mary Guglielmo

Normally offered in alternate years

HST 280 (C) Inquiries into United States Social History

Topics course.

Im/migration and Transnational Culture in U.S History

Explores 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} Credit: 4

Members of the department

Normally offered each academic year

World History

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} Credit: 4

Members of the department

Expected to be offered in the next 3 years

HST 283 Urban Histories of the Global South

This course, focusing on the 19th and 20th centuries, will delve into the history of how marginalization happens in countries in the Global South. Treating poverty and wealth as the products of historical processes rather than as natural conditions for certain groups of people, we study how hierarchies are formed. The thematic/regional units covered span the Global South, including ethnicity in Latin America, modernity in the Middle East, and urban worlds in South Asia. This lecture course requires active participation from students, who will also be graded on an in-class presentation, two short papers, and a midterm and final. {E} {H} Credit: 4

Rachel Grace Newman

Expected to be offered in the next 3 years

HST 288 ASPECTS OF WORLD HISTORY

Topics course.

Childhood and Youth in the Global South

This comparative course invites you to explore the history of childhood and youth in the Global South during the past five centuries. Questions we will ask include: What political and symbolic meanings have been attached to the categories of “child” and “youth” in different times and places? What are some of the lived experiences of young people around the world in their roles as workers, members of families, and targets of state policy? To what extent have children and youth been constrained by norms and institutions made by adults, and when have they been able to resist these strictures? {E} {H} Credit: 4

Members of the department

Expected to be offered in the next 3 years

The History of Borderlands in the Global South

This colloquium focuses on the history of borderlands in the Global South. We read case studies about how borders were made and maintained as well as how ordinary people lived in borderlands places. This class emphasizes the spatial dimension of history, asking: How is power created or contested by dividing territories? What opportunities do the borderlands offer for making a living, resisting state projects, or forging hybrid identities? We use the lenses of gender, race, and nation to scrutinize differentiation within frontier societies. The final project involves using historical newspapers to write an essay about a particular borderlands region. {H} Credit: 4

Members of the department

Expected to be offered in the next 3 years

Seminars

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
Members of the department
Expected to be offered in the next 3 years

HST 301 Calderwood Seminar: Writing about Twentieth-Century Wars in Asia
How is historical memory made—and lost? Students in this Calderwood seminar will reflect upon and intervene in this process as they consider how the major wars of the mid-twentieth century have been remembered or forgotten in the public sphere. Our focus is on wars in Asia, most notably the Asia-Pacific theater of World War II followed by the supposedly “forgotten” war in Korea. Yet public knowledge about these wars is extremely limited in the United States. At the same time, war memories, particularly those surrounding World War II, are more contentious than ever across East Asia today. Prerequisites: Priority given to junior and senior history majors and those with a background on East Asia. {H} {S} Credits: 4
Members of the department
Normally offered each spring

HST 343 Seminar: Problems In World History
Topics course.
Youth and Resistance in Global South
This seminar explores the history of youth activists in the twentieth century and prepares students to write a seminar paper on an aspect of youth or student politics of their choosing. We consider the constructed nature of “youth” and “student” identities as well as the spectrum of ideological commitments held by young people. In class, we discuss both university-focused activism and youth engagement that was connected to other social and political movements. The class will focus on the Global South (that is, Africa, most of Asia, Latin America, and the Middle East), allowing students to draw comparisons and explore thematically. Limited to juniors and seniors. {H} Credits: 4
Members of the department
Expected to be offered in the next 3 years

HST 350 Seminar: Modern Europe
Topics course.
Research Methods in European Gender History
Credits: 4
Members of the department
Expected to be offered in the next 3 years

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. Limited to juniors and seniors. 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. Limited to juniors and seniors. 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, History and the Archive
Advanced study of histories and theories of the archive and archival practices in gender and women’s history in the modern period. Primary but not exclusive focus on European history. Students will complete a self-designed research project using archival sources. Limited to juniors and seniors. {H} {S} Credits: 4
Members of the department
Expected to be offered in alternate years

HST 383 Seminar: Research in United States Women’s History: Domestic Worker Organizing
This 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-18th 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. Limited to juniors and seniors. {H} Credits: 4
Members of the department
Normally offered each academic year

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. Limited to juniors and seniors and graduate students. Does not count for seminar credit in the history major. {H} Credits: 4
Paola Taraskow
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
Members of the department
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

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. [A] {S} Credits: 4

Elizabeth A. Klarich
Normally offered each academic year

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 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 in alternate years

Advisers
Robert Dorit, Ph.D., Professor of Biological Sciences
Nathanael Alexander Fortune, Ph.D., Professor of Physics
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

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 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 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
FYS 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer
A cancer diagnosis immerses patients in specialized jargon, complex treatments, and contentious discourses. Pink Ribbons. Red Devil. “Fu*k Cancer.” FOLFOX. The “good” cancer. “losing the battle.” In this first year seminar, we will interrogate cancer discourses, including common representations and refutations made by cancer patients and cancer experts. We will approach our topic by centering cancer patients, especially those who experience marginalization. Sources include essays, films, websites, brochures, letters, memoirs, art, fiction, journalism, plants, scientific data, and peer reviewed scholarship, and we will learn to strengthen our reading, writing, speaking, and research skills. Enrollment limited to 16 first-years. (E)

Evangeline M. Heiliger

Expected to be offered in the next 3 years

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 turns 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

SWG 267 Queer Ecologies
What is learned by reading Queer Ecologies alongside Octavia Butler’s Lilith’s Brood? What does Over the Hedge have to do with environmental racism (Hamilton)? In short, these texts ask us to consider what it means to have a racialized and sexualized identity shaped by relationships with environments. We will ask: How is nature gendered and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? We will investigate the discursive and practical connections made between marginalized peoples and nature, and chart the knowledge gained by queering our conceptions of nature and the natural. Enrollment limited to 18. (H) [S] Credits: 4

Evangeline M. Heiliger

Expected to be offered in the next 3 years
Italian Studies

Professors
Giovanna Bellesia, Ph.D.†
Anna Botta, Ph.D., Chair

Visiting Assistant Professor
Marco Piana

Senior Lecturer
Maria Succi-Hempstead, M.A.

Lecturers
Simone M. Gugliotta, Ph.D.

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 go on 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 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

Please check with advisers for up-to-date information on Major/Minor Requirements.

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 250
- ITL 251
- ITL 232 (Dante) and/or ITL 334 (Boccaccio) and ITL 335 (Boccaccio Discussion)
- One senior seminar normally taken during the senior year.

The rest of the courses can be chosen from the following: 200/300 level courses ITL 235 counts toward the major only if taken twice (4 credits) or combined with ITL 275.

To count courses taken during Study Abroad towards our major, please submit a syllabus to the chair of the Department of Italian Studies for approval.

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, Film Studies, Classics, Education, History, International Relations, Linguistics, Religion, Government, American Studies, Music, Philosophy, and World Literatures.

All courses taught by Italian Department faculty members outside the Italian Department will also fulfill the major requirement (for instance, courses in WLT, FMS, or FYS). Prior approval of the department is required.

Students considering graduate school in Italian Studies are strongly encouraged to take ITL 299 and 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 245 and 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. ITL 235 counts toward the minor only if taken twice (4 credits) or combined with ITL 275. To count courses taken during Study Abroad towards our minor, please submit a syllabus to the chair of the Department of Italian Studies for approval.

Honors in Italian Studies
Directors: Anna Botta, Marco Piana

ITL 430D Honors Project
This is a full-year course. Credits: 4
Members of the department
Normally offered each academic year

†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.
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.

ITL 110Y Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 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
Maria Succi-Hempstead
Normally offered both fall and spring semesters

ITL 111 Accelerated Elementary Italian
One-semester course designed for students with a background in other foreign languages. 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-semester 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

ITL 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 discussions, role-playing and short oral presentations. Prerequisite: one semester of ITL 111 or ITL 111Y 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

ITL 220 Intermediate Italian
Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitute 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 111 or ITL 111Y or ITL 110Y or permission of the department. [F] Credits: 4
Maria Succi-Hempstead
Normally offered both fall and spring semesters

ITL 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
Marco Piana
Normally offered both fall and spring semesters

ITL 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/or 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

ITL 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. [F] [S] Credits: 4
Simone M. Gugliotta
Normally offered each fall

ITL 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
Members of the department
Expected to be offered in the next 3 years

B. Literature and Culture

The prerequisite for ITL 250 and ITL 251 is ITL 220. There is no prerequisite for ITL 200, ITL 205 and ITL 208. ITL 332 and the Senior Seminar have no language requirement if taken without the Italian module.

The prerequisite for ITL 345 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.

Members of the department

Expected to be offered in the next 3 years

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. [F] [L] Credits: 2
Marco Piana

Normally offered each fall

ITL 245 Culture in Context: An 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. Prerequisites: ITL 110Y or ITL 111 and ITL 220 or placement by the department. [F] [L] Credits: 4

Normally offered each fall

ITL 250 Italian Commedia: Laughing Through the Centuries
A review of outstanding works in Italian literature, theater, and Opera from the Middle Ages to the 1700s. Special attention will be given to modern stage performances in light of their cultural and social backgrounds. Prerequisite: ITL 220 or permission of the instructor. Taught in Italian. A separate discussion session is a required part of the course (ITL 250D). [F] [L] Credits: 5

Members of the department

Normally offered each spring

ITL 281 Italian Cinema Looks East
Western cultures have long been fascinated and puzzled by the East, and by China in particular. As critics such as Edward Said have long made clear, from the late medieval period until the 19th century the encounter between the West and China has also been predominantly one-sided. One of the earliest encounters was through the well-documented travels of the Venetian merchant Marco Polo. Seven centuries later, Italian film directors seem to have continued that tradition and have been among the first Westerners to make full-length films in the People’s Republic of China. By examining Italian films made in China and, more recently, films made in Italy about Chinese immigrants, we examine changing cultural perceptions about China and how ideological assumptions manipulate cinematic production and experiences. The course can be taken to also fulfill WLT and FMS major requirements. (E) [A] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ITL 332 Dante’s Inferno
Detailed study of Dante’s Inferno and Medieval culture. Conducted in English. A separate discussion session in Italian (ITL 332D) is a required part of the course for Italian majors and minors. Five credits if combined with ITL 332D. [F] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

ITL 334 Boccaccio: Decameron
An in-depth thematic study of Boccaccio’s literary masterpiece, Decameron, including its style, structure and historical context. Particular attention will be devoted to Boccaccio’s singular interest in how imagination effectively combats the various constraints and even tragic aspects of life, such as the plague or certain forms of social, political, psychological oppression. Conducted in English. Open to all juniors and seniors. A separate, one-credit discussion session in Italian (ITL 335) is a required part of the course for Italian majors and minors. [L] Credits: 4
Marco Piana

ITL 335 Boccaccio: Decameron—Italian Language Discussion
Conducted in Italian. Must be taken concurrently with ITL 334. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. [L] Credits: 1
Marco Piana

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 or English, depending on enrollments. When taught in English, a separate discussion session in Italian (ITL 345) is a required part of the course for Italian majors and minors. Five credits when combined with ITL 345. [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

FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition
Same as ITL/SPN/POR 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
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
Members of the department
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
Anna Botta
Expected to be offered in the next 3 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 limited to 25. {F} {S} Credits: 4
Simone M. Gugliotta
Normally offered each fall

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 intensive 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
Members of the department
Expected to be offered in the next 3 years
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.

The Major

Advisers: Ernest Benz, Silvia Berger, Justin Cammy, Joanna Caravita, Lois Dubin, Joel Kaminsky, Ellen Kaplan

The major in Jewish studies comprises 10 semester courses.

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(30,150),(931,879) 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 Texts, 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 Texts, 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 Jewish language such as Yiddish, within the Five-College consortium or at an approved program elsewhere.

4. Courses on Junior Year Abroad Programs or on other approved programs for study away may count toward the major. A student’s petition to count such 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 year-long 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
JUD 125 The Jewish Tradition

II. Language
JUD 101 Elementary Modern Hebrew I
JUD 102 Elementary Modern Hebrew II
JUD 200 Intermediate Modern Hebrew
JUD 201 Readings in Modern Hebrew Language

III. Bible and Classical Texts
FYS 117 The Bible and the American Public Square
REL 112 Introduction to the Bible I
REL 211 What Is the Good Life? Wisdom from the Bible
REL 213 Social Justice in the Hebrew Bible
REL 214 Women in the Hebrew Bible
REL 310 Seminar: Hebrew Bible
Sibling Rivalries: Israel and The Other
Why Do the Innocent Suffer?

IV. Religion and Thought
JUD 129 Judaism and Environmentalism
REL 110 Colloquia: Thematic Studies in Religion
The Holy Land
REL 201 Ritual: Performance and Paradoxes
REL 221 Philosophers and Mystics
REL 226 Gender, Power, and Bioethics in Rabbinic Literature
REL 320 Seminar: Jewish Religion and Culture
Judaism, Feminism and Religious Politics in the U.S.

V. History and Politics
GOV 248 The Arab-Israeli Dispute
HST 243 (C) Reconstructing Historical Communities
HST 246 (C) Memory and History
HST 350 Seminar: Modern Europe
Gender and Histories of the Holocaust
JUD 210 Jewish Studies in the Field
JUD 215 What Matters
Antisemitism
JUD 235 Perspectives on the Arab-Israel Conflict
JUD 286 (C) The Jews of Eastern Europe, 1750–1945
JUD 287 The Holocaust
JUD 288 History of Israel
JUD 362 Seminar in Jewish Studies
Yiddishland
MES 235 Perspectives on the Arab-Israel Conflict
REL 223 The Modern Jewish Experience
REL 227 Women and Gender in Jewish History

VI. Literature and the Arts
ENG 230 American Jewish Literature
FYS 186 Israel through Literature and Film
GER 230 Topics in German Cinema
Nazi Cinema
GER 241 Jews in German Culture
JUD 110 Introduction to Yiddish Culture
JUD 215 What Matters
George Eliot’s Daniel Deronda
JUD 230 American Jewish Literature
JUD 253 Queer Jews
JUD 259 Jews and American Popular Culture
JUD 260 Yiddish Literature and Culture
JUD 263 The Jewish Graphic Novel
SPN 230 Latin American and Peninsular Culture and Society
Maghribi Jewish Women: Córdoba, Casablanca, Tel Aviv
SPN 245 Latin American and Peninsular Studies
Jewish Women of the Muslim Mediterranean
SPN 246 Latin American Literature and Culture
Through the Jewish Lens: A Latin American Story
THE 208 American Musical Comedy: From Gershwin to Sondheim
THE 241 Staging the Jew
WLT 218 Holocaust Literature
WLT 277 Jewish Fiction

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. {H} {L} Credits: 4

Members of the department

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
Members of the department
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. {P} 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. {P} Credits: 2
Members of the department
Normally offered in alternate years

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
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
Joel S. Kaminsky
Normally offered each academic year

REL 211 What Is the Good Life? Wisdom from the Bible
Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L} Credits: 4
Members of the department
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
Members of the department
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 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

Members of the department

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

Members of the department

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

Members of the department

Expected to be 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

Members of the department

Expected to be offered in alternate 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 287 The Holocaust

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theoretically respond to this persecution? [H] Credits: 4

Members of the department

Expected to be offered in alternate years

JUD 288 History of Israel

Looking to make better sense of today’s headlines? 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, literature and 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

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies

Topics course.

The Last Great Yiddish Poet

“What will Remain?”, asks Sutzkever, the most influential Yiddish poet of the 20th century. How does writing provide spiritual nourishment in times of crisis? Significant attention to the dynamic world of Yiddish culture in interwar Poland, to Sutzkever as poet of the Vilna ghetto and resistance fighter, and to post-Holocaust poetry simultaneously performing the work of memory and creative rebirth. No background in Yiddish expected; all materials available in translation. Open to juniors and seniors, and by petition to the instructor. [H] [L] Credits: 4

Members of the department
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. Focuses on Warsaw and Vilna, two capitals of 20th-century Yiddish culture. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. {H} {L} Credits: 4
Members of the department
Expected to be offered in the next 3 years

GoV 248 The Arab-Israeli Dispute
This course investigates the causes and consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. 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
Members of the department
Normally 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
Members of the department
Normally offered in alternate years

REL 223 The Modern Jewish Experience
A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H} Credits: 4
Members of the department
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? How did real and idealized roles of Jewish men shape life for Jews of all genders? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America, and the Middle East. {H} {S} 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

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.

George Eliot’s Daniel Deronda
What are the intersections between Eliot’s critiques of sexism, class, and anti-Semitism, and how does the novel’s solution to the Jewish Question continue to inspire and provoke? {H} {L} Credits: 1
Members of the department
Expected to be offered in the next 3 years

JUD 230 American Jewish Literature
Same as ENG 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
Members of the department
Normally offered in alternate years

JUD 253 Queer Jews
Examines histories, representations, and creative output of Jews who identify beyond the bounds of normative gender and sexuality categories, as well as the idea 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

Members of the department

Normally offered in alternate 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

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.

*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. Enrollment limited to 25. [F] {L} Credits: 4

Members of the department

THE 241 Staging the Jew
Intensive study of selected plays from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Texts challenge prevailing intragroup definitions; others offer positive and reinforcing viewpoints or utilize strategies such as self-stereotyping to promote group cohesion. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience. The course includes a four-week collaboration with student peers at the University of Kurdistan/Hewler exploring polycultural perspectives on how complex and intersecting national, political, religious, gendered, social and personal identities are constructed and represented. [L] Credits: 4

Ellen Wendy Kaplan

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

Normally offered in alternate 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

Normally offered in alternate 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, Steven Thomas Moga, Ph.D., Assistant Professor of Landscape Studies, Director 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. Kellum, Ph.D., Professor of Art
Ruth Ozeki, A.B.
Douglas Lane Patey, Ph.D., Professor of English Language and Literature
Jesse Bellemare, Ph.D., Associate Professor of Biological Sciences
Eliza 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 studios, including ARS/LSS 399, 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 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:
Reid Bertone-Johnson, Wright Hall 108, rbertone@smith.edu, ext 3328
Steven Moga, Wright Hall 111; smoga@smith.edu, ext 3145

For Graduate Programs:
Steven Moga, Wright Hall 111; smoga@smith.edu, ext 3145
Reid Bertone-Johnson, Wright Hall 108, rbertone@smith.edu, ext 3328

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
Members of the department
Normally offered each spring

LSS 200 Landscape, Environment, and Design
LSS 200 is a credit linked coloquium to complement the LSS 100 series. Students will engage with the LSS 100 lectures more deeply via weekly class discussions, writing of synthesis papers, and presentations. LSS 200 is intended to provide interested students with an opportunity to grapple critically with topics raised in LSS 100 lectures and thoughtfully make connections between disparate lectures and their broader academic experiences. {A} {H} {S} Credits: 2
Members of the department
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
Spend one week of your J-term at the Smith College Ada & Archibald MacLeish Field Station in Whately, Mass. This course will encourage students to experience the natural cultural history of the New England landscape and to develop educational activities that explore ways of sharing the significance of MacLeish (and the broader New England landscape) with a variety of audience types. The week concludes with a visit by local 6th graders eager to learn from you! This course is ideal for anyone interested in learning more about the ecology of New England and its history and those with interests in environmental and experiential education. Enrollment limit of 10. (E) Credits: 1
Members of the department
Normally offered each interterm

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
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] [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years

LSS 250 Studio: Landscape and Narrative
Landscapes guide their use and reveal their past. 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
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. Enrollment limited to 14. [A] [S] Credits: 4
Members of the department
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 or research. 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
Steven Thomas Moga
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
Members of the department
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
Normally offered both fall and spring semesters
Cross-Listed Courses

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] [S] Credits: 4
Members of the department
Normally offered each spring

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
Normally offered each spring

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
Members of the department
Normally offered each academic year

ANT 317 Seminar: The Anthropology of Landscape – Space, 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 352 Seminar: Topics in Anthropology
Topics course.

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

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

ARH 150 What is Architecture?
What kinds of places do people call home, and where do they choose to bury their dead? How have communities marked their territories, or cities reshaped landscapes? What does it mean to enshrine the sacred, to nurture civic gardens, or to create a consumer paradise—in 8th-century Spain or 11th-century New Mexico, 19th-century Beijing or contemporary Dubai? Working across cultures, and from antiquity to the present, this class highlights both global and distinct, local perspectives on the history of architecture and the built environment. Enrollment limited to 40. [A] [H] Credits: 4
Members of the department
Normally offered each fall

ARH 258 The Arts in Eighteenth-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 pacific 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

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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 18. [A] Credits: 4
Alexis A. Callender, Katherine E. Schneider
Normally offered both fall and spring semesters

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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, 172, or permission of the instructor. [A] Credits: 4
Members of the department
Normally offered in alternate years

ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163 or permission of the instructor. [A] Credits: 4
Elizabeth R. Meyerson
Normally offered each academic year

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 limited to 15. [A] Credits: 4
Members of the department
Normally offered each fall

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.

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 spring

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
Members of the department
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. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. 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

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 exams, in-class discussions, and a book review. Laboratory (BIO 123) must be taken concurrently. Enrollment limited to 30. [N] Credits: 3

Members of the department

Normally offered each spring

Credits: 3

BIO 123 Horticulture: Botany for Gardeners Laboratory
Practical lab experiences in plant propagation, horticulture, and identification of plants and insects, flowers, and their care. Use of the Lyman Conservatory, field trips, and winter/spring observation of outdoor plants are important components of the course. Course requirements include lab quizzes and an extended field observation phenology project. BIO 122 must be taken concurrently. Enrollment limited to 15 per section. [N] Credits: 1

L. David Smith

Normally offered both fall and spring semesters

BIO 130 Biodiversity, Ecology and Conservation
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; principles of 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 131) is recommended but not required. [N] Credits: 4

L. David Smith

Normally offered both fall and spring semesters

BIO 131 Research in Biodiversity, Ecology, and Conservation
Pull on your boots and come explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens, and local hemlock forests. Students will gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students will practice the scientific process and document their work in a lab notebook. Research skills developed will include hypothesis development, data collection, statistical analysis, and presentation of results. Because research projects will vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 16. BIO 130 is recommended as a prerequisite or corequisite but it is not required. [E] [N] Credits: 2

Marney C. Pratt

Normally offered both fall and spring semesters

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

Members of the department

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

Members of the department

Normally offered each spring

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

Members of the department

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 limited to 20. [N] Credits: 2

Members of the department

Normally offered each spring

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 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
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 limited to 20.

Sustainable Water Resources

We investigate and design water resources infrastructure— for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton’s water resources, Boston’s Deer Island wastewater treatment facility, San Francisco’s water supply system, California’s State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. Enrollment limited to 20.

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. Enrollment limited to 20.

Bits, Bots and Thoughts

The topic of this version of EGR 100 is human-robot interaction. Through case studies, projects, films, and readings, we discuss the design of robots in several contexts, such as health and caretaking, education, transportation, art, and entertainment. We also study some mechanical and electrical engineering areas that make robotics possible, such as sensors, control and feedback, and mechatronics. Course assignments and discussions link the applications with engineering design and tradeoffs. Readings and films include popular and academic treatments of robotics within society. Enrollment limited to 20.

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. Enrollment limited to 20.

Bits, Bots and Thoughts

The topic of this version of EGR 100 is human-robot interaction. Through case studies, projects, films, and readings, we discuss the design of robots in several contexts, such as health and caretaking, education, transportation, art, and entertainment. We also study some mechanical and electrical engineering areas that make robotics possible, such as sensors, control and feedback, and mechatronics. Course assignments and discussions link the applications with engineering design and tradeoffs. Readings and films include popular and academic treatments of robotics within society. Enrollment limited to 20.

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. Enrollment limited to 20.
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 unmet biomedical needs, and learn a process for how to develop solutions to meet those needs. The emphasis will be on first gaining a thorough understanding of an unmet need, and then on continually improving solution ideas, through testing and seeking feedback on the current set of possible solutions, and learning from failure. {N} Credits: 4
Members of the department
Normally offered in alternate 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 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.

The Landscape and Cityscapes of Creative Fiction
In this course, we explore the constructed worlds made by some wonderful writers and build fictional worlds of our own. The course involves both in-class participation and a great deal of writing: short stories, worldbuilding exercises, writing about reading. Each week, we read the fiction published in that week’s edition of The New Yorker. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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 37. [H] {N} {S} Credits: 4
Camille Washington-Ottombre
Normally offered both fall and spring semesters

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
Members of the department
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
Reid W. Bertone-Johnson
Normally offered each fall

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. ENV 101 and ENV 201/202 are strongly recommended. Enrollment limited to 18. [N] [S] Credits: 4
Susan Stratton Sayre
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 group 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 18. [N] [S] Credits: 4
L. David Smith
Normally offered both fall and spring semesters

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.

Voices off from the Outskirts
An exploration of “les banlieues” (the French suburbs) and their inhabitants through different media (novels, diaries, popular songs, and films) from the 1980s to the present. We will focus on the culture(s), and the interaction(s) within the different communities and within the French society at large, establishing parallels and drawing comparisons with the United States hence encouraging an international perspective. How do artists (writers, singers, directors) try to (re)present the banlieue? How do they portray their own experiences? Who (re)presents the banlieue and for whom? What roles do factors like generation, migration, racism, gender play in the face of the banlieues? (WI) [F] [L] Credits: 4
Members of the department
“Banlieue Lit”
In this course, students study fiction, memoir, slam poetry, music videos 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

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

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
Members of the department
Expected to be offered in the next 3 years

Consumers, Culture and the French Department Store
How have French stores and shopping practices evolved since the grand opening of Le Bon Marché in 1869? In what ways have megastores and e-commerce influenced French “culture”? This course examines representations of mass consumption in literature, the press, history, and analyses of French popular and bourgeois traditions, paying particular attention to the role of women in the transactions and development of culture. (F) (L) Credits: 4
Members of the department
Normally offered each academic year

Fantasy and Madness
A study of madness and its role in the literary tradition. The imagination, its powers and its limits in both the individual and society. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre and Marguerite Duras. (F) (L) Credits: 4
Members of the department
Normally offered each academic year

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, Maupassant, Baudelaire, Apollinaire, Modiano, Vargas, Gavalda. (F) (L) Credits: 4
Members of the department
Normally offered each academic year

French Calligraphies: Contemporary Chinese Women’s Writing
France is home to the largest overseas Chinese community in Western Europe. This course looks at how Francophone women writers and artists of Chinese origin critique and celebrate French culture in their work. Focusing on contemporary fiction, film and graphic art, we consider the role of canonical French literature during the Cultural Revolution, portrayals of Sinophone cultures in France and the relationship between language and stereotype. Through the lens of gendered and multigenerational immigration narratives, we also study such topics as translation, food, sexuality and exile. (F) (L) Credits: 4
Members of the department
Normally offered in alternate years

From Royal Feasts to Family Dinners: France in the Mirror of Its Gastronomy
What did nobles and peasants eat in the age of the Sun King? When did restaurants become fashionable in France and why do family dinners last so long? What’s the meaning of “terroir” and what are today's trendy foods? Through a wide array of literary texts, documents, essays and films, students in this course explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. (F) (L) Credits: 4
Members of the department
Normally offered in alternate years

Machines and Marvels: The Cult of Technology
The Industrial Revolution and the technological innovations of the nineteenth century considerably influenced literature and the arts. From trains to telephones and robots, machines interrupted the pastoral scenery and were widely depicted in novels and iconography. This course will enable students to bridge the gap between science and the humanities through the study of scientific symbolism in arts and literature. In this class, we will trace the emergence of our contemporary fascination with technology through the analysis of late 19th- and early 20th-century texts, images and early cinema. Texts by Jules Verne and Viliers de l’Isle Adam, among others. (E) (F) (L) Credits: 4
Members of the department
Normally offered each academic year

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 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
Members of the department
Expected to be offered in the next 3 years
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
Sarah E. Mazza
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, rifts in the crust 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
Sarah E. Mazza, Gregory de Wet
Normally offered each fall

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 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
Reid W. Bertone-Johnson
Normally offered each fall

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
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

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
Ann Leone
Expected to be offered in the next 3 years

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.

Anthropology

<table>
<thead>
<tr>
<th>Course</th>
<th>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>ANT 236</td>
<td>Economy, Ecology and Society</td>
</tr>
<tr>
<td>ANT 252</td>
<td>The City and the Countryside in China</td>
</tr>
<tr>
<td>ANT 317</td>
<td>Seminar: The Anthropology of Landscape – Space, Place, Nature</td>
</tr>
</tbody>
</table>

Architecture

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARS 280</td>
<td>Introduction to Architectural Design Studio: Analog Processes - Ground</td>
</tr>
<tr>
<td>ARS 281</td>
<td>Introduction to Architectural Design Studio: Digital Design Processes - Air</td>
</tr>
<tr>
<td>ARS 380</td>
<td>Architectural Design Studio: Transient Spaces - Terrestrial Bodies</td>
</tr>
<tr>
<td>ARS 381</td>
<td>Architectural Design Studio: Transient Spaces - Aquatic Bodies</td>
</tr>
</tbody>
</table>

Art History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARH 101</td>
<td>Approaches to Visual Representation (C)</td>
</tr>
<tr>
<td>ARH 212</td>
<td>Ancient Cities and Sanctuaries</td>
</tr>
<tr>
<td>ARH 280</td>
<td>Art Historical Studies</td>
</tr>
<tr>
<td>ARH 285</td>
<td>Great Cities</td>
</tr>
<tr>
<td>Department</td>
<td>Courses</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Landscape Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Art Studio</strong></td>
<td>ARS 161 Design Workshop I</td>
</tr>
<tr>
<td></td>
<td>ARS 164 Three-Dimensional Design</td>
</tr>
<tr>
<td></td>
<td>ARS 264 Drawing II</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>BIO 101</td>
<td>Modern Biology for the Concerned Citizen</td>
</tr>
<tr>
<td>BIO 103</td>
<td>Economic Botany: Plants and Human Affairs</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Horticulture: Plants in the Landscape</td>
</tr>
<tr>
<td>BIO 206</td>
<td>Plant Physiology</td>
</tr>
<tr>
<td>BIO 207</td>
<td>Plant Physiology Laboratory</td>
</tr>
<tr>
<td>BIO 264</td>
<td>Plant Diversity and Evolution</td>
</tr>
<tr>
<td>BIO 265</td>
<td>Plant Diversity and Evolution Laboratory</td>
</tr>
<tr>
<td>BIO 355</td>
<td>Ecophysiology</td>
</tr>
<tr>
<td>BIO 356</td>
<td>Ecophysiology Laboratory</td>
</tr>
<tr>
<td>BIO 366</td>
<td>Biogeography</td>
</tr>
<tr>
<td><strong>Comparative Literature</strong></td>
<td></td>
</tr>
<tr>
<td>WLT 100</td>
<td>Introduction to Comparative Literature: The Pleasures of Reading</td>
</tr>
<tr>
<td></td>
<td>Islands, Real and Imaginary</td>
</tr>
<tr>
<td><strong>Dance</strong></td>
<td></td>
</tr>
<tr>
<td>DAN 151</td>
<td>Elementary Dance Composition</td>
</tr>
<tr>
<td>DAN 241</td>
<td>Scientific Foundations of Dance</td>
</tr>
<tr>
<td>DAN 252</td>
<td>Intermediate Dance Composition</td>
</tr>
<tr>
<td>DAN 553</td>
<td>Choreography and Design</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></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><strong>Education and Child Study</strong></td>
<td></td>
</tr>
<tr>
<td>EDC 390</td>
<td>The Teaching of Science, Engineering and Technology</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>EGR 100</td>
<td>Engineering for Everyone</td>
</tr>
<tr>
<td>EGR 315</td>
<td>Seminar: Ecophysiology</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>ENG 382</td>
<td>Readings in American Literature</td>
</tr>
<tr>
<td><strong>Environmental Science and Policy</strong></td>
<td></td>
</tr>
<tr>
<td>ENV 201</td>
<td>Researching Environmental Problems</td>
</tr>
<tr>
<td>ENV 323</td>
<td>Climate and Energy Policy</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td></td>
</tr>
<tr>
<td>FRN 230</td>
<td>Colloquium in French Studies</td>
</tr>
<tr>
<td></td>
<td>Dream Places and Nightmare Spaces: French Literary Landscapes</td>
</tr>
<tr>
<td>FRN 290</td>
<td>The Colonial City: Global Perspectives</td>
</tr>
<tr>
<td><strong>First-Year Seminars</strong></td>
<td></td>
</tr>
<tr>
<td>FYS 163</td>
<td>Exploring Our National Parks</td>
</tr>
<tr>
<td><strong>Geology/Geosciences</strong></td>
<td></td>
</tr>
<tr>
<td>GEO 104</td>
<td>Global Climate Change:</td>
</tr>
<tr>
<td></td>
<td>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><strong>Government</strong></td>
<td></td>
</tr>
<tr>
<td>GOV 207</td>
<td>Politics of Public Policy</td>
</tr>
<tr>
<td>GOV 249</td>
<td>International Human Rights</td>
</tr>
<tr>
<td>GOV 254</td>
<td>Colloquium: Politics of the Global Environment</td>
</tr>
<tr>
<td>GOV 305</td>
<td>Seminar in American Government</td>
</tr>
<tr>
<td>GOV 306</td>
<td>Seminar in American Government</td>
</tr>
<tr>
<td>GOV 347</td>
<td>Seminar in International Politics and Comparative Politics</td>
</tr>
<tr>
<td><strong>Jewish Studies</strong></td>
<td></td>
</tr>
<tr>
<td>JUD 229</td>
<td>Judaism and Environmentalism</td>
</tr>
<tr>
<td><strong>Latin American Studies</strong></td>
<td></td>
</tr>
<tr>
<td>LAS 201</td>
<td>Colloquium in Latin American and Latino/a Studies</td>
</tr>
<tr>
<td></td>
<td>Environmental Legacies and Ecological Futures of Latin America</td>
</tr>
<tr>
<td>LAS 301</td>
<td>Seminar: Topics in Latin American and Latino/a Studies</td>
</tr>
<tr>
<td></td>
<td>Favelas in Brazil: The Commodification of Places of Protest</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>MTH 107</td>
<td>Statistical Thinking</td>
</tr>
<tr>
<td>MTH 220</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>PHI 238</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PHI 304</td>
<td>Seminar in Applied Ethics</td>
</tr>
<tr>
<td><strong>Sociology</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 233</td>
<td>Sociology of Climate Change</td>
</tr>
<tr>
<td>SOC 333</td>
<td>Seminar: Social Justice, the Environment and the Corporation</td>
</tr>
<tr>
<td><strong>Spanish and Portuguese</strong></td>
<td></td>
</tr>
<tr>
<td>POR 220</td>
<td>Contemporary Cityscapes: Mapping Brazilian Culture onto an Urban Grid</td>
</tr>
<tr>
<td><strong>Statistical and Data Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>SDS 107</td>
<td>Statistical Thinking</td>
</tr>
<tr>
<td>SDS 136</td>
<td>Communicating with Data</td>
</tr>
<tr>
<td>SDS 201</td>
<td>Statistical Methods for Undergraduates</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td></td>
</tr>
<tr>
<td>THE 100</td>
<td>The Art of Theatre Design</td>
</tr>
<tr>
<td><strong>Study of Women and Social Change</strong></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>Gender, Land and Food Movements</td>
</tr>
</tbody>
</table>
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. Garcia, 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: Javier Puente
Honors Director: Dana Leibsohn

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]
- One Historically focused class on Latin America; normally at the 200-level [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/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 America 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, Comparative Literature, 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

Director: Dana Leibsohn

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 fall

**LAS 201 Colloquium in Latin American and Latino/a Studies**

Topics course.

**Caribbean Feminisms**

This course will introduce students to the history and sociology of feminisms in Cuba, the Dominican Republic and Puerto Rico. Course materials will include primary documents, secondary sources and historical fiction in English. However, students who are able to read Spanish will have the option of engaging with texts in that language. Credits: 4

Members of the department

Normally offered each fall

**Mapping Identities: Latino/a Studies in Cultural Geographies**

This course serves as an introduction to questions of mapping identities, both in Latino/a Studies geographies and from the perspective of Latino/a Studies. Among the topics we will address are cultural histories, Latino/a environmentalisms-including modes of land use, agriculture and urbanization, social and economic processes, and the Latin American diasporas. (E) 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

Dana Leibson

Normally offered each fall

**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

Members of the department

Normally offered each spring

**LAS 301 Seminar: Topics in Latin American and Latino/a Studies**

Topics course.

**A Dog History of Water**

We live in a world largely covered by water. We inhabit physical bodies considerably made of water. We channeled water as a primary sign of civilization and are currently in search of water beyond planetary frontiers. This seminar interrogates how hydric and hydraulic narratives may inform our understanding of past, present, and future visions of power and society. Grounded in Latin America and global in its aim, this seminar is structured in four larger sections: the hydraulic origins of ancient city states, colonialism and the control of waterscapes, the hydric demise of nation-states, and the future quest for water. Credits: 4

Members of the department

Expected to be offered in the next 3 years

**LAS 310 Latin American Studies: Issues, Methods and Debates**

This course studies how people trained in the field of Latin American and Latino@Studies “do their work,” asking: what constitutes a compelling research topic and what methodologies are required to complete such research. Focus rests on the last decade. We explore a wide range of authors, from those interested in the arts to those who study immigration or climate change. This class also asks each student to develop and present an independent research project, teaching others in class about her topic. Throughout we consider and debate the implications of working in this field—both inside and outside academic settings. Required for the major in Latin American Studies and the minor in Latino/a Studies. {A} {L} {S} Credits: 4

Members of the department

Normally offered each spring

**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 226 Archaeology of Food**

**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

DAN 144 Tango I
DAN 149 Salsa Dance I
DAN 244 Tango II
DAN 377 Advanced Studies in History and Aesthetics

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 239 Social Justice Movements in Latin America
GOV 307 Seminar in American Government

HST 263 (C) Aspects of Latin American History

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

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
Decolonizing Latin American Literature
Becoming Latin America: Modernization and Resistance

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
Contesting Feminisms: Indigenous Voices Rethinking Latin American Feminism
Recent Latin American Films; Bridging the Public and the Private
Decoding Love: Affect and Subjectivity in Contemporary Latin American Culture

SPN 230 Latin American and Peninsular Culture and Society
A Transatlantic Search for Identity

SPN 240 From Page to Stage

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
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).
Logic

Advisers
Jay Lazar Garfield, Ph.D., Professor of Philosophy, Logic and Buddhist Studies, Director
Theresa Helke, Ph.D., Lecturer of Philosophy and Logic
Melissa Yates, Ph.D., Mellon Visiting Assistant Professor of Philosophy and Logic

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
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

Depending on the topic, the courses listed below may also be taken for logic minor credit:

LOG 400 Special Studies

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

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, Theresa Sophie Caroline Helke, Melissa Yates
Normally offered each fall

LOG 400 Special Studies
Credits: 1–4
Members of the department
Normally offered both fall and spring semesters
Marine Science and Policy

Marine Science and Policy Advisers
Paulette M. Peckol, Ph.D., Professor of Biological Sciences, Co-Director
L. David Smith, Ph.D., Professor of Biological Sciences, Co-Director
Sara B. Pruss, Ph.D., Professor of Geosciences
Bosiljka Glumac, Ph.D., Professor of Geosciences

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
  - Writing About Science
  - Water: Science and Politics

ENV 326: Seminar: Environmental Justice and
  - Natural Resource Management
GOV 207: Politics of Public Policy
GOV 254: Colloquium: Politics of the Global Environment
GOV 404: Special Studies
PHI 304: Seminar in Applied Ethics
  - Sustainability
PPL 220: Public Policy Analysis

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) **1
Ileana Streinu, Ph.D. (Computer Science)
Pau Atela, Ph.D.
Christophe Golé, Ph.D., Chair
Katherine Taylor Halvorsen, D.Sc.
Juliana S. Tymoczko, Ph.D. **1

Associate Professors
Rajan Mehta, Ph.D.

Assistant Professors
Patricia Renate Cahn, Ph.D. **1
Candice Price, Ph.D.

Lecturers
Jennifer Beachman, Ph.D.
Daniel Schulteis, 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.
Catherine McCune, Ph.D.
Anne Schwartz, Ph.D.
Jennifer Beachman, Ph.D.
Daniel Schulteis, 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.

The Major

Advisers: Pau Atela, Benjamin Baumer, Jennifer Beachman, Patricia Cahn, Christophe Golé, Rajan Mehta, Candice Price, Daniel Schulteis, Julianna Tymoczko

Adviser for Study Abroad: Christophe Golé

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 SDS 290 or SDS 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, SDS 220, SDS 290, and SDS 291) 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 mathematics major: AST 337, AST 351, AST 352, CHM 331, CHM 312, 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.
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) is intended for students not expecting to major in mathematics or the sciences. First and second year students may also wish to consider enrolling in IDP770 (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 SDS 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 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

Members of the department
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 105 Discovering Mathematics
Topics course.

Sex, Drugs, and Rock-and-Roll: How Chance Changes Our Lives
We’ll look at the different kinds of randomness that affect our lives, from genetic recombination, to false positives and negatives in drug testing, to what songs become hits. Along the way, we’ll think about what really counts when we’re face-to-face with a messy, real-world problem, and learn some ways to count it. No experience assumed beyond high-school math. (E) [M] Credits: 4

Members of the department
Normally offered each academic year

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

Geremias Polanco
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 Beichman
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

Stefanie Wang
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 fitting, discrete and continuous dynamical systems and discrete geometry. The course provides training through programming in Mathematica and/or MATLAB. Prerequisites: MTH 112. CSC 111 recommended. Enrollment limited to 20. [M] Credits: 4
Members of the department
Normally offered each spring

MTH 211 Linear Algebra
Systems of linear equations, matrices, linear transformations, vector spaces. 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 35 students. [M] Credits: 4
Pau Atela
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
Members of the department
 Normally offered both fall and spring semesters

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
Members of the department
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
Geremias Polanco
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
Candice Price
Normally offered each academic year

MTH 270 Topics in Geometry
Topics Course.

The Shape of Space
This is a course in intuitive geometry and topology, with an emphasis on hands-on exploration and developing the visual imagination. Topics may include knots, geometry and topology of surfaces and the Gauss-Bonnet Theorem, symmetries, wallpaper patterns in Euclidean, spherical and hyperbolic geometries, and an introduction to 3-dimensional manifolds. Prerequisites: MTH 211 and MTH 212 or permission of the instructor. Credits: 4
Members of the department
Normally offered in alternate years

MTH 280 Advanced Calculus
Functions of several variables; vector fields; divergence and curl, critical point theory; transformations and their Jacobians; implicit functions; manifolds; 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
Members of the department
Normally offered each spring

MTH 281 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, differentiability, 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
Christophe Gole
 Normally offered each fall

MTH 282 Complex Analysis
Previously MTH 382. 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 211 and MTH 212, or permission of the instructor. Credits: 4
Members of the department
Normally offered in alternate years
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 mathematics. 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
Members of the department
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
Normally offered both fall and spring semesters

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
Members of the department
Normally offered in alternate years

MTH 333 Topics in Abstract Algebra
Topics course.
Category Theory
This course provides an introduction to category theory through the language of universal algebra and module theory. Topics include: semigroups, monoids, quasigroups, modules, hom sets, categories, functors, representable functors. Additional topics may be covered if time permits: varieties, Birkhoff’s Theorem, congruences, adjunctions. Course consists of lectures, weekly student presentations, one midterm exam, and a final presentation. Prerequisites: MTH 233 or permission of the instructor. Credits: 4
Members of the department
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.
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, queueing theory, and Brownian motion. Prerequisites: MTH 153, MTH 211, MTH 212, and MTH 246 or permission of the instructor. Prior experience in computing (using R, Matlab, Python, Java, etc.) will be helpful. {M} Credits: 4
Members of the department
Expected to be offered in the next 3 years

Calderwood Seminar on Applied Algebraic Combinatorics and Mathematical Biology
Combinatorial ideas permeate biology at all scales, from the combinatorial properties of the sequences of letters (nucleotides) representing DNA and RNA, to the symmetries often observed in cell divisions, to the graphs that can be used to represent evolutionary trees. We will focus on the key combinatorial ideas that arise on multiple scales in biology, including molecular, cellular, and organism, especially counting and classification, symmetries, and combinatorial graphs. The class will interview mathematicians and biologists about their current research, and will prepare multiple reports and presentations for different kinds of popular audiences (for example: kids, biologists, and newspapers). No particular biological background is expected. MTH 153 and an additional proof-based course are required, or permission of the instructor. MTH 233 and MTH 254 or their equivalents are useful but not required. {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 pattern 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 and 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

MTH 381 Topics in Mathematical Analysis
Topics 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 281, or permission of the instructor. {M} Credits: 4

Members of the department
Expected to be offered in the next 3 years

MTH 284 Mathematics and Statistics
Normally offered each spring

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

Members of the department
Normally offered both fall and spring semesters

SDS 220 Introduction to Probability and Statistics
(Formerly MTH/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. SDS 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: SDS 201, PSY 201, GOV 190, ECO 220, 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: 5
Scott LaCombe, Sara Ann Stoudt
Normally offered both fall and spring semesters

**SDS 290 Research Design and Analysis**
(Formerly MTH/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, SDS 201, GOV 190, ECO 220, SDS 220 or a score of 4 or 5
on the AP Statistics examination or the equivalent. Enrollment limited to 35.
[M] Credits: 4
Randi Garcia
Normally offered each academic year

**SDS 291 Multiple Regression**
(Formerly MTH/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: SDS 201, PSY
201, GOV 190, SDS 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
William Hopper, Miles Q. Ott
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
Craig R. Davis, Ph.D., Professor of English Language and Literature and Comparative Literature
Egal 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, Director
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 352 Studies in Art History
Gothic in the Modern Imagination
Members of the department
Expected to be offered in the next 3 years

English and Comparative Literature

WLT 177 Journeys in World Literature

Epic Worlds
Members of the department
Normally offered each academic year

ENG 200 The English Literary Tradition I
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  
Craig R. Davis  
Normally offered each academic year

ENG 271 Imagining Evil  
Members of the department  
Expected to be offered in the next 3 years

ENG 283 Victorian Medievalism  
Members of the department  
Expected to be offered in the next 3 years

ENG 327 Robin Hood: Legendary Outlaw  
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  
Members of the department  
Normally offered each academic year

First-Year Seminar

FYS 123 Horse-Lords of the Ancient Steppes: The Indo-European Diaspora  
Craig R. Davis  
Expected to be offered in the next 3 years

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 142 Reacting to the Past  
Members of the department  
Expected to be offered in the next 3 years

FYS 167 Viking Diaspora  
Members of the department  
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 253 The Lady, the Knight, the King  
{F} {L} Credits: 4  
Eglal Doss-Quinby  
Normally offered in alternate years

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  
Joshua Birk  
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  
Normally offered in alternate years

Italian

ITL 332 Dante's Inferno  
Members of the department  
Expected to be offered in the next 3 years

ITL 334 Boccaccio: Decameron  
Marco Piana

Latin

LAT 100Y Elementary Latin  
Rebecca Worsham  
Normally offered each academic year

LAT 212 Introduction to Latin Prose and Poetry  
Scott A. Bradbury  
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
{H} Credits: 4
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 238 Mary: Images and Cults
Members of the department
Normally offered in alternate years

REL 245 Introduction to the Islamic Traditions
Suleiman Ali Mourad
Normally offered each academic year

REL 247 The Qur’an
Members of the department
Normally offered each academic year

REL 248 Topics in Modern Islam
Ihäd
Members of the department
Expected to be offered in the next 3 years

REL 345 Seminar: Islamic Thought
Muslims and Shari’a Law
Members of the department
Expected to be offered in the next 3 years

Making of Muhammad
Members of the department
Expected to be offered in the next 3 years

Topic: The Qur’an
Members of the department
Expected to be offered in the next 3 years

Spanish and Portuguese

SPN 241 Culturas de España
Members of the department
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

SPN 335 Minorities in North Africa and the Middle East
Members of the department

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
Major in Middle East Studies

Requirements
11 courses (a minimum of 41 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.

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
Susanna E. Ferguson, Ph.D., Assistant Professor of Middle East Studies
May George, Ph.D., Lecturer in Middle East Studies and the Five College Initiative
Steven Heydemann, Ph.D, Janet Wright Ketcham 1953 Professor in Middle East Studies
Gregory Whayne White, Ph.D., Professor of Government
Bozena C. Welborne, Ph.D., Assistant Professor of Government
John O. Weinert, Lecturer in Middle East Studies

Middle East Studies Faculty
Susanna E. Ferguson, Ph.D., Assistant Professor of Middle East Studies
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

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 the 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 a 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
An introduction to Modern Standard and colloquial Arabic, using a proficiency-based approach to develop communicative skills in speaking, listening, reading, and writing. The course begins with a focus on reading, pronouncing and recognizing Arabic alphabet, and progresses quickly toward developing basic reading, writing, speaking and listening proficiencies and cultural competence using the Al-Kitaab series and a variety of authentic materials. Students will acquire these skills through a combination of interactive classroom activities, take-home assignments and group work. Students should be at the Novice-Mid level by the end of this course. Enrollment limited to 18. Credits: 5
John O. Weinert
Normally offered each fall

ARA 101 Elementary Arabic II
This course is a continuation of Elementary Arabic I. Emphasis will be on integrated development of all four language skills—reading, writing, speaking, and listening. By the end of this semester, students should have the language skills necessary for everyday interactions and be able to communicate in a variety of situations, and read and write about a broad variety of familiar topics. In addition to textbook exercises and group work, students will write short essays, give oral and video presentations, and participate in role-play activities. Prerequisites: Arabic 100 or equivalent. Enrollment limited to 18.
{F} Credits: 5
Members of the department
Normally offered each spring

ARA 200 Intermediate Arabic I
This is a communication-oriented course in Arabic at the intermediate level, incorporating both Modern Standard and colloquial Arabic and providing students with an opportunity to hone their skills in speaking, listening, reading, and writing. Students will expand their ability to create with the language while reinforcing fundamentals and expanding their knowledge of vocabulary, grammar, and culture. In addition to in-class teamwork, students will produce a variety of essays, presentations, and skits throughout the semester. Prerequisite is ARA 100Y or the equivalent. {F} Credits: 4
John O. Weinert
Normally offered each fall

ARA 201 Intermediate Arabic II
This course is a continuation of Intermediate Arabic I. Students will continue honing their knowledge of Arabic using an approach designed to strengthen communication skills. By the end of this semester, students should have sufficient proficiency to understand most routine social demands and non-technical conversations, as well as discussions on concrete topics related to particular interests and special fields of competence at a general professional level. An increasing vocabulary will enable students to read prose with a near-normal range of speed, and write on a broad variety of topics, including news, politics, economics, history, and Arab cultures. Prerequisite: ARA 200 or equivalent. {F} Credits: 4
Members of the department
Normally offered each spring

ARA 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 201, 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

May George
Normally offered each fall

ARA 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: 5

Members of the department
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 them 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

Members of the department
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 JUD/102 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 208 INTRO HISTRY MOD MID EAST
Same as HST 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology, and religion shaped Middle Eastern empires and nation-states within a broader world? How do these changes inform our understanding of identity, nationalism, and modernity? How has the Middle East been impacted by the rise of nationalism, colonialism, and nation-building; and the politics of transnational solidarity and resistance? The course begins with transformations in Egypt, Iran, and the Ottoman Empire between 1800 and World War 1. Next, it turns to experiences of colonialism, the rise of independent nation-states, and the birth of new political movements. Overall, we will work to appreciate the diversity of the region’s cultures, languages, and peoples and to critically assess how the Middle East has been imagined from without and within. (H) Credits: 4

Susanna Ferguson

Normally offered each academic year

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 213 Sex and Power In The Middle East
Sexuality has long been central to power and resistance in the Middle East. What parts have bodies and intimacies played in imperial and state governance; colonialism and nation-building; and the politics of transnational solidarity and resistance? The course begins by considering how history of sexuality methods can be useful for Middle Eastern contexts. Next, we explore bodies and intimacies in the early-modern Ottoman Empire and Iran. Finally, we examine how contests over sexuality, reproduction, and the body have shaped colonialism, labor, nationalism, and contemporary political mobilization in the Middle East. (H) (S) Credits: 4

Susanna Ferguson

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

Members of the department

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. [EH] [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 include: empire, genocide, communal violence, gender, citizenship, nationalism, networks, identity formation, and orientalism. [EH] 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-histories of the modern Middle East, the Balkans, or the Mediterranean world. [EH] 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

Members of the department

Normally 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. [EH] [S] Credits: 4

Members of the department

Normally offered in alternate 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 understanding of contemporary life in the Middle East and the many diverse and complex ways in which lives of the region’s peoples are shaped by their political circumstances. Enrollment limit of 20. [EH] [S] Credits: 4

Members of the department

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 Maidan-i Shah 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] [EH] Credits: 4

Members of the department

Expected to be offered in the next 3 years

MES 380 Seminar: Authoritarianism in the Middle East
This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and North Africa. The course examines the emergence of authoritarian regimes in the Arab world; their consolidation into full-fledged systems of rule; patterns and variation in authoritarian governance among Arab states; the political economy of authoritarianism; state-society relations under authoritarian rule; and authoritarian responses to democratization, economic globalization and pressures for political reform. Prior course work on the history, politics, sociology, anthropology of the modern Middle East is useful. (E) [S] 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, music videos 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 WWII. 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
Steven Heydemann

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 explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas (“isms”) that have emerged with the onset of globalization; from Islamic feminism and Islamic environmentalism to political Islam and Islamic banking. 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 consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. 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
Members of the department
Normally offered in alternate 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
Uku Zamrak Kitla Tonak
Normally offered each fall

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 from a comparative perspective. 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.
Terrorism and Political Violence in the Middle East
Who is a terrorist; who is a freedom fighter? Does it even matter in the political chaos of the Middle East? This seminar investigates the goals and motivations of militant groups embracing terrorism and insurgency as strategies vis-à-vis rival political actors in the region. We also explore how local governments combat terrorism and insurgency, when and why such groups cease activity, and why some groups ultimately embrace nonviolent resistance. [S] Credits: 4
Members of the department
Expected to be offered in the next 3 years
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 alternate years

JUD 101 Elementary Modern Hebrew

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. Offered at Smith in alternate years. [F] Credits: 4

Joanna Caravita

Normally offered each fall

JUD 200 Intermediate Modern Hebrew

Continuation of JUD 100y. Emphasizes skills necessary for proficiency in reading, writing and conversational Hebrew. Transitions from simple Hebrew to more colloquial and literary forms of language. Elaborates and presents new grammatical concepts and vocabulary, through texts about Israeli popular culture and everyday life, newspapers, films, music and readings from Hebrew short stories and poetry. Prerequisite: one year of college Hebrew or equivalent 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 210j 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.

Members of the department

Expected to be offered in the next 3 years

JUD 288 History of Israel

Looking to make better sense of today's headlines? 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, literature and 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

Justin Daniel Cammy

Expected to be offered in the next 3 years

JUD 362 Seminar in Jewish Studies

Topics course.

{H} {L} Credits: 4

Justin Daniel Cammy

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

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

Suleiman Ali Mourad

Normally offered each academic year

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 popular practices. Reading of primary sources in translation. [H] Credits: 4

Members of the department

Normally offered each academic year

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, Sharia/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

Topics Course.

Muslims and Shari’ah 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. 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 25. {F; L} 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 medicine, and how such a role was affected by the gradual emergence of “modern” medical institutions such as the hospital and the medical profession. Enrollment limited to 25. {F; H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 255 Muslim Women in Film
Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and critically study films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A; F; L} Credits: 4

Ibtissam Bouachrine

Normally offered in alternate 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 & Child Study; Director, Smithsonian Program ’73
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
Dana Leibsohn, Alice Pratt Brown Professor of Art
Caroline M. Melly, Associate Professor of Anthropology
Charlene Shung Miller, Associate Educator for Academic Programs, Smith College Museum of Art
Christen Mucher, Assistant Professor of American Studies ’13
Margaret Lind Newey, Associate Director of Academic Programs & 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 whatever 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

MU 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

MU 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
Members of the department
Normally offered each spring

Museum Course Electives

MU 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.

Collecting 101 and Time-Based Media
Studies in Museums considers the conceptual and practical issues governing the work of museums. Topic introduces students to the issues and practical matters of why and how museums collect and are in order to purchase a time-based media (video) artwork for the permanent collection of the Smith College Museum of Art (SCMA). Through readings, class discussions, short written responses, collaboration, and meetings with curators and artists, students will develop criteria for the acquisition and learn about the history and issues around studying, collecting, and exhibiting time-based media. They will also write and present proposals for the acquisition. The purchase decision will be jointly made by the class members and museum staff using funds provided by SCMA. [A] Credits: 1
Members of the department
Expected to be offered in the next 3 years
MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

MUSEUMS CONCENTRATION

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
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 255 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

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 332-01 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
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: Andrea Moore

Requirements: A g.p.a. of 3.5 in classroom courses in music through the end of the junior year; a g.p.a. of 3.3 in courses outside music through the end of the junior year. Honors students will fulfill the requirements of the major, will present a thesis or composition (430d or 431) equivalent to 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

Advisors: 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
Members of the department
Expected to be offered in the next 3 years

MUS 101 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
Members of the department
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 genres 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
Philip Acimovic
Normally offered in alternate years

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
Sarah L Paquet
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
Members of the department
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 preparation 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
Members of the department
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 mbapanga will provide the basis for assessing the significance of popular music as a creative response to the colonial and postcolonial environment 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 50 students. [A] [S] Credits: 4
Members of the department
Normally offered in alternate 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] [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

AMS 220 Colloquium
Topics course.
Expected to be offered in the next 3 years.

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

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. Soper
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 Andrea Moore
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 Members of the department
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 Members of the department
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 Members of the department
Normally offered each spring

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 Members of the department
Normally offered each spring

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 Members of the department
Normally offered each spring

MUS 341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. [A] Credits: 4 Members of the department
Normally offered each spring

MUS 346 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 Katharine 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
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
Members of the department
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, Off’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
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 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
Hannah Berube
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 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

MUS 960 Chinese Music Ensemble
This course introduces students to the modern Chinese ensemble and a variety of Chinese music styles. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through weekly rehearsals, practices, and performances. 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
Chia-Yu Joy Lu
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 Committee
Mary Ellen Harrington, Ph.D., Professor of Neuroscience and Psychology
Director
Virginia Hayssen, Ph.D., Professor of Biological Sciences
Richard P. Olivo, Ph.D., Professor of Biological Sciences
David Bickar, Ph.D., Professor of Chemistry
Michael Joseph Barresi, Ph.D., Professor of Biological Sciences
Annalie K. Beery, Ph.D., Associate Professor of Psychology
Beth Powell, Ph.D., Senior Lecturer in Psychology
Lisa A. Mangiamele, Ph.D., Assistant Professor of Biological Sciences
Daniel M. Vahaba, Ph.D., Visiting Assistant Professor of Biological Sciences
Alexis Ziemba, Postdoctoral Fellow and Lecturer, Neuroscience
Narendra Pathak, Laboratory Instructor, Neuroscience

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 330 Research in Cellular Neurophysiology
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: Virginia Hayssen
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: David Bickar

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
Members of the department
Expected to be offered in the next 3 years

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 memory. The material will be presented at a level accessible for life science majors. Prerequisites: BIO 132, BIO 132 concurrently or AP Bio. 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
Mary Ellen Harrington, Alexis Marie Ziomba
Normally offered each spring

NSC 230 Experimental Methods in Neuroscience
A laboratory course exploring analytical 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
Members of the department
Normally offered both fall and spring semesters

NSC 312 Seminar in Neuroscience
Topics course.

Alzheimer's Disease and other dementias
In this seminar we discuss the history of Alzheimer's Disease and related dementias, the underlying cellular and molecular changes, and the range of symptoms. We will discuss the importance of genetic, inflammatory, and microbiome factors. Current treatments and potential future therapies are covered. Prerequisites: a course in experimental methods, a course in statistics, a course in neuroscience an permission of the instructor. {[N] Credits: 4
Members of the department
Expected to be offered in the next 3 years

Experience and the Plastic Brain
"Biology gives you a brain. Life turns it into a mind". This line from Middlesex by Jeffrey Eugenides raises a fundamental question in neuroscience: how does experience shape our brain and behavior? In this seminar, students will explore the molecular, physiological, and behavioral mechanisms of “critical periods”; temporary epochs across development characterized by heightened experience-dependent neural plasticity. Discussions will focus on how early life experience shapes neural circuits involved in vision, communication, and navigation. Permission from the instructor required. Suggested prerequisites: NSC 210, NSC 230, BIO 300, or BIO 310, as well as a course in statistics. Enrollment limit of 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
Expected to be 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 344 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
Members of the department
Expected to be 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

NSC 318 Systems Neurobiology
Systems neurobiology encompasses the study of 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 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. [N] Credits: 4
Lisa A. Mangiamele
Normally offered in alternate years

NSC 324 Research in Behavioral Neuroscience
This course consists of laboratory investigations of neuroscience research questions linking brain and behavior. In each semester, students may take on different questions in behavioral neuroscience from the effects of endocrine disruptors on behavioral development to the role of oxytocin in social behaviors. Students will spend the first portion of the semester learning techniques, discussing relevant articles, and developing research proposals. This will lay the foundation for open-ended research in the second part of the semester. Concurrent or prior enrollment in Neuroendocrinology, Systems Neuroscience or Neurobiology of Reproduction is highly recommended. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limited to 12. [N] Credits: 3
Members of the department
Normally offered in alternate years

NSC 328 Research in Systems Neurobiology
Understanding how organisms sense the external world, how they move around in their environment, and why they exhibit complex behaviors requires studying the nervous system function at many levels of biological organization—from genes to whole animals, and everything in between. In this course, you will be engaged in the process of doing real research, including designing experiments, learning lab techniques, collecting and analyzing data, and presenting results in multiple formats. Students will begin the semester reading and discussing relevant literature on a topic of current research and developing skills in 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 limited to 12. (E) [N] Credits: 3
Members of the department
Normally offered in alternate years

NSC 400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. Credits: 1–5
Members of the department
Normally offered both fall and spring semesters

NSC 430 HONORS PROJECT
This is a full-year course. Normally offered both fall and spring semesters
Please consult the director of honors or the departmental website for specific requirements and application procedures. [N] Credits: 8
Members of the department
Normally offered both fall and spring semesters

Cross-Listed Courses

BIO 132 Molecules, Cells, and Systems
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
Normally offered both fall and spring semesters

BIO 133 Research in Molecules, Cells, and Systems
This Laboratory Course introduces students to biological discovery and the biological research process. Students will gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of your own discoveries and results. Research projects vary with each Instructor. Prerequisite: BIO 132, (normally taken concurrently). [N] Credits: 1
Jan AC Vriezen
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 and writing about the primary literature. Prerequisites: BIO 132/133 and CHM 111 or CHM 118. Laboratory (BIO 201) is recommended but not required. [N] Credits: 4
Virginia Hayssen, 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
Members of the department
Expected to be offered in the next 3 years

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. 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
Lori Jean Saunders
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. An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology, and evolution. You will analyze the principal
experimental findings that serve as the basis for our current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). You will examine the computational tools and rapidly expanding databases that have advanced contemporary biology. 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
Members of the department

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
Members of the department

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 210. [N] Credits: 4
Richard F. Olivo

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
Members of the department

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

BIO 310 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include the activity of healthy cells of the central nervous system, function of proteins involved in neurotransmission, mechanisms of neuronal plasticity in learning and memory, synaptic release, molecular neuropharmacology, and molecular biology of neurological disorders. Prerequisites: NSC 210, BIO 200 and BIO 202, or permission of the instructor. Enrollment limited to 20. [N] Credits: 4
Members of the department

BIO 323 Seminar: Topics in Developmental Biology
Topics course.

Building a brain
The brain is arguably one of the most significant frontiers next to be explored. An important perspective to reveal insight about the brain’s structure and function is to study how it is first formed. We know the central nervous system is compartmentalized along the various body axes, however many mysteries still persist on how this structural pattern develops. Interestingly, many neurological disorders and brain cancers show remarkable similarity to processes known to operate during embryonic brain development. This seminar will explore the cellular and molecular mechanisms underlying embryonic brain development from its inception to its first action potentials and even the changes that have occurred to influence evolution of the central nervous system. Course materials use primary research literature as a springboard to hold video conferences with the researchers who conducted the work. Students create publicly accessible short videos focused on different aspects of brain development. Prerequisites: BIO 132 and at least one upper-level BIO course. BIO 200, 202, 230, 234, and 302 are recommended. May not be repeated for credit. Enrollment limited to 12. [N] Credits: 4
Members of the department

BIO 330 Research in Cellular Neurophysiology
A laboratory course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limit 12. [N] Credits: 2
Members of the department

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

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
Members of the department

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 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
Maryjane Wraga
Normally offered in alternate years

PSY 227 Colloquium: 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 limited to 25. [N] Credits: 4
Annaliese K. Beery
Normally offered in alternate years

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 limited to 25 students. [N] [S] Credits: 4
Members of the department
Normally offered each spring

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 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
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

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 from each of the following areas (check the 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;
  3. traditions: tracing philosophical dialogues through time-ancient, medieval, and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, and so on;
  4. 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;
  5. extensive study of the philosophy of a single major figure;
  6. an element of study in a related field or fields.

The Minor

Advisers for the Minor: Members of the department

The minor in philosophy consists of at least 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: Jeffry Lee Ramsey

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, Theresa Sophie Caroline Helke, Melissa Yates

Normally offered each fall
PHI 100 Thinking About Thinking
What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods?
Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith.
Enrollment limited to 30. [H] [S] Credits: 4

Theresa Sophie Caroline Helle, Jeffry Lee Ramsey
Expected to be offered in the next 3 years

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

PHI 108 The Meaning of Life
Same as REL 108. This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. [H] [L] Credits: 4

Members of the department

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

Members of the department

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

Members of the department

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

Members of the department

PHI 209 Philosophy and History of Psychology
Normally offered in alternate years

PHI 210 Philosophy and History of Psychology
This course introduces you to the philosophical debates behind the philosophy 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 and philosophy majors. [N] Credits: 4

Members of the department

PHI 219 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Normally offered in alternate years

Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. [M] Credits: 4

Members of the department

PHI 220 Ethics and Society
Normally offered in alternate years

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, globalism); 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

PHI 221 Ethics
Normally offered in alternate years

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. [H] [S] Credits: 4

Melissa Yates

PHI 222 Continental Philosophy
Normally offered each academic year

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 235 Morality, Politics and the Law**
Close examination of the different but converging ways in which moral, political and legal contexts shape the analysis of an issue. For example: questions about the status of a right to privacy; the history of disgust as a ground for laws governing human behavior. {S} Credits: 4

Elizabeth V. Spelman
Normally offered in alternate years

**PHI 238 Environmental Ethics**
This course prepares students to understand and critically evaluate various ethical perspectives on human beings’ interactions with nature and these perspectives’ applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. {H} {S} Credits: 4

Jeffry Lee Ramsey
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 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, Donnellan, Austin, Quine, Kripke and Davidson have offered to these and other related questions. Prerequisite: LOG 100, LOG 101 or the equivalent. {M} Credits: 4

Theresa Sophie Caroline Helke
Normally offered in alternate years

**PHI 304 Seminar 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

**PHI 310 Seminar: Recent and Contemporary Philosophy**
Topics course.

*The Work of Repair*
Human beings appear to spend a great deal of time on projects of repair–fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation; pleasure in ruins. {H} {L} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years

**PHI 330 Seminar in the History of Philosophy**
Topics Course.

*Buddhist Ethics*
This seminar asks what is distinctive about Buddhist ethical thought. In ways it is similar to systems of Western ethics, in what way different? We will read sections of the Theravāda scholar Buddhaghosa’s *Path of Purification*, the Mahāyāna scholar Sāntideva’s *How to Lead an Awakened Life*, some selections from other Buddhist texts on ethics, and recent scholarship on Buddhist ethics. We will be interested in the overall structure of Buddhist ethical thought, its connection to broader ideas in Buddhist philosophy, and the ways it can be brought into conversation with Western ethical theory. {H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 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

FYS 176 Existentialism
The term “existentialism” refers to a nexus of twentieth-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity, and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger, and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the seminar addresses broader questions: “Are there insights involving existentialist themes that literary works are in a distinctive position to convey?” “Is there an existentialist ethics?” and “Do existentialists’ realizations about living well continue to have resonance today?” Enrollment limited to 16. WI {H} Credits: 4
Susan Levin
Expected to be offered in the next 3 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
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 course 210, 215, 240; and the advanced physics courses 350, 360 (or an approved 300-level alternative in physics or a related field), 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.

Students may repeat PHY 360 for credit in the major, with permission of the department.

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

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 course 210, 215, 240; and the advanced physics courses 350, 360 (or an approved 300-level alternative in physics or a related field), 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.

Students may repeat PHY 360 for credit in the major, with permission of the department.

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

Advisers: Members of the department

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

240 but are encouraged to take both.

Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both.

Students may repeat PHY 360 for credit in the major, with permission of the department.

Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify, with advanced permission of the department.

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, second-years, then juniors, then seniors. All upper-class student are wait-listed until first-years have registered. Enrollment limited to 28. (N) Credits: 5
Gary Neil Felder, William Douglas Williams
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
Doreen Anne Weinberger
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. Prerequisite: 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. (N) Credits: 0–4
Travis T. Norsen
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
Members of the department
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 PHY 119 or permission of the instructor. Priority given to Physics majors and minors, and students planning to major or minor in Physics. Enrollment limited to 14. (N) Credits: 4
Joyce Palmer-Fortune
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. PHY 300, 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
Joyce Palmer-Fortune
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
Nathanael Alexander Fortune
Normally offered each academic year

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
Members of the department
Normally offered each academic year
PHY 319 Thermal Physics
Introduction to statistical mechanics and thermodynamics. Prerequisites: PHY 215 or permission of the instructor. \{N\} Credits: 4
Members of the department
Normally offered in alternate years

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 academic year

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
Members of the department
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

General Relativity
This course will cover the basics of general relativity. We will discuss tensors and metric spaces and re-frame special relativity in those terms. We will then generalize the rules of special relativity to non-inertial frames, and use the equivalence principle to extend those ideas to spaces with gravitational fields. We will explore “Einstein’s equation” relating matter and geometry. Finally, we will discuss basic applications, including black holes, gravitational waves, and 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

Cosmology
An introduction to the structure and history of the universe. Topics include the big bang model, 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

Climate Physics
Our planet’s climate is strongly influenced by atmospheric composition, and changes in this composition are leading to climate change. This course provides a detailed investigation of the physical mechanisms controlling climate change by introducing and weaving together applications of basic thermodynamics, electromagnetism, and quantum mechanics to planetary climate. In addition to solving analytical models, students will also learn how to construct and apply computational models of the Earth’s climate. Prerequisites: 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
Members of the department
Expected to be offered in the next 3 years

PHY 410 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 400 Special Studies
By permission of the department. Credits: 1–4
Normally offered each academic year
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. The chosen 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 301 Poetry Concentration Capstone
Normally offered each spring

PYX 400 Poetry Concentration Capstone Special Studies
Expected to be offered in the next 3 years

Students planning a poetry manuscript for their capstone experience should enroll in PYX 301. Students exploring alternative projects for their capstone experience must consult with their Poetry Concentration advisor before enrolling in the special studies course PYX 400.

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 can be excused from Q&As, but will be assigned a short additional response to the poet’s work. 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
Normally offered each interterm

PYX 301 Poetry Concentration Capstone
Same as ENG 301. Conceived as the culmination of an undergraduate poet’s work, 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). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop, and may count toward the fulfillment of the “capstone experience” requirement. The class is run as a seminar, and includes discussion of the readings, student presentations, and peer critique. Prerequisite for Poetry Concentrators: completion, or concurrent enrollment in, the other course requirements for the Concentration. For English majors and others: writing sample and permission of the instructor required. Credits: 4
Members of the department
Normally offered each spring

PYX 400 Poetry Concentration Capstone Special Studies
May be taken in place of ENG/PYX 301 if a student wishes to pursue a capstone experience project that will not result in a chapbook of poems. Students interested in enrolling in PYX 400 must first consult with their concentration advisor. Credits: 1–4
Members of the department
Expected to be offered in the next 3 years

Other Participating Faculty
Rosetta Marantz Cohen, Ed.D.
Floyd D. Cheung, Ph.D.
Judith Gordon, R.Mus.
Barry Moser, B.S.
Renata Pienkawa, M.A.
Thalia A. Pandiri, Ph.D.
Michael T. Thurston, Ph.D.
Sujane Wu, Ph.D.

Poetry Committee
Matt Donovan, M.F.A., Poetry, Chair
Maria Estela Harretche, Ph.D.
Jessica D. Moyer, Ph.D.
Cornelia D.J. Pearsall, Ph.D.
Ellen Dore Watson, M.F.A., Poetry

Members of the department
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.
Psychology

Professors
Kathleen McCartney, Ph.D.
Jill Gibson de Villiers, Ph.D.
(Philosophy and Psychology)*1
Randy O. Frost, Ph.D.*1
Mary Ellen Harrington, Ph.D.*1
Philip K. Peake, Ph.D.*1
Patricia DiBartolo, Ph.D.*1
Bill Ed Peterson, Ph.D.*1
Lauren E. Duncan, Ph.D.*1
Maryjane Wraga, Ph.D., Chair
Byron L. Zamboanga, Ph.D.*1, *2
Nnamdi Pole, Ph.D.*1
Benita Sibia Jackson, Ph.D., M.P.H.
Nnamdi Pole

Associate Professors
Annaliise K. Beery, Ph.D.

Assistant Professor
Randi Garcia, Ph.D., M.S. *1

Lecturer
Katherine H. Clemons, Ph.D.
Caitlin Shepherd, Ph.D.

Senior Lecturers
Beth Powell, Ph.D.

Laboratory Instructor in Statistics
Jennifer Smetzer, Ph.D.

Research Associates
Peter A. de Villiers, Ph.D.
Ted Plimpton, Ph.D.
Martha Teghtsoonian, Ph.D.
Peter B. Pufall, Ph.D.
Michele Turin Wick, Ph.D.
Janet Chang, Ph.D.
David C. Palmer, Ph.D.
Alexandra Michaela Burgess, Ph.D.

Advisers: Members of the department

Adviser for Study Abroad: Nnamdi Pole

Foundation Courses: PSY 100, SDS 201* or 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, SDS 201 (formerly PSY 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).

* Starting in Fall 2020, SDS 201 replaces PSY 201 as the foundational course in statistics for Psychology majors and minors.

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: Jill de Villiers

Completion of SDS 201, 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 (6 credits per semester, 12 credits for the year). 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, SDS 201*, or 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

*Starting in Fall 2020, SDS 201 replaces PSY 201 as the foundational course in statistics for psychology majors and minors.

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 120 INTRO COGNITIVE SCIENCE
Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and 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 the work. {M} {N} Credits: 4
Members of the department
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

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
Members of the department
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 B. 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
Members of the department
Expected to be offered in the next 3 years

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 inequalities 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
Members of the department
Expected to be offered in the next 3 years

PSY 170 Social Psychology
The goal of social psychology is to understand and explain how our thoughts, feelings, and behaviors are influenced by the actual, imagined, and implied presence of others. At the heart of social psychology is the recognition that our responses are dramatically influenced by social situations. The course will provide students with an overview of research and theory in social psychology, focusing on the ways in which the study of social behavior is scientific. We will cover topics such as attitudes, persuasion, conformity, obedience, social self-concept, perception of others, stereotypes, and discrimination, romantic relationships, gender roles, aggression, and helping behavior. {S} Credits: 4
Gregory Anton Larsen
Normally offered each fall

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 observation 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, SDS 201 (or 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 SDS 201 (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, 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

William Hopper
Normally offered each academic year

PSY 201 Statistical Methods for Undergraduates
(Formerly MTH/SDS 201). 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201; PSY 201; ECO 220, GOV 190, SDS 220 or SOC 201. [M] Credits: 5

Nnamdi Pole
Normally offered each academic year

PSY 202 Introduction to Research Methods
Introduces students to a variety of methods used in psychological research. All sections of this course cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections differ in the particular content theme used to illustrate these methods. PSY 100 or equivalent is required. We recommend that SDS 201 (or PSY 201) is taken prior to, or concurrently with, PSY 202. Priority is given to Smith College psychology majors and minors. [N] Credits: 4

Caitlin B. Shepherd
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 120 INTRO COGNITIVE SCIENCE
Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and 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 the work. [M] [N] Credits: 4

Members of the department
Normally offered each spring

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 and philosophy majors. Enrollment limit of 25 students. [N] Credits: 4
Members of the department
Normally offered in alternate years

PSY 213 Colloquium: Language Acquisition
Same as PHI 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: PHI 236 or EDC 235. Enrollment limit of 25 students. [N] Credits: 4
Members of the department
Normally offered each academic year

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, SDS 201 (or PSY 201) and PSY 202, or permission of the instructor. Enrollment limit of 25 students. [N] Credits: 4
Members of the department
Normally offered each fall

PSY 216 Colloquium: Understanding Minds
We consider people's understanding of their own and others' mental states from a variety of perspectives: comparative psychology, neuroscience, cognitive, cross-cultural and developmental. The class analyzes and discusses primary psychological research on how such a “theory of mind” develops and the role it plays in social behavior and communication, as well as what is known about the brain mechanisms that underlie it and individual variations in theory of mind development arising from cultural, sensory and neurological differences. Enrollment limit of 25 students. [E] [N] Credits: 4
Members of the department
Normally offered each fall

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
Maryjane Wraga
Normally offered in alternate years

PSY 225 Colloquium: 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.
PSY 227 Colloquium: 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 limited to 25. [N] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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. [N] [S] Credits: 4
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 limited to 25. [N] [S] Credits: 4
Benita Sibia Jackson
Normally offered each academic year

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 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. Prerequisites: PSY 100, SDS 201 (or 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, SDS 201 (or PSY 201), or permission of instructor. Enrollment limited to 25. [N] Credits: 4
Nnamdi Pole
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] [S] 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) [S] Credits: 4
Katherine H. Clemans
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) [S] Credits: 4
Members of the department
Normally offered each spring

PSY 269 Colloquium: Intergroup Relations
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
Members of the department
Normally offered each spring

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
Members of the department
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: DS 201 (or PSY 201), GOV 190, MTH 219, MTH/DS 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
Members of the department
Normally offered each fall

PSY 345 Feminist Methods in Psychological Science
Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricists philosophers of science, including positivist, experimental 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
Benita Sibia Jackson
Normally offered in alternate years

A. Mind and Brain

PSY 312 Claderwood Seminar on Psychology in the Public Square
One cannot turn on the radio or browse the internet today without encountering the latest fMRI findings or other technologically advanced results of contemporary psychological research. The primary goal of this course is to learn how to communicate such complex information to a non-specialist audience. Through a set of prescribed writing assignments, students will develop skills in translating psychological theories and empirical evidence to the public. Assignments may include evaluation of journal articles, blog entries, and interviews of research psychologists. Classes will be conducted as a workshop devoted to peer review, analysis, and critique of public-oriented writing in psychology. {N} Credits: 4
Maryjane Wragg
Normally offered each fall

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, PHI 213, PHI 236, PHI 262, or permission of instructor. [N] Credits: 4
Members of the department
Normally offered each spring

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

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 344 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
Members of the department

PSY 315 Autism Spectrum Disorders
This seminar discusses research on the neurocognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of EDC 235, PSY 216, or PSY 253, or permission of the instructor. [N] Credits: 4
Members of the department

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 eyetracker laboratory and other methods. Permission of instructor required. Prerequisites: PSY 100, SDS 201 (or PSY 201) and 202 or equivalents. Enrollment limit of 12.
[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
Members of the department

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 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 352 Seminar in Advanced Clinical Psychology
Topics Course. [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 PSY 100, and one or more of the following: PSY 130, 150, 230, 250, 287, 350, 353, or 354 or equivalent. Permission of instructor required for admission. {N} Credits: 4

Members of the department

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 (psychodynamic, 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 358 Research Seminar in Clinical Psychology

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, SDS 201 (or PSY 201), PSY 202 and a relevant PSY intermediate colloquium course. {N} Credits: 4

Members of the department

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} 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 360 Seminar in 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 SDS 201 (or PSY 201) or similar. A previous course in developmental psychology is recommended but not required. Enrollment limited to 12. (E) Credits: 4

Katherine H. Clemens

Normally offered each spring

PSY 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. Prerequisites: SDS 201 (or PSY 201), SDS 220 or equivalent and PSY 202 {M} {N} Credits: 4

Members of the department

Normally offered in alternate years

PSY 369 Research Seminar in Categorization and Identity

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

Members of the department

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 373 Research Seminar in Personality

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112 and either 270 or 271 and permission of the instructor. {N} Credits: 4

Members of the department

Normally offered each spring
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

**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 & 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 mountain top 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

**Members of the department**
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
Randall K. Bartlett

**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

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

**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. [S] Credits: 4
Roger T. Kaufman

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

Members of the department
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

ENVS 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

Members of the department
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

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

Leslie L. King
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

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 timekeeping systems. Designed for non-science 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: 4
Members of the department
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
Members of the department
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
Roger T. Kaufman, Paul Kurtz Newlin
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 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 203, SOC 201, MTH 201, PSY 201, MTH/SDS 220. Course limited to 55 students. [M] [QS] [S] Credits: 5
Maggy 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
Emily Morgan Lopez, Brittany Masteller
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
Members of the department
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 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
Members of the department
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 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
Geremias Polanco
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 should take MTH 220, which also satisfies the basis requirement. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, MTH 219, MTH 220 or SOC 201. Credits: 0–5
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

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/SDS 201). 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201; PSY 201; ECO 220, GOV 190, SDS 220 or SOC 201. (M) Credits: 5
*William Hopper*

Normally offered each academic year

**SDS 220 Introduction to Probability and Statistics**
(Formerly MTH/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. SDS 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: SDS 201, PSY 201, GOV 190, ECO 220, 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: 5
*Scott LaCombe, Sara Ann Stoudt*

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. (M) Credits: 5
*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. (M) Credits: 4
*Members of the department*

Normally offered each spring
The Major

Advisers: Lois Dubin, Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Requirements for Majors

10 semester courses are required, following the guidelines below. Courses counting toward the major may not be taken S/U.

Breadth

Students will normally take five religion department courses, one each from five of the following 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; and (viii) Religion in the Americas. Students may count one of the department’s broad-based introductory courses (e.g., REL 105, REL 106, or REL 108) as one of these five courses.

Colloquium

Students will take Approaches to the Study of Religion (REL 200).

Seminar

Students will take a seminar in the religion department.

Concentration

Students will develop a concentration by taking three related courses (no more than one at the 100 level), defined by religious tradition, geographical area, discipline, or theme. To fulfill this requirement, students may count one relevant course outside the department, including a language course relevant to their concentration. Students will define their concentration in consultation with their adviser and then submit the required form to the department by the beginning of their final semester.

Relevant courses outside the religion department

Students may count one course outside the religion department, including a language course, as long as it is relevant to their religion major in terms of content or method.

Students are also encouraged to take religion courses throughout the Five Colleges and to study abroad. With the approval of the department, such courses may count toward the major.

Language Courses

The religion department encourages study of foreign languages. For further information, students should consult with their adviser or the appropriate department member.

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 eight categories: (1) Philosophical, Theoretical or Comparative; (2) Biblical Literature; (3) Jewish Traditions; (4) Christian Traditions, (5) Islamic Traditions; (6) Buddhist Traditions; (7) South Asian Traditions; (8) Religion in the Americas. Students may count one of the department’s broad-based introductory courses (e.g., REL 105, REL 106, or REL 108) or the majors colloquium (REL 200) 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.

200-level courses are also open to all students; they have no prerequisites, unless otherwise indicated.

300-level courses have prerequisites as specified.

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
David J. Howlett, Andy N. Rotman
Expected to be offered in the next 3 years

REL 108 The Meaning of Life
Same as PHI 108. This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and the ways that they can be directly relevant to our lives. [H] [L] Credits: 4
Members of the department
Normally offered each academic year

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
Joel S. Kaminsky
Normally offered each academic year

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
Members of the department
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.” [E] [H] [L] [S] Credits: 4
Vera Sherzov
Expected to be offered in the next 3 years

REL 171 Introduction to Contemporary Hinduism
This course is an introduction to the ideas and practices of contemporary Hinduism, with an emphasis on how Hindu identities have been constructed and contested, and how they have been mobilized in culture and politics.

Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. [H] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

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
Jay Lazar Garfield, Andy N. Rotman
Normally offered each fall

FYS 116 American Gods: Religious Diversity in the United States
The United States is one of the most religiously diverse nations on earth. This course investigates that diversity, in the past and in the present, and explores traditions imported to America, recent traditions born in America, and/or traditions indigenous to the Americas. By doing so, this course engages how religious traditions shape and are shaped by other forms of difference (race, class, gender, age, sexuality, etc.). As part of this study, students engage in original ethnographic research to document the religious diversity of the greater Springfield and Pioneer Valley region. Enrollment limited to 16 first-year students. WI [H] [S]
David J. Howlett
Expected to be offered in the next 3 years

200-Level Courses
No prerequisites unless specified.

Religious Studies: Philosophical, Theoretical or Comparative

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
Andy N. Rotman
Normally offered each fall

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

Members of the department
Expected to be offered in the next 3 years

REL 207 Morals vs. Markets
Same as SOC 207. Many view the marketplace and religion as discrete spheres of activity, not recognizing the important ways that religion functions as a marketplace, with merit and salvation to be earned or lost, and the ways that the marketplace itself functions as a religion, with its own creeds, rituals, sacred texts and unquestioned truths. This course takes this proposition seriously, for it provides enormous insight into the workings of markets, from the logic of gift exchange to the metaphor of the invisible hand, from the interest in apparent disinterestedness to the status of economics as a master discipline. This course draws upon the concepts and methods of sociology and religious studies to examine the logic, practice and mythology of markets, their institutions, and the faithful, with particular emphasis on the United States. Readings include classic works of sociology, economics and religious studies, as well as recent work in economic sociology, economic anthropology and cultural studies. (E) {H} {S} Credits: 4

Members of the department
Expected to be offered in the next 3 years

REL 208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien and Their Circle
The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist and fantasist C.S. Lewis to read aloud and discuss their works in progress. This course examines the Inklings’ shared concerns, among them mythology, philosophy, recovery of the Christian intellectual tradition, and resistance to “the machine.” Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology and criticism. Enrollment limited to 35. {H} {L} 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, 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

Biblical Literature

REL 211 What Is the Good Life? Wisdom from the Bible
Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

Jewish Traditions

REL 223 The Modern Jewish Experience
A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H} Credits: 4

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 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

Members of the department

Expected to be offered in the next 3 years

Christian Traditions

REL 230 Jesus
“Who do you say that I am”? Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and continues to challenge views of Christianity’s Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. Open to first-year students. {H} {L} Credits: 4

Vera Sherezov

Normally offered in alternate years

REL 238 Mary: Images and Cults
Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the “history of Mary” since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective identities? Topics include Mary’s “life”- rise of the Marian cult; differences among Protestant, Catholic and Eastern Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons, especially in Byzantium and Russia; Mary, liberation and feminism; Mary, politics and the Pussy Riot affair. Devotional, theological, polemical and literary texts, art and film. Enrollment limited to 35. {H} Credits: 4

Members of the department

Normally offered in alternate years

Islamic Traditions

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

Suleiman Ali Mourad

Normally offered each academic year

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, liberalization, conservatism, fundamentalism and militancy. Reading of primary sources in translation. [H] Credits: 4

Members of the department

Normally offered each academic year

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 formation 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

Religion in the Americas

REL 291 Ordaining Women in America

In the 1970s, many Christian, Jewish, and Buddhist communities in America began ordaining women as ministers, rabbis, priests, and teachers. This change in policy provided women long-denied vocational paths, necessitated new theological self-understandings and ritual forms, and served as a proxy for larger culture war divisions in America. While focused on the last fifty years, this course provides a wider historical narrative for these developments, from the bold revivalism of colonial-era women preachers to anti-racist activism by contemporary Zen senseis. As part of a class project, students will conduct interviews with ordained women and construct podcast episodes from these interviews. [H] [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 292 Religion, Race, and Resistance in the U.S.

This course traces the history of how Americans have created the categories of religion and race, with powerful effects on themselves and others. Starting in the early-modern settler colonies that invaded Native America, we follow how European colonists, in their encounters with Native peoples and peoples of Africa, created new religious ideologies that mapped race onto human bodies. Simultaneously, we will ask how colonized peoples took these notions and accommodated, resisted, or reinvented them within their own ideologies. We analyze the evolution of this process from the era of colonization to the present. [H] [S] Credits: 0

David J. Howlett

Expected to be offered in the next 3 years

300-Level Courses

REL 305 Advanced Topics in Religion

Religion, Beliefs, and Human Rights

The 1948 U.N. Universal Declaration of Human Rights defends the right to “freedom of thought, conscience, and religion.” Nevertheless, religion and human rights have enjoyed a complex and often fraught relationship. This seminar examines the history of this relationship, and the theological, philosophical, and ethical issues that have contributed to the controversies that have plagued it. Topics include: religion and the genealogy of human rights discourse; diverse understandings of “religion,” “freedom,” and “human rights”; universal ideals and local traditions; individual and collective identities; competing “sacreds” and varying perceptions of the boundaries of toleration; globalization, postcolonial and postcommunist contexts. [H] [L] [S] Credits: 4

Members of the department

Expected to be offered in the next 3 years

REL 345 Seminar: Islamic Thought

Topics Course.

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

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
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 comparative literature, history, government, Jewish studies and religion.

The Major

Advisers: Justin Cammy, Serguei 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

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 midyear with credit for the first semester. Credits: 5
Ilona Sotnikova
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
Ilona Sotnikova
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. [P] Credits: 4
Members of the department
Normally offered each spring

RES 332 Advanced Russian
A continuation of 331. Prerequisite: 331 or permission of the instructor. Credits: 4
Members of the department
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 127 Manuscripts Don’t Burn: Literature and Dissent Under Stalin
Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required. (E) Credits: 4

Polina Barskova

Normally offered each alternate years

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.” (E) {H} {L} {S} Credits: 4

Vera Shevzov

Expected to be offered in the next 3 years

History and Politics

GOV 223 The Politics of Russia and Post-Soviet Central Asia
This course examines recurring issues facing the Russian state and its citizens focusing on the complex interplay between formal institutions and informal politics as well as patterns of cooperation and antagonism in relationships with other countries, in particular the former Soviet republics of Central Asia. We will examine history to provide sufficient background information for the class, 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 256 Colloquium: Corruption and Global Governance
What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. Enrollment limited to 20. (S) Credits: 4

Members of the department

Expected to be offered in the next 3 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

Members of the department

Normally offered each spring

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

JUD 362 Seminar in Jewish Studies
Topics course.

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. Focuses on Warsaw and Vilna, two capitals of 20th-century Yiddish culture. Students take part in a class field trip to Poland and Lithuania over March break. Enrollment by instructor permission. (H) {L} Credits: 4

Members of the department

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

Expected to be offered in the next 3 years

RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context
Same as WLT 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

Normally offered each fall

**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. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. WI \{L\} Credits: 4

Members of the department

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

Normally offered in alternate years

**WLT 264 Dostoevsky**

Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. \{L\} Credits: 4

Members of the department

Expected to be offered in the next 3 years

**Religion**

**REL 238 Mary: Images and Cults**

Whether revered as the Birth-Giver of God or remembered as a simple Jewish woman, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the “history of Mary” since early Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective identities? Topics include Mary’s “life”; rise of the Marian cult; differences among Protestant, Catholic and Eastern Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons, especially in Byzantium and Russia; Mary, liberation and feminism; Mary, politics and the Pussy Riot affair. Devotional, theological, polemical and literary texts, art and film. Enrollment limited to 35. \{H\} Credits: 4

Members of the department

Normally offered in alternate 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
Sociology

Professors
Ginetta E. B. Candelario, Ph.D. (Sociology and Latin American & Latin@ Studies)
Rick Fantasia, Ph.D.
Leslie L. King, Ph.D.
Nancy E. Whittier, Ph.D.

Associate Professors
Payal Banerjee, Ph.D., Chair
Tina Wildhagen, Ph.D. 18

Assistant Professor
Timothy Recuber, Ph.D.

Lecturers
Cory Albertson, Ph.D.

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 200–300 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, 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 2020–21: Leslie King

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
William Cory Albertson, Rick Fantasia
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, practicalities in research, research techniques, data analysis and theorizing and dissemination of research findings. Prerequisite: SOC 101. Enrollment limit of 35. (S) Credits: 4
Members of the department
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
Nancy E. Whittier
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 Marxist 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.
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
Members of the department
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
Members of the department
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 Climate 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
Members of the department
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 Banerje
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
Members of the department
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 nationalism 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 each academic year

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 limited to 20. [E] WI [H] [S] Credits: 4
Members of the department
Normally offered in alternate years

SOC 250 The Bollywood Matinee:: Gender, Nation, & Globalization through the Lens of Popular Indian Cinema
This colloquium will take a sociological look at commercial Indian cinema from a transnational feminist perspective that centers gender, sexuality, and the political economy of post-colonial development. Scholarly articles, lectures, in-depth discussions, documentaries, and a number of films will help us analyze how this globally popular culture form-indexed as Bollywood-deals with gender, queer identities and politics, class and caste, and recent crises around an intensification of Islamophobia, socio-political disenfranchisement, and growing right-wing nationalism. Relatedly, our discussions will focus on how new films are addressing questions of democracy, citizenship, justice, and protests. Students are expected to engage deeply with assigned readings and actively participate in class discussions based on readings and film screenings. Prerequisite: SOC 101. Enrollment limited to 20. Credits: 4
Members of the department
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 209. 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 in Latina/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. \( A \) \( A \) Credits: 4

Members of the department

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 at 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, pro-military 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 325 SOCIOLOGY OF EMOTIONS

Although we tend to think of emotions as something universal, authentic, and internal to us, careful study reveals that the conventions concerning emotional expression can change radically over time and vary tremendously from place to place. Emotions can thus be thought of as cultural constructs, determined as much by social norms as human nature. This course will explore the roots of emotions like love, fear, anger, shame, and empathy, and examine the social construction of mental health and illness. \( S \) Credits: 4

Members of the department

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

Leslie L. King

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
Members of the department
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
South Asian Studies

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: Amrita Basu, Nusrat Chowdhury, Christopher Dole, Maria Heim, Tariq Jaffer, Yael Rice, Krupa Shandilya, Dwaiypayen Sen, Adam Sitze
Hampshire College: Dula Amarasiriwardena, Salman Hameed, Junko Oba, Uditi Sen
Mount Holyoke College: Gizma Kebbede, Kavita Khory, Susanne Mrozik, Indira Peterson, Ajay Sinha, Amina Steinfels
UMass: Anne Clecko, Ranjanaa Devi, Asha Nadkarni, Svati 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 interdisciplinary 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

PHI 108 The Meaning of Life
Same as REL 108. This course asks the big question, “What is the Meaning of Life?” and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. [H] [L] Credits: 4
Members of the department
Normally offered each academic year

REL 171 Introduction to Contemporary Hinduism
This course is an introduction to the ideas and practices of contemporary Hinduism, with an emphasis on how Hindu identities have been constructed and contested, and how they have been mobilized in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry, comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. [H] [L] Credits: 4
Members of the department
Expected to be offered in the next 3 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
Members of the department
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

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
Members of the department
Normally offered each academic year

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
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
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

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. Prerequisites: ECO 220 and ECO 250. (S) Credits: 4
Members of the department
Normally offered in alternate 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, Atia 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

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
Major in Spanish—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 200-level course, SPN 245 or above
- 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.

Normally, the S/U grading option is not allowed for courses counting toward the majors.

Major in Spanish

Ten (10) semester courses: Five of them will have the following requirements, to be taken at the Department of Spanish and Portuguese at Smith College:

- One 200-level course, SPN 245 or above
- 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 (POR 110, Beginning Portuguese through Music I or POR 125, Elementary 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 minor as one course.

Honors

Directors: Malcolm K. McNee (Portuguese and Brazilian Studies), Maria Estela Harretche (Spanish)

SPB 430D Portuguese Honors Project
Credits: 8
Normally offered each fall

SPB 431 Portuguese Honors Project
Credits: 8
Normally offered each fall

SPN 430D Spanish Honors Project
Credits: 8
Normally offered both fall and spring semesters
SPN 431 Spanish 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.

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, many students have benefited from this experience, profiting from the total cultural immersion and the wide array of specialized courses offered in institutions of higher learning in nine different countries.

The department has official affiliations with the Smith consortial program PRESHCO, for Study Abroad in Córdoba, Spain, and with Brown/Consortium for Advanced Studies Abroad (CASA) in Brazil for Study Abroad in Rio de Janeiro. Many other programs in Latin America, Spain, and Portugal 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 through Music 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, 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. Enrollment limited to 25. [F] Credits: 4  
Marguerite I. Harrison  
Normally offered each fall

POR 111 Beginning Portuguese through Music II  
A continuation of POR110. Development of conversational communication, listening comprehension, reading skills and cultural knowledge through music. Prerequisite: POR 110 or permission of the instructor. Friday classes via Zoom. Enrollment limited to 25. [F] Credits: 4  
Members of the department  
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 contrastive 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 25. Prerequisite: Spanish placement test or SPN 220 or its equivalent. [F] Credits: 4  
Malcolm Kenneth McNe

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. Enrollment limited to 25. [F] Credits: 4  
Simone M. Gagliotta  
Normally offered each fall

POR 201 Brazilian Art Inside and Out  
Same as ARH 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. Enrollment limited to 25. [A] Credits: 4  
Marguerite I. Harrison  
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. Enrollment limited to 25. [A] Credits: 4  
Members of the department  
Expected to be offered in the next 3 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  
Members of the department  
Normally offered in alternate years

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 25. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200, or permission of the instructor. [F] Credits: 4  
Members of the department  
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 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 25. [A] [F] [L] Credits: 4

Members of the department

Normally offered in alternate years

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity
This course considers the shifting borders of Portuguese as a local, national and global language. We explore language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. We examine how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and address multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole, and Indigenous languages in Brazil and Africa. Throughout, we consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or permission of the instructor. Enrollment limited to 25. [F] [L] Credits: 4

Malcolm Kenneth McNee

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 limited to 25. [F] [S] Credits: 4

Simone M. Gagliotta

Normally offered each academic year

POR 381 Seminar in Portuguese and Brazilian Studies
Topics course.

Brazil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture
This course addresses diverse modes of representing nature and the environment in Brazil, from the pre-colonial period to the present. Drawing upon visual arts, film, poetry, fiction and non-fiction, we will consider mytho-poetic accounts of the creation of the land, colonial accounts of flora, fauna and plantation agriculture, 19th-century scientific expeditions, Romantic and Modernist associations of nature and national identity, rural social movements and ideas of rural authenticity, and global orientations of contemporary “earth art” and “eco-poetry.” Deepening our understanding of the diversity of Brazilian landscapes and ecologies and historical forces that have shaped them, we will consider ways in which gender, class, ethnicity and ideology are implicated in different paradigms of environmental representation. Course conducted in Portuguese. POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. Enrollment limited to 14. [F] Credits: 4

Members of the department

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

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 25. Credits: 5

Molly Falletti-Yu

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 allow them to learn about the structure of the language (its grammar). Enrollment limited to 25. [F] Credits: 5

Molly Falletti-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

Normally offered each fall

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 25 per section. [F] Credits: 4

Melissa M. Belmonte, Molly Falletti-Yu, Adrian A. Gras-Velazquez

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 limited to 25. Graded S/U only.  {L} Credits: 2

Members of the department
Expected to be offered in the next 3 years

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 those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Enrollment limited to 25. 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.

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 25.  {F} {L} Credits: 4

Members of the department

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 25.  {F} {L} Credits: 4

Members of the department

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, Cervuda, Cortázar, Neruda, Alberti) 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 25.  {F} {L} Credits: 4

Members of the department

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. Enrollment limited to 25.  {F} {L} Credits: 4

Members of the department

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv
This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. 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 25.  {F} {L} Credits: 4

Members of the department

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 Arts 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. Enrollment limited to 25.  {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 25.  {F} Credits: 4

Members of the department

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, Cervuda, Cortázar, Neruda, Alberti) 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 25.  {F} {L} Credits: 4

Members of the department

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. Enrollment limited to 25.  {F} {L} Credits: 4

Members of the department

Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv
This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. 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 25.  {F} {L} Credits: 4

Members of the department

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 Arts 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. Enrollment limited to 25.  {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 25.  {F} Credits: 4

Members of the department
SPN 245 Latin American and Peninsular Studies
Topics course. May be repeated with a different topic.

Normally offered each fall.

Latin American Women Cinema
An overview of films made by women in Latin America since the early 2000s. The class will study works representing various countries in the region, both from well-established and emerging directors. Students will learn about the general conditions in which these women made their films, reflecting on the various ways in which gender informs the content and determines the production of those films. With the support of theoretical readings, the work of these filmmakers will offer opportunities to reflect on issues of gender and sexuality in Latin America. Enrollment limited to 25. {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.

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. Enrollment limited to 25. {F} Credits: 4

Members of the department

Normally offered in alternate years

SPN 250 Iberian Cultural History
Topics course. May be repeated with a different topic.

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. Enrollment limited to 25. {F} {H} {L} Credits: 4

Members of the department

Expected to be offered in the next 3 years

SPN 255 Muslim Women in Film
Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and critically study films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A} {F} {L} Credits: 4

Ibtissam Bouachrine

Normally offered in alternate years

SPN 257 Liquid Worlds: A New Spain in America
Our course centers on mobility and fluidity, terms prominent in border and identity studies that challenge traditional ideas about self and identity. How do these terms apply to a group of Spanish artists and intellectuals who escaped the Spanish Civil War? Collectively, they may be viewed as a dislocated society that created a “new home” by way of new horizons landscapes, and rhythms reflected in their poetry, diaries and correspondence, allowing us, in turn, to reconstruct their lives from Cuba to Argentina. Their writings about the oceans, rivers, and seas of their new surroundings express the strife of exile.

Enrollment limited to 25. {A} {H} {L} Credits: 4

Maria Estela Harretche

Normally offered in alternate years

SPN 260 Latin American Cultural History
Topics course. May be repeated with a different topic.

Normally offered both fall and spring semesters.

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 25. {F} {H} {L} Credits: 4

Members of the department

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 limited to 25. {F} {S} Credits: 4

Simone M. Gagliotta

Normally offered each fall
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

SPN 355 Minorities in North Africa and the Middle East
Focusing on religious, ethnic, and sexual minorities, this course explores questions about belonging, rights, justice and their relevance for the study of North Africa and the Middle East. It draws from different disciplines including history, philosophy, religion, anthropology, sociology, literature, and politics to think about majority-minority relations and the making of citizens. Prerequisite: SPN 255 or equivalent, and permission of the instructor.

[F] [H] [L] Credits: 4
Members of the department

SPN 372 Seminar: Topics in Latin American and Iberian Studies
Topics course.

Normally offered each academic year.

Blackness in Spain
We investigate the lives of Spaniards of African origin or individuals who lived in Spain, such as: painter Juan de Pareja (Velázquez’s slave) in the 17th century, whose unique portrait by Velázquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s—for example, poet Langston Hughes, and nurse Salaria Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, Kinky Gazpacho (2008), which she describes as a “racial coming of age.” The ultimate goal is to gain understanding of racial relations in Spain, and to explore the geology of Western racism. Enrollment limited to 14. [A] [F] Credits: 4
Members of the department

SPN 373 Seminar: Cultural Movements in Spanish America
Topics course.

Normally offered each academic year.

Embodied Politics in Latin American Films
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
Members of the department

Expected to be offered in the next 3 years

SPN 375 Seminar: ARTivism: Staging Political Memories
This course will study recent Latin American films in their portrayal of bodily identities and practices that carry political weight. Students will interrogate these films' attention to issues of race, gender, and sexuality, as well as their portrayal of people's interaction with the spaces they inhabit. Most of the films will come from Argentina, Chile, Colombia, and Peru, but will be studied within the broader regional film landscape. By the end of the semester students will have a general understanding of that landscape, and of the way in which films dealing with embodied histories encourage political reflections. Enrollment limited to 14. [F] [L] Credits: 4
Members of the department

Normally offered in alternate years

Cross-Listed Courses

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
Marguerite I. Harrison
Expected to be offered in the next 3 years

FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

Same as ITL/SPN/POR 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

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

Veronica Davila

Normally offered each fall

TSX 330 Capstone Seminar in Translation Studies

Same as WLT 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 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

Members of the department

Normally offered each spring

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 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

Members of the department

Normally offered each spring
The Major

The major in Statistical & 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.
- CSC 111: Intro to Programming
- SDS 192: Intro to Data Science
- 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 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
The student must also take both of the following courses:

- **Credits: 5**
  - **GOV 190** Empirical Methods in Political Science
- **Credits: 5**
  - **SOC 201** Statistics for Sociology
- **Credits: 5**
  - **ECO 220** Introduction to Statistics and Econometrics
- **Credits: 5**
  - **PSY 201** Statistical Methods for Undergraduate Research
- **Credits: 5**
  - **SDS 201** Statistical Methods for Undergraduates

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 who have had other equivalent preparation will receive exemption from this requirement.)

- 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.

**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.
   - Any course satisfying the programming depth requirement for the major.
   - Any course satisfying the communication requirement for the major.
   - 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 apply 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 choose two (or more) application courses. Courses not on the list must be approved by the student’s SDS adviser if they are to count toward the minor.

**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**

- [E] 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. [E] [M] Credits: 4

**Sara Ann Stoudt**

Normally offered both fall and spring semesters
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/SDS 201). 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 SDS 220, which also satisfies the basic requirement. Normally students receive credit for only one of the following introductory statistics courses: SDS 201; PSY 201; ECO 220, GOV 190, SDS 220 or SOC 201. (M) Credits: 5

William Hopper
Normally offered each academic year

SDS 220 Introduction to Probability and Statistics
(Formerly MTH/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. SDS 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: SDS 201, PSY 201, GOV 190, ECO 220, 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: 5

Scott LaCombe, Sara Ann Stoudt
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 HTML/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, plot3r, 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
(Formerly MTH/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, SDS 201, GOV 190, ECO 220, SDS 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 35. (M) Credits: 4

Randi Garcia
Normally offered each academic year

SDS 291 Multiple Regression
(Formerly MTH/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: SDS 201, PSY 201, GOV 190, SDS 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

William Hopper, Miles Q. Ott
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). (M) Credits: 4

Members of the department
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. Members of the department. Credits: 4.

Normally offered in alternate years

SDS 354 Seminar in Music Information Retrieval
Same as CSC 354. 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)

Members of the department
Expected to be offered in the next 3 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. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Members of the department. Credits: 4.

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. (E) Credits: 4.

Albert Y. Kim, Miles Q. Ott
Normally offered each academic year

SDS 410 Capstone in Statistical & 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. (E) 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

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
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 theatre major:

- Eleven semester courses, at least two of which must be at a 300-level, including
  1. 198 and 199 Theatre History and Culture
  2. Two courses from History/Literature, Criticism
  3. 141 Acting I
  4. One Design course: 100, 252, 253, 254
  5. 344 Directing I or 261 Writing for Theatre
  6. Four credits of 200 Theatre Production (these count as a single semester course)
  7. Three Elective Courses: At least 8 credits of these must be beyond introductory level in Performance (acting or directing), Playwriting and/or Design.

Consult with your adviser regarding which study away credits, if any, can be applied to the major requirements. No more that 16 credits from study away can ever be applied to the major requirements.

Separate from study away, no more than eight credits from outside the department (whether at another Smith department or at another of the Five Colleges) can be applied to the major requirements.

The Minor

Advisers: Members of the department

Requirements: Six courses.
- 198 and 199.
- In addition one semester course approved by an adviser in each of the following 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.

Theatre

Professors
Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
Andrea D. Hairston, M.A. (Theatre and Africana Studies)
Ellen Wendy Kaplan, M.F.A., Chair
Kyriaki Gounaridou, Ph.D.
Daniel Elihu Kramer, M.F.A.

Lecturer and Professor Emeritus
John Douglas Hellweg, Ph.D.

Senior Lecturers
Edward M. Check, M.F.A.
Nan Zhang, M.F.A.

Research Associates
Edward Maeder
Lynne Zacek Bassett
Michelle Erard

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

Members of the department

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

Members of the department

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, Fleissser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. Credits: 4

Leonard Berken

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, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfenig, 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

Expected to be offered in the next 3 years

THE 241 Staging the Jew

Intensive study of selected plays from the U.S., Israel and the Jewish diaspora, examining the ways in which Jewish identity is rendered on stage. Texts challenge prevailing intragroup definitions; others offer positive and reinforcing viewpoints or utilize strategies such as self-stereotyping to promote group cohesion. We look at religious and communal life in Yiddish plays from Eastern Europe; plays of the Holocaust, with emphasis on the ways rendering catastrophe has evolved; assimilation and modernization in the U.S. Black-Jewish relationships explored on stage; and selected texts on the Israeli experience. The course includes a four-week collaboration with student peers at the University of Kurdistan/Hewler exploring polycultural perspectives on how complex and intersecting national, political, religious, gendered, social and personal identities are constructed and represented. [L] Credits: 4

Ellen Wendy Kaplan

Expected to be offered in the next 3 years

THE 313 Masters and Movements in Drama

Topics course.

Contemporary Dramatization of Teacher-Student Dynamics

This course will focus on 20th and 21st Century North American, European, and South American plays (in English translation) that portray a span of intriguing, troubled, beneficial, inventive, misinterpreted, power-reversed, sub-textually heated, race-and-gender concerned. and yet additional variant charged dynamics pertaining to what can transpire within the seemingly immediate familiar settings where instruction and guidance, studying and learning, are the explicit but not necessarily exclusive goals between two (sometimes more) individuals, one often older than the other, one often thirsting for knowledge or skills the other presumably can provide. The class will examine circa two plays each week, to be selected from among the following: Wendy Wasserstein, Third, Adam Rapp, The Silence Within, Margaret Edson, Wit, Donald Margulies, Collected Stories, Lindsay Farrentino, Amy And The Orphans, Robert Anderson, Tea And Sympathy, Maria-Irene Fornes, Dr Kheal. Michael Tremblay, Remember Me (aka Ancient Odors), Shirley Lauro, Open Admissions. Roberto Athayde, Miss Marguerita’s Way, Lucy Thurber, Transfer, Don Peterson Does A Tiger Wear A Necktie? Teresa Rebeck, Seminar, Jonathan Marc Sherman, Sophistry, Lauren Gunderson, I And You, Rebecca Gilman, Spinning Into Butter, Alan Bennett, History Boys. Please note a crucial dynamic within this class itself: Still other plays may be suggested by members of the class and incorporated into our syllabus or serve as centerpieces for one of the two papers students will write during the semester. [A] Credits: 4

Members of the department

Expected to be offered in the next 3 years
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 Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. {A} {L} Credits: 4
Members of the department
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
Members of the department
Expected to be offered in the next 3 years

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. {A} Credits: 4
Tara M. Franklin
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 spring

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 hands-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. Graded S/U only. Credits: 1
Nicole Cady Beck
Normally offered both fall and spring semesters

THE 201 Theatre Production
Same description as THE 200. 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. Graded S/U only. Credits: 1
Nicole Cady Beck
Normally offered both fall and spring semesters

THE 244 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

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

THE 252 Introduction to Set Design
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
Members of the department
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
Members of the department
Normally offered each spring

THE 254 Introduction to Costume Design
We explore the theory and practice of costume design, including responding to the script, specifying characters, playing with line, texture and fabric, and color, researching the clothes of past and contemporary cultures and studying some basic clothing construction. 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— 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 environments 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 318 Movements in Design
Movements in Design offers intensive focus on different, specific topics pertaining to design training. This course can be repeated for credit up to three times provided the content is different. [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
Members of the department
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
Members of the department
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 the student wants 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
Members of the department
Normally offered in alternate years

THE 353 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. {A} Credits: 4
Members of the department
Normally offered each spring

THE 354 Costume Design II
The overall focus of this class is theatricality: what is it? How can costumes contribute to these effects? We will study films and YouTube videos of theatrical styles from different eras and different cultures. Then we will apply these techniques to a final project. Through the semester we will also consider movement in costume, clothing styles of the 19th and 20th centuries, and refining painting and drawing skills. {A} Credits: 4
Members of the department
Normally offered each spring

THE 355 Costume Design II
Normally offered in alternate years

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. {A} 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. {A} 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 {A} Credits: 4
Members of the department
Normally offered each spring

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

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 {A} Credits: 4
Daniel Elihu Kramer
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
Members of the department
Expected to be offered in the next 3 years
Translation Studies Concentration

**Director**
Reyes Lázaro

**Advisory Committee**
Giovanna Bellesea
Scott A. Bradbury
Justin Daniel Cammy
Dawn Fulton
Christophe Gole
Marguerite I Harrison
Judith Keyler-Mayer
Kimberly Kono
Yuri Kumagai
Reyes Lázaro
Suk Massey
Malcolm Kenneth McNee
Thalia A. Pandiri
Thomas Roberts
Carolyn Shread
Sujane Wu
Janie Vanpee
John Weinert

The translation studies concentration offers students of a second or third language and culture an opportunity to refine their knowledge of them through translation. A student who wants to create a bridge between two majors, one of which is in a second or third language and culture and the other in a different discipline, will also find the concentration to be an important curricular supplement. Student concentrators may not only be drawn to literary translation; they may rather seek to link their knowledge in the social sciences or sciences to their practice of a second or third language. Such students may, for instance, translate governmental or legal documents, interpret for immigrant or refugee communities, or translate scientific papers.

The Translation Studies Concentration encourages study in a broad range of scholarly disciplines, including courses in the various departments of 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 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 studying 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 and interviews, in movie subtitles, in international bestsellers. But translations...[continue reading from page]

**TSX 330 Capstone Seminar in Translation Studies**
Same as WLT 320. 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

**Academic Courses**
Course lists are not exhaustive. Students should consult the current catalog to verify if and 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**

**ANT 352** Seminar in Anthropology: Politics of Language

**CLS 260** Transformations of a Text: Shape-Shifting and Translation

**WLT 204** Quering Don Quijote

**WLT 177** Journeys in World Literature: Speaking in Tongues

**WLT 177/SPP 177** Naughty Fictional Translators: Don Quijote to Borges

**WLT 271** Writing in Translation: Bilingualism in the Postcolonial Novel

**WLT 300** Literary Theory and Literary Practice: Conflicts and Consensus

**ENG 135** Introduction to Writing Creative Nonfiction Chinese-English Literary and Cultural Translation

**FYS 174** Merging and Converging Cultures: What is Gained and Lost in Translation

**IDP/SPN 291** Digital Storytelling

**ITL/SPN/FRN 290** Teaching Romance Languages: Theories and Techniques on Second Language Acquisition

**ITL 340** Theory and Practice of Translation

**Amherst College**
EUST 303 and ENGL 320 Literature as Translation
FREN 326 Writing Under the Influence: Italy and the Literature of Renaissance France

**Hampshire College**
CS-C211-1 Language, Space and the Absurd

**Mount Holyoke College**
ANTHR-230 Language in Culture and Society
FREN-361 TR1 Atelier de Traduction
ROMLG-375* Romance Languages Translate
SPAN-360BL Studies in Language and Society: An Introduction: Being Bilingual

* cross listed as SPAN-360, ITAL-361, FREN-321
University of Massachusetts Amherst

COMP-LIT 130 Translation Matters
COMP-LIT 330 Translation, Cross-Cultural Communication and the Media
COMP-LIT 551 Translation and Technology
COMP-LIT 481/681 Interpreting and Translation - Research and Practice I
COMP-LIT 482/682 Interpreting and Translation - Research and Practice II
COMP-LIT 569/RS Race, Gender, and Sexuality in Translation
COMP-LIT 569/Q Translation Workshop
COMP-LIT 575 Translation Theory
FRENCH 397M French for the Medical Professions
JAPANESE 597C Problems and Methods of Translation
PORT 357 Translating and Interpreting for Portuguese-Speaking Communities
PORTUG 496 20th Century Brazilian Literature: Belonging (or not) in Translation
PORTUG 397ST* Multiple Linguistic Worlds: Multilingualism & Translation in Spanish & Portuguese Writings
SPANISH 350 Translation Today: Spanish-English
SPAN 497 TC Spanish Translation for Community Health Services
SPANISH 597 PT Special Topics: Practicing Literary Translation: Catalan, Portuguese, Spanish
SPANISH 597 LE Disgust and Desire: On Emotions in Language and Translation

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

CLLS 150 Roots Greek and Latin Elements in English
EDC 212 Linguistics for Educators
ENG 170 The History of the English Language
ENG 207 The Technology of Reading and Writing
PH/PSY 213 Colloquium: Language Acquisition
PH 236 Linguistic Structures
PH 262 Meaning and Truth: The Semantics of Natural Language
PSY 313 Seminar in Psycholinguistics: Language and Thought

Mount Holyoke

PSYCH-339LG Seminar in Developmental Psychology: Language and Literacy Development in Early Childhood
PSYCH-349LT Seminar in Perception and Cognition: Language and Thought

University of Massachusetts Amherst

LINGUIST 101 People and their Language
LINGUIST 150 Language Through Time
LINGUIST 190 A Language Acquisition and Human Nature
LINGUIST 201 How Language Works: Introduction to Linguistic Theory
LINGUIST 397LH Special Topics - Language Acquisition
LINGUIST 411 Introduction to Language Acquisition
SPANISH 697 A ST Second Language Acquisition and Linguistic Theory

Online courses offered at UMass [Smith may not accept credits for these courses, but they may still be of interest and, with the advice of the Director of the Concentration, could count toward one of the practical experiences.]

Translation Studies Concentration

**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 the language and culture of expertise, another 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 of 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 second or third 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 of at least 100 hours (practices can be combined) 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. [During the Covid-19 interim, Praxis Practicum can be completed online.]

Demonstration of achievement in the second or third language[s] from which the student translates. Students 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 CEFR. 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; when available, a recording of a public presentation of their capstone 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
Urban Spaces/Contested Places: Social and Cultural Histories of Non-Western Cities

HST 227 (C) Aspects of Medieval European History
Crusade and Jihad: Religious Violence in the Islamo-Christian Tradition

HST 267 (L) The 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
Members of the Program Committee for the Study of Women and Gender 2020–21

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, Director
Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender
Payal Banerjee, Ph.D., Associate Professor of Sociology
Darcy C. Buerkle, 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., Chair, Associate Professor of Africana Studies
Mohammed 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. WG 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 2020–21

SWG 150 Introduction to the Study of Women and Gender
This course is an introduction to the interdisciplinary field of women, gender and sexuality studies. We will explore some of the key concepts and frameworks in the field and will develop critical tools for thinking about gender, sex, race, class, sexuality, citizenship and (dis)ability in a national and global context. Students will be exposed to the historical roots of feminist theory and action while engaging with contemporary movements for social justice. Primarily for first- and second-year students. Enrollment limited to 25. {H} {S} Credits: 4
Kelly P. Anderson, Elisabeth Brownell Armstrong, Jennifer M. DeClue
Normally offered both fall and spring semesters

SWG 200 The Queer ‘90s
In this course we will immerse ourselves in the 1990s, looking specifically at the emergences and points of contention that made the ‘90s a queer, radical, deeply contested decade. The Queer 90s examines the moment in lesbian and gay studies when the recuperation of the term “queer” emerged. By engaging with the readings and films assigned in this course, students will gain an understanding of the AIDS crisis and the rage that mobilized ACT UP. Students will learn what the Culture Wars, Welfare Reform, and the conservative attacks against the National Endowment for the Arts have to do with one another. In order to grasp the charged feeling, the urgency, the upheaval of this era we will read foundational queer theoretical texts and analyze a selection of films from the movement known as New Queer Cinema. Prerequisite: SWG 150. {A} {H} {L} Credits: 4
Jennifer M. DeClue
Normally offered each fall

SWG 211 Girls in the System: Gender, Youth and Justice
This interdisciplinary course will consider the issues of gender, race, sexuality, and class in the juvenile justice system. Drawing on gender and sexuality studies, criminal justice, and sociological literature, social critiques, policy papers, case law, documentary film, personal narratives, and action, we will critically examine the history of the juvenile justice system; what it means to be in “the system”; the role of “justice” in the juvenile system; and review some of the major issues faced by the youth who are subject to this system. In addition, we will consider the role of youth action and resistance against the system. {E} {S} Credits: 0
Adina Elena Giannelli
Expected to be offered in the next 3 years

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. {E} {A} {L} Credits: 4
Jina Boyong Kim
Normally offered in alternate years

SWG 237 Feminism, Race and Transnationalism
This practicum course is an academic complement to the work students interning with the journal as Praxis interns, Quigley Fellows, STRIDE Fellows, MMUF, Meridians interns, etc. will be doing. Run by the journal Editor, the class will discuss the scholarly, creative, artistic, archival and artistic work published in Meridians and how it is informed by - and contributes to - intersectionality as a paradigm and practice. Students will also become familiarized with feminist journal production processes and ethics, promotion and marketing strategies, co-curricular events planning and archival research. Classes in SWG, SOC, ANT, AFR, LALS, IR, EAS/LL, MES, and/or global languages helpful. Enrollment limited to 5. Credits: 2
Ginetta E. B. Candelario
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 and written reflections. {S} Credits: 4
Members of the department
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. {E} {H} {S} Credits: 4
Loretta June Ross
Expected to be offered in the next 3 years

SWG 267 Queer Ecologies
What is learned by reading Queer Ecologies alongside Octavia Butler’s Lilith’s Brood? What does Over the Hedge have to do with environmental racism (Hamilton)? In short, these texts ask us to consider what it means to have a racialized and sexualized identity shaped by relationships with environments. We will ask: How is nature gendered and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? We will investigate the discursive and practical connections made between marginalized peoples and nature, and chart the knowledge gained by queer ing our conceptions of nature and the natural. Enrollment limited to 18. {H} {S} Credits: 4
Members of the department
Expected to be offered in the next 3 years
SWG 270 Colloquium: Oral History and Lesbian Subjects
Grounding our work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian/queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. What are the gaps in the literature and how can oral history assist in filling in the spaces? What does a historical narrative that privileges categories of gender and sexuality look like? And how do we need to adapt our research methods, including oral history, in order to talk about lesbian/queer lives? Our texts include secondary literature on 20th-century lesbian cultures and communities, oral history theory and methodology, 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 from this course are archived with the Documenting Lesbian Lives collection in the SSC. Prerequisite: SWG 150 or permission of the instructor. Enrollment limited to 18. [H] [L] Credits: 4
Members of the department
Normally offered each spring

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; and reproductive coercion and violence. Prerequisite SWG 150 or permission of the instructor. Enrollment limited to 20. [S] Credits: 4
Members of the department
Normally offered each spring

SWG 288 Immigration and Sexuality in France and Europe
Course taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. 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, brown, and Muslim bodies; France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. [H] [L] [S] Credits: 4
Mohammed A. Mack
Normally offered each fall

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
Normally offered each spring

All 300-level courses in the Study of Women and Gender are seminars and are normally limited to 12 juniors or seniors; seminars have prerequisites and all require permission of the instructor to enroll.

SWG 300 Special Topics in the Study of Women and Gender

- Topcs course.

Women in the Criminal Justice System
This course will examine the social constructions of gender, race and class within the criminal justice system and explore gender, justice, and injustice through the lens of intersectionality. We will investigate the role that gendered experiences have in shaping the meaning of criminal "victim" and "assailant" under the law, and how crime and law enforcement policies and procedures impact the lives of women differently. In discussing women’s relationship to crime as both victims and offenders, we will also examine the intersections and relationships of those identified as women with structural racism, heterosexism, sexism, and class inequality. These issues are important because they help shape the gendered meaning of criminality and the navigation of gendered subjects within the criminal justice system. Prerequisite: SWG 150. [S] Credits: 4
Members of the department
Normally offered each spring

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. Enrollment limited to 12. [H] Credits: 4
Members of the department
Expected to be offered in the next 3 years

SWG 321 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 Brownell Armstrong
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. Enrollment limited to 12. [H] [L] Credits: 4

Cornelia D.J. Pearsall
Normally offered each academic year

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
Paul Joseph Lopez Oro
Expected to be offered in the next 3 years

AFR 155 Introduction to Black Women's Studies
Members of the department
Expected to be offered in the next 3 years

AFR 202 Topics in Africana Studies
The Black Archive
Members of the department
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
Members of the department
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
Normaly offered each spring

AMS 240 Introduction to Disability Studies
Members of the department
Expected to be offered in the next 3 years

AMS 245 Feminist & Indigenous Science
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

ANT 238 Anthropology of the Body
Members of the department
Normaly offered in alternate years

ANT 250 The Anthropology of Reproduction
Members of the department
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
Normaly offered in alternate years

ARH 278 Race and Gender in the History of Photography
Kathleen Pierce
Expected to be offered in the next 3 years

ARH 374 Studies in 20th- and 21st-Century Art
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
Members of the department
Normaly offered in alternate years

EAL 232 Modern Chinese Literature
Members of the department
Expected to be offered in the next 3 years

EAL 239 Intimacy in Contemporary Chinese Women's Fiction
Members of the department
Expected to be offered in the next 3 years

EAL 242 Modern Japanese Literature
Kimberly Kono
Normaly offered each fall

EAL 245 Writing, Japan and Otherness
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 261 Gender and Sexuality in Late Imperial Chinese Literature
\textit{Members of the department}
Expected to be offered in the next 3 years

EAL 262 Representation of Women in Chinese Culture
\textit{Members of the department}
Expected to be offered in the next 3 years

EAL 273 Women and Narration in Modern Korea
\textit{Members of the department}
Normally offered each spring

ENG 119 Writing Roundtable
\textit{What's for Dinner? Writing About Food}
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 223 Contemporary American Gothic Literature
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 224 \textit{Frankenstein: The Making of a Monster}
\textit{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
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 241 The Empire Writes Back: Postcolonial Literature
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 243 The Victorian Novel
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 270 Race and the Graphic Novel
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 279 American Women Poets
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 288 Native American Women and Non-Binary Writers
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 290 Craftiing Creative Nonfiction
\textit{Topic: Writing Women}
\textit{Members of the department}
Expected to be offered each academic year

ENG 291 Lakes Writing Workshop
\textit{Tell me a Story: The Power and Purpose of Narrative Writing}
\textit{Members of the department}
Normally offered each spring

ENG 323 Seminar: Toni Morrison
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 353 Seminar: Advanced Studies in Shakespeare
\textit{Shakespeare's Women, Women's Shakespeares}
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 363 Race and Environment
\textit{Members of the department}
Expected to be offered in the next 3 years

ENG 384 Writing About American Society
\textit{Journalism as Feminist Practice}
\textit{Members of the department}
Expected to be offered in the next 3 years

ESS 200 Sport: In Search of the American Dream
\textit{Members of the department}
Expected to be offered in the next 3 years

ESS 230 Body Images and Sport Media
\textit{Amanda Leigh Hamilton, Tao Emet Marwell, Erica S. Tibeets}
Normally offered in alternate years

ESS 340 Women's Health: Current Topics
\textit{Members of the department}
Expected to be offered in the next 3 years

FLS 250 Queer Cinema/Queer Media
\textit{Members of the department}
Expected to be offered in the next 3 years

FMS 245 Melodrama and Power: Genre, Gender and Race
\textit{Members of the department}
Expected to be offered in the next 3 years

FMS 261 Video Games and the Politics of Play
\textit{Members of the department}
Expected to be offered in the next 3 years
FRN 230 Colloquium in French Studies

French Calligraphies: Contemporary Chinese Women’s Writing
Members of the department
Normally offered in alternate years

“Banlieue Lit”
Members of the department
Normally offered each academic year

FRN 288 Immigration and Sexuality in France and Europe
Mohammed A. Mack
Expected to be offered in the next 3 years

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

“Family Values” in the Enlightenment
Members of the department
Expected to be offered in the next 3 years

FRN 380 Topics in French Cultural Studies

French Travel Writing and Self-Discovery
Members of the department
Expected to be offered in the next 3 years

Immigration and Sexuality
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 132 Girls Leaving Home
Ambreen Hai
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
Members of the department
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

FYS 184 Educating Women: A History and Sociology, at Home and Abroad
Members of the department
Expected to be offered in the next 3 years

FYS 193 Red Devil and Pink Ribbons: Representations and Refutations of Cancer
Evangeline M. Helliger
Expected to be offered in the next 3 years

FYS 199 Re-Membering Marie Antoinette
Members of the department
Expected to be offered in the next 3 years

GOV 231 Colloquium: Women’s Social Movements in the Middle East
Members of the department
Expected to be offered in the next 3 years

GOV 233 Problems in Political Development
Bozena C. Welborne
Expected to be offered in the next 3 years

GOV 237 Colloquium: Politics of the U.S./Mexico Border
Members of the department

GOV 249 International Human Rights
Members of the department
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

GOV 363 Dissent: Disobedience, Resistance, Refusal and Exit
Members of the department
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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 223 (C)</td>
<td>Women and Gender in Japanese History</td>
</tr>
<tr>
<td>HST 238 (C)</td>
<td>Gender and the British Empire</td>
</tr>
<tr>
<td>HST 259 (C)</td>
<td>Aspects of African History</td>
</tr>
<tr>
<td>HST 252 (L)</td>
<td>Women and Gender in Modern Europe, 1789–1918</td>
</tr>
<tr>
<td>HST 256 (L)</td>
<td>Making of Colonial West Africa: Race, Power and Society</td>
</tr>
<tr>
<td>HST 263 (C)</td>
<td>Aspects of Latin American History</td>
</tr>
<tr>
<td>HST 264</td>
<td>Women and Revolutions</td>
</tr>
<tr>
<td>HST 265 (L)</td>
<td>Race, Gender and United States Citizenship, 1776–1861</td>
</tr>
<tr>
<td>HST 270 (C)</td>
<td>Aspects of American History</td>
</tr>
<tr>
<td>HST 278 (L)</td>
<td>Decolonizing U.S. Women's History 1848–Present</td>
</tr>
<tr>
<td>HST 280 (C)</td>
<td>Inquiries into United States Social History</td>
</tr>
<tr>
<td>HST 286 (C)</td>
<td>Recent Historiographic Debates in the History of Gender and Sexuality</td>
</tr>
<tr>
<td>HST 233</td>
<td>Problems in East Asian History</td>
</tr>
<tr>
<td>HST 235</td>
<td>Seminar: Topics in Social History</td>
</tr>
<tr>
<td>HST 237</td>
<td>Seminar: Problems in 19th-Century United States History</td>
</tr>
<tr>
<td>HST 238</td>
<td>Seminar: Research in United States Women's History: Domestic Worker Organizing</td>
</tr>
<tr>
<td>IDP 208</td>
<td>Women's Medical Issues</td>
</tr>
<tr>
<td>IDP 320</td>
<td>Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile</td>
</tr>
<tr>
<td>ITL 344</td>
<td>Senior Seminar: Italian Women Writers</td>
</tr>
<tr>
<td>JUD 215</td>
<td>What Matters</td>
</tr>
</tbody>
</table>

**Notes:**
- Members of the department
- Expected to be offered in the next 3 years
- Normally offered each academic year
- Normally offered each spring
- Normally offered each fall
- Normally offered in alternate years
Antisemitism
Members of the department
Expected to be offered in the next 3 years

LAS 201 Colloquium in Latin American and Latino/a Studies
Caribbean Feminisms
Members of the department

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
Women & Gender in Latin American History
Members of the department
Expected to be offered in the next 3 years

LAT/AM 352 Research Seminar: Latin American Studies
Sexual and Reproductive Rights in Latin America
Members of the department
Expected to be offered in the next 3 years

MES 213 Sex and Power In The Middle East
Susanna Ferguson

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

Angela Davis
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
Members of the department
Normally offered each academic year

PSY 166 Introduction to the Psychology of Gender
Members of the department
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 Methods in Psychological Science
Benita Sibia Jackson
Normally offered in alternate years

PSY 374 Psychology of Political Activism
Members of the department
Expected to be offered in the next 3 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
Members of the department
Expected to be offered in the next 3 years

REL 227 Women and Gender in Jewish History
Members of the department
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

SDS 364 Research Seminar in Intergroup Relationships
Members of the department
Expected to be offered in the next 3 years

SOC 213 Race and National Identity in the United States
Members of the department
Normally offered each academic year

SOC 216 Social Movements
Members of the department
Normally offered each academic year

SOC 224 Family and Society
William Cory Albertson
Expected to be offered in the next 3 years

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
Members of the department
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 Culture

*Members of the department*

Normally offered each academic year

SOC 255 The Bollywood Matinee: Gender, Nation, & Globalization through the Lens of Popular Indian Cinema

*Members of the department*

Normally offered in alternate years

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

Leslie L. King

Normally offered in alternate years

SPN 230 Latin American and Peninsular Culture and Society

*Maghribi 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

SPN 255 Muslim Women in Film

Ibtissam Bouachrine

Normally offered in alternate 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

*Members of the department*

Expected to be offered in the next 3 years

WLT 205 Contemporary African Literature and Film

Katwiwa Mule

Expected to be offered in the next 3 years

WLT 232 Modern Chinese Literature

*Members of the department*

Normally offered in alternate years

WLT 266 Studies in South African Literature and Film

*Modern South African Literature and Cinema*

*Members of the department*

Expected to be offered in the next 3 years

*South African Literature and Film Since 1948*

*Members of the department*

WLT 276 #MeToo: Sex, Gender and Power Across Cultures

*Members of the department*

Normally offered in alternate years
World Literatures

Professors
Anna Botta, Ph.D. (Italian Studies and World Literatures)
Craig R. Davis, Ph.D. (English Language and Literature and World Literatures)
Dawn Fulton, Ph.D. (French Studies)
Sabina Knight, Ph.D. (Chinese and World Literatures)
Thalia A. Pandiri, Ph.D. (Classical Languages and Literatures and World Literatures)
Janie M. Vanpee, Ph.D. (French Studies and World Literatures)

Associate Professors
Justin Daniel Cammy, Ph.D. (Jewish Studies and World Literatures)
Lily Gurton-Wachtler, Ph.D. (English Language and Literature and World Literatures)
Reyes Lazaro, Ph.D. (Spanish and Portuguese)
Katwiwa Mule, Ph.D., Director (World Literatures)
Malcolm Kenneth McNee, Ph.D. (Spanish and Portuguese)
Joel P. Westerdale, Ph.D. (German Studies)

Assistant Professors
Thomas Roberts, Ph.D. (Russian, East European and Eurasian Studies)

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, Lily Gurton-Wachtler, Sabina Knight, Reyes Lazaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Janie Vanpee, 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: Issues in Cultural and Literary Studies
WLT/TSX 330: Capstone Seminar in Translation Studies

Students who graduate with a major in Comparative World Literatures should have studied both modern and/or 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)
One course chosen from among the following or a 300-level course in another literature department:
WLT 340: Issues in Cultural and Literary Studies
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: Anna Botta
World Literatures

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-where, 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 Abeng, 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 Nineteenth-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 127 Manuscripts Don’t Burn: Literature and Dissent Under Stalin
Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required. (L) Credits: 4
Polina Barskova
Normally offered in alternate 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 mainland 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

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.” (E) (H) (L) (S) Credits: 4
Vera Shevzov
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
Members of the department
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
Members of the department
Normally offered each spring

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 frame 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 Thiongo’s Weep Not Child and Tahar Ben Jelloun’s The Sand Child. This course counts toward the comparative literature major. Enrollment limited to 16 first-year students. WI (L) Credits: 4
Katwina Mule
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

Members of the department

Expected to be offered in the next 3 years

WLT 177 Journeys in World Literature
From the earliest Chinese poetry to the latest Arabic Internet novels, comparative literature makes available new worlds—and “newly visible” old worlds. To become “world-forming,” one must realize one’s belonging to a given world or worlds, as well as one’s finitude. To rethink the relationship between literature and world, each section of this course focuses on a given genre, movement or theme. Through topics such as “Epic Worlds,” ”The Short Story” and “Literature and Medicine,” we consider the creation of worlds through words. May be repeated once with a different topic. Enrollment limited to 20.

Dwelling Poetically
To introduce the pleasures of poetry, this course travels through poems on themes of journeying and dwelling, voyage and return, travel and home, wandering, war and immigration. Reading ancient Chinese songs and Greek epic to contemporary doocopoetry and rap, we explore key elements of poetic art (voice, metre, tropes, image and suggestion). Students encounter less concrete effects too as they confront ambiguity, develop interpretive imagination, and surmise poetry’s powers and stakes. What is a poem? How and when does poetry affect our worlds? We also consider the art, ethics and politics of translation, and students compose and translate short poems. WI {L] Credits: 4

Members of the department

Normally offered in alternate years

Speaking in Tongues
Language is probably the most powerful, pervasive, subtle, and pervasive tool humans use. This course explores (mostly) 20th century attempts by writers to defy/supersede/explode/reinvent the strictures of “normative” language. We experience manifestoes (Schwitters, Marinetti), imagined languages (Khlebnikov, Miéville, Elgin, Le Guin), bizarre typographies (Apollinaire, Eugen Gomringer, Mary Ellen Solt), cross-linguistic methods of re-hearing one’s native tongue (Zukofsky, Stalling), or imagined future English (Russell Hoban). The writers we read seek in every case to change their readers by re-shaping and expanding their linguistic reality. {E} WI {L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

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

Members of the department

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 {L] Credits: 4

Anna Botta

Expected to be offered in the next 3 years

WLT 202 Western Classics in Translation, from Homer to Dante
Same as ENG 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

Nancy J. Shumate

Normally offered each fall

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 Quijote; Lafayette’s The Princesse de Clèves; Goethe’s Faust; Tolstoy’s War and Peace. Lecture and discussion. CLT 203/ENG 203, like CLT 202/ENG 202, is among the courses from which comparative literature majors choose two as the basis of the major. Students interested in comparative literature and/or the foundations of Western literature and wanting a writing-intensive course should take 202 or 203 or both. WI {L] Credits: 4

Members of the department

Normally offered each spring

Intermediate Courses

WLT 204 Writings and Rewritings
Topics Course.

Queering Don Quijote
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 and performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role played by Don Quijote in the development of modern and postmodern novelistic concepts (multiple narrators, 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 commenting selected sections of Miguel de Cervantes’ masterpiece and additional secondary literature in Spanish. {L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

WLT 205 Contemporary African Literature and Film
A study of the major writers and diverse literary traditions of Africa with emphasis on the historical, political, social 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 postcoloniality? How do women writers reshape our understanding
Katwiwa Mule
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 prosse; 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
Normally offered each spring

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 Hêliand ‘Savior’, a powerful retelling of the gospel in the style of ancient Germanic alliterative verse like the Old English Beowulf. The Hêliand 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
Normally offered each spring

WLT 220 Colq: 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 rebuses, invented etymologies, alphabet poems, portmanteau words, emoticons and so on. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 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. Normally offered each spring.
Nazism
Explore and examine the Third Reich’s media dictatorship: how spectacle and entertainment can engineer consent with manipulative distinctions; 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 mainland China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in Chinese or Chinese is required. Open to students at all levels. [L] Credits: 4
Members of the department
Normally offered in alternate years

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity
This course considers the shifting borders of Portuguese as a local, national and global language. We explore language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. We
examine how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and address multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole, and Indigenous languages in Brazil and Africa. Throughout, we consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or permission of the instructor. Enrollment limited to 25. [F] [L] Credits: 4
Malcolm Kenneth McNe

**ENG 237 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 eco-poetry intervenes in debates about climate change. (E) [L] Credits: 4
Members of the department
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 reading of contemporary fiction by women from mainland China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. [L] Credits: 4
Members of the department
Expected to be offered in the next 3 years

**WLT 240 Childhood in African, Afro-American and Caribbean Literatures**
Childhood, intimately tied to social, political and cultural histories, to questions of self and national identity, entails specific crises in Africa and the African diaspora, focused on loss of language, exile and memory. How does the enforced acquisition of colonizer’s language affect children as they attempt to master the codes of an alien tongue and culture? How do narratives told from the point of view of children represent and deal with such alienation, and what are the relationships between recollections of childhood and published autobiography? Texts include Camara Laye’s The African Child, Tahar Ben-Jalloun’s The Sand Child, Julia Alvarez’s How the Garcia Girls Lost Their Accents and Toni Morrison’s The Bluest Eye. Open to students at all levels. [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

**ENG 250 Chaucer**
A study of England’s first cosmopolitan poet whose Canterbury Tales offer a chorus of medieval literary voices, while creating a new kind of poetry anticipating modern attitudes and anxieties through colorful, complex characters like the Wife of Bath. We read these tales closely in Chaucer’s Middle English, an expressive idiom, ranging from the funny, sly and ribald to the thoughtful and profound. John Dryden called Chaucer the “father of English poesy,” but if so, he was a good one. Later poets laughed with him, wept with him, and then did their own thing, just as he would have wanted. Not open to first year-students. [L] Credits: 4
Craig R. Davis
Normally offered each academic year

**WLT 260 Transformations of a Text: Shape-Shifting and the Role of Translation**
Same as CLS 260. 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 “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 expectations 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. [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
Members of the department
Normally offered in alternate years

**WLT 264 Dostoevsky**
Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky’s works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we trace the development of Dostoevsky’s style and ideas, considering how these texts engage with issues specific to nineteenth-
WLT 266 Studies in South African Literature and Film
Topics course.

Saviors, Saints and Traitors: The Private and Public Lives of Nelson and Winnie Mandela in Literature and Film
The private and public lives of Winnie and Nelson Mandela as icons in the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as the beloved father/mother of a nation, they were revered and reviled, loved and hated, adored and vilified, in equal measure. This course looks at the enduring, shifting, and often contradictory (self-)representations of the Mandelas in memoirs (auto)biographies, films and documentaries. We focus on how their lives became emblematic of the black South African experience during the apartheid and post-apartheid years and the ways in which gender complicated the legacies of both. [L] Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 270 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 explores Western biomedical and traditional Chinese 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

Sabina Knight
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

Members of the department
Expected to be offered in the next 3 years

WLT 272 Composing a Self: Chinese and English Voices
Same as ENG 171. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. [F] [L] Credits: 4

Members of the department
Normally offered in alternate 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

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] Credits: 4

Members of the department
Expected to be offered in the next 3 years

WLT 276 #MeToo: Sex, Gender and Power Across Cultures
When it comes to sex and gender, how do power dynamics promote or thwart freedom, belonging and love? As #MeToo and other movements challenge cultures of oppression, how do such struggles relate to the ecological, capitalistic, and humanitarian crises that threaten life as we know it? Learning from Chinese, French and American feminisms, this course questions persistent structural binaries: mind/body, human/animal, man/woman, culture/nature. Drawing on literature, philosophy, journalism and music, we examine how social constructions of gender, class, race, and disability coalesce with material bodies and conditions to form habits of subjectivity and patterns of life. [L] Credits: 4

Members of the department
Normally offered in alternate 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
Normally offered in alternate 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, 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

Anna Botta

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 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

Members of the department

Normally offered each spring

WLT 340 Issues in Cultural and Literary Studies

Topics course.

Narrating the Anthropocene

The Anthropocene has already disrupted many assumptions founded on the relative climatic stability of the Holocene bringing our attention to the interdependency and interconnectedness of geological and human agents. How can we tell the story of what Amitav Ghosh calls “The Great Derangement”? What are the languages and images which enable us to translate between the complex stratifications of nature and culture? What stories do earth, matter, plants, objects tell us about inter-species communication? What is the role of literature in mobilizing people politically in the age of the Anthropocene? This course is an introduction to the new interdisciplinary field of environmental humanities. [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 reaition to globalization, and to build upon knowledge derived from previous course work 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). [W] [A] [L] Credits: 4

Members of the department

Expected to be offered in the next 3 years

Advanced Courses

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.

The Many Faces of Goethe’s Faust

Writer, scientist, statesman, celebrity. Johann Wolfgang von Goethe (1749–1832) spent 60 years channeling his cultural and scientific knowledge, his worldly experiences, and his immense literary talent into one of the great works of world literature: Faust. This seminar explores the diverse facets of this celebrated work through close analysis of the German text combined with research projects driven by individual student interests. Topics have ranged from birth control and witchcraft to Newtonian optics, subversive verse forms, land reclamation, and the philosophy of time. Students are encouraged to bring their own interests and expertise into dialogue with one of the great minds and great texts of the modern era. Readings and discussions primarily in German. Prerequisites: GER 300 or permission of instructor. [F] [L] Credits: 4

Members of the department

Normally offered in alternate years

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

SPN 372 Seminar: Topics in Latin American and Iberian Studies

Topics course.

Normally offered each academic year.

Blackness in Spain

We investigate the lives of Spaniards of African origin or individuals who lived in Spain, such as: painter Juan de Pareja (Velazquez’s slave) in the 17th century, whose unique portrait by Velazquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s—for example, poet Langston Hughes, and nurse Salaria Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, Kinky Gazpacho (2008), which she describes as a “racial coming of age.” The ultimate goal is to gain understanding of racial relations in Spain, and to explore the geography of Western racism. Enrollment limited to 14. [A] [F] Credits: 4

Members of the department

POR 381 Seminar in Portuguese and Brazilian Studies

Topics course.

Brasil Profundo: Landscape and the Environmental Imaginary in Brazilian Culture

This course addresses diverse modes of representing nature and the environment in Brazil, from the pre-colonial period to the present. Drawing upon visual arts, film, poetry, fiction and non-fiction, we will consider mytho-poetic accounts of the creation of the land, colonial accounts of flora, fauna and plantation agriculture, 19th-century scientific expeditions, Romantic and Modernist associations of nature and national identity, rural social movements and ideas of rural authenticity, and global orientations of contemporary “earth art” and “eco-poetry.” Deepening our understanding of the diversity of Brazilian
landscapes and ecologies and historical forces that have shaped them, we will consider ways in which gender, class, ethnicity and ideology are implicated in different paradigms of environmental representation. Course conducted in Portuguese. POR 200 or POR 215, or another 200-level topic taught in Portuguese, or instructor permission. Enrollment limited to 14. [P] Credits: 4
Members of the department

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
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
Gregory Whayne White
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
Gregory Whayne White
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 avionics, 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: 2
Members of the department
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
Emily T Norton
Normally offered each interterm

IDP 125 PATH for AEMES Scholars
Personal Academic Tactical Help (PATH) is a course designed to help students and information and strategies to help them achieve their academic goals. The PATH curriculum explores strategies for success and ways to understand the
underlying psychology (how we think) and biology (how our brain works) that can contribute to, or distract from, success. In this course, students will learn strategies for effective learning while planning weekly applications of these strategies to other courses. Enrollment limited to 20. (E) Credits: 1

Valerie A. Joseph

Expected to be offered in the next 3 years

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 graphic 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 limited to 12. Credits: 1

Members of the department

Normally offered each spring

IDP 132 Designing Your Path

Whether you are starting your Smith journey, embarking on or returning from an immersive experience abroad, weaving your interests through a Concentration or self-designed major, or wrestling with expressing what a Smith education has prepared you to do, this is the class for you. Test different integrative paths of your own design, tell your own story, and create a digital portfolio to showcase your work. By the end of class, you will be able to articulate connections between your work in and outside of the classroom, and to explain how Smith is preparing you to engage with the world beyond. Enrollment limited to 12. (E) Credits: 1

Jessica B. Bacal

Expected to be offered in the next 3 years

IDP 134 Examing Equity and Action-Based Design for Leaders

This course provides students with a theoretical foundation in critical dialogue around issues of power and systemic oppression in relation to socially just leadership and designing for social change. Students will explore early messages, personal narratives, identity formation, the intersection of identity and leadership and how these categories relate to creating an equitable and inclusive community. This is Part One of a two-tiered cohort program: the Leading for Equity and Action-Based Design (LEAD) Scholars Program, a new leadership program for students sponsored through the partnership of the Office for Equity and Inclusion (OEI) and the Wurtele Center for Leadership (WCL). Credits: 1

Ananda I. Cohen

Expected to be offered in the next 3 years

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

Sara A. Eddy

Normally offered each fall

IDP 146 Critical Perspectives on Entrepreneurship: Theories, Processes, Social Transformations and Innovations

Entrepreneurship takes on a diversity of meanings, forms and structures depending on its source and context. In this course, the topic of entrepreneurship is studied from a variety of critical and under-explored vantage points such as ethics, access, inclusion, culture, power, expression, agency, economic empowerment, cultural and social transformation. Entrepreneurship is counter-mapped from an inter-,infra- and multi-disciplinary lens from the liberal arts tradition and the course examines the commonalities that connect both. The potential of entrepreneurship to create sustained social transformations is critically examined alongside its unique identity within and outside of the realm of economic exchange. (E) Credits: 4

Fadia Hasan

Expected to be offered in the next 3 years

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

Eric J. Jensen

Expected to be offered in the next 3 years

IDP 152 Introduction to 3D Printing Technology

This class will teach students 3D printing literacy and introduce students to the contexts within which this technology is being used in different fields. We will explore the technology of 3D Printers and learn how to design and produce 3D printed objects. Students will be introduced to various software used to generate 3D designs, covering the basics of Computer Aided Design and Scanning. We will also learn how to prepare these models for printing using printer-specific software and finally create the 3D printed models. Credits: 1

Eric J. Jensen, Laura Ann Lilienkamp, Andrew James Maurer

Expected to be offered in the next 3 years

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

Monica Dean

Expected to be 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. Special attention will be given to the roles 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

Monica Dean
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 SU 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 roles 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 spring

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

Expected to be offered in the next 3 years

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] [I] 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 architecture, 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. {QS} 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
African Studies Certificate Program

Smith College Advisers
Jeffrey Ahlman, History
Joanne Corbin, School for Social Work
Dawn Fulton, French Studies
Simon Halliday, Economics
Colin Houg, Anthropology
Caroline Melly, Anthropology
Albert Mosley, Philosophy
Katwiwa Mule, Comparative Literature
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 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 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 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 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 for requirements, courses and other information about the Five College Coastal and Marine Sciences Certificate.

Cognitive Neuroscience Certificate Program

Smith College Advisers
Mary Harrington, Psychology
Maryjane Wraga, Psychology

Please see 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, Comparative Literature
Benita Jackson, Psychology

Please see 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 Comparative Literature
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. 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
Lestor Tome, 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/ 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 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 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/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 for requirements, courses and other information about the Russian, East European and Eurasian Studies Certificate Program.
### 2020–21 Class Schedule

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.

## 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 matters to the director for campus safety. Please contact the adviser for equity complaints, College Relations, Garrison Hall, Smith College, Northampton, Massachusetts 01063. Send address changes to Smith College, Northampton, Massachusetts 01063. All announcements herein are 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.

## SMITH COLLEGE CATALOG

September 2020

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.

### Notes:
Consecutive 75-minute blocks may be combined to form 160-minute blocks for seminars, labs, studio, performance and other courses approved by CAP to meet for extended time. Courses may not overlap more than two (full) time blocks unless approved by CAP. Peak class times appear in bold.