



Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures, at 610-526-5275.

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## ACADEMIC CALENDARS

### 2013 First Semester

September 3	Classes begin
October 11	Fall break begins after last class
October 21	Fall break ends at 8 a.m.
November 27	Thanksgiving vacation begins after last class
December 2	Thanksgiving vacation ends at 8 a.m.
December 12	Last day of classes
December 13-14	Review period
December 15-20	Examination period

### 2014 Second Semester

January 21	Classes begin
March 7	Spring vacation begins after last class
March 17	Spring vacation ends at 8 a.m.
May 2	Last day of classes
May 3-4	Review period
May 5-16	Examination period
May 17	Commencement

### 2014 First Semester

September 2	Classes begin
October 10	Fall break begins after last class
October 20	Fall break ends at 8 a.m.
November 26	Thanksgiving vacation begins after last class
December 1	Thanksgiving vacation ends at 8 a.m.
December 11	Last day of classes
December 12-13	Review period
December 14-19	Examination period

### 2015 Second Semester

January 20	Classes begin
March 6	Spring vacation begins after last class
March 16	Spring vacation ends at 8 a.m.
May 1	Last day of classes
May 2-3	Review period
May 4-15	Examination period
May 16	Commencement

## 4 Contact Information

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### CONTACT and WEBSITE INFORMATION

#### Mailing Address:

Bryn Mawr College  
101 N. Merion Avenue  
Bryn Mawr, PA 19010-2899

#### Switchboard:

610-526-5000

#### College website:

[www.brynmawr.edu](http://www.brynmawr.edu)

For information regarding academic programs and regulations, academic advising, study abroad, the curriculum and special academic programs, visit the Dean's Office website at [www.brynmawr.edu/deans](http://www.brynmawr.edu/deans).

For information regarding course schedules, registration, procedures, exams and student records, visit the Registrar's Office website at [www.brynmawr.edu/registrar](http://www.brynmawr.edu/registrar).

For information regarding entrance exams, advance placement or admissions, visit the Admissions Office website at [www.brynmawr.edu/admissions](http://www.brynmawr.edu/admissions).

For information about applying for financial aid or continuing financial aid, visit the Student Financial Services website at [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs).

For information about student billing, refunds and student loans, visit the Student Financial Services website at [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs).

For information about the Health Center and health insurance, visit the Health Center's website at [www.brynmawr.edu/healthcenter](http://www.brynmawr.edu/healthcenter).

For information about residential life, visit the Student Life Office website at [www.brynmawr.edu/residentiallife](http://www.brynmawr.edu/residentiallife).

For information about meal plans and dining halls, visit the Dining Services website at [www.brynmawr.edu/dining](http://www.brynmawr.edu/dining).

For information about the libraries and their special collections, visit the Libraries website at [www.brynmawr.edu/library](http://www.brynmawr.edu/library).

For information about computers, labs, and technological resources, visit the Computing Services website at [www.brynmawr.edu/computing](http://www.brynmawr.edu/computing).

For information about accommodations for students with disabilities, visit the Access Services website at [www.brynmawr.edu/access\\_services](http://www.brynmawr.edu/access_services).

For information about career development services, including pre-law advising and the Externship Program, visit the Career Development Office website at [www.brynmawr.edu/cdo](http://www.brynmawr.edu/cdo).

For information about athletics, physical education, recreation and wellness, visit the Department of Athletics and Physical Education website at [www.brynmawr.edu/athletics](http://www.brynmawr.edu/athletics).

Web pages for individual academic departments and programs may be accessed from the following website: [www.brynmawr.edu/find/fieldsofstudy.shtml](http://www.brynmawr.edu/find/fieldsofstudy.shtml).

## ABOUT THE COLLEGE

### The Mission of Bryn Mawr College

The mission of Bryn Mawr College is to provide a rigorous education and to encourage the pursuit of knowledge as preparation for life and work. Bryn Mawr teaches and values critical, creative and independent habits of thought and expression in an undergraduate liberal-arts curriculum for women and in coeducational graduate programs in the arts and sciences and in social work and social research. Bryn Mawr seeks to sustain a community diverse in nature and democratic in practice, for we believe that only through considering many perspectives do we gain a deeper understanding of each other and the world.

Since its founding in 1885, the College has maintained its character as a small residential community that fosters close working relationships between faculty and students. The faculty of teacher/scholars emphasizes learning through conversation and collaboration, primary reading, original research and experimentation. Our cooperative relationship with Haverford College enlarges the academic opportunities for students and their social community. Our active ties to Swarthmore College and the University of Pennsylvania as well as the proximity of the city of Philadelphia further extend the opportunities available at Bryn Mawr.

Living and working together in a community based on mutual respect, personal integrity and the standards of a social and academic Honor Code, each generation of students experiments with creating and sustaining a self-governing society within the College. The academic and cocurricular experiences fostered by Bryn Mawr, both on campus and in the College's wider setting, encourage students to be responsible citizens who provide service and leadership for an increasingly interdependent world.

### A Brief History of Bryn Mawr College

When Bryn Mawr College opened its doors in 1885, it offered women a more ambitious academic program than any previously available to them in the United States. Other women's colleges existed, but Bryn Mawr was the first to offer graduate education through the Ph.D.—a signal of its founders' refusal to accept the limitations imposed on women's intellectual achievement at other institutions.

#### A Quaker Legacy

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would inculcate in its students the beliefs of the Society of Friends

(popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by deciding that Bryn Mawr would be non-denominational. Bryn Mawr's first administrators had determined that excellence in scholarship was more important than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

The College's mission was to offer women rigorous intellectual training and the chance to do to original research, a European-style program that was then available only at a few elite institutions for men. That was a formidable challenge, especially in light of the resistance of society at large, at the end of the 19th century, to the notion that women could be the intellectual peers of men.

#### M. Carey Thomas' Academic Ideal

Fortunately, at its inception, the College was adopted as a moral cause and a life's work by a woman of immense tenacity, M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president, had been so intent upon undertaking advanced study that when American universities denied her the opportunity to enter a Ph.D. program on an equal footing with male students, she went to Europe to pursue her degree.

When Thomas learned of the plans to establish a college for women just outside Philadelphia, she brought to the project the same determination she had applied to her own quest for higher education. Thomas' ambition—for herself and for all women of intellect and imagination—was the engine that drove Bryn Mawr to achievement after achievement.

The College established undergraduate and graduate programs that were widely viewed as models of academic excellence in both the humanities and the sciences, programs that elevated standards for higher education nationwide. Under the leadership of Thomas and James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr repeatedly broke new ground. It was, for example, the first institution in the United States to offer fellowships for graduate study to women; its self-government association, the first in the country at its founding in 1892, was unique in the United States in granting to students the right not only to enforce but to make all of the rules governing their conduct; its faculty, alumnae and students engaged in research that expanded human knowledge.

#### Engaging the World

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the country to offer a Ph.D. in social work. In 1970,

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the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensified its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.

During the presidency of Marion Edwards Park, from 1922 to 1942, the College began to work toward cooperative programs with nearby institutions - Haverford College, Swarthmore College and the University of Pennsylvania - that would later greatly expand the academic and social range of Bryn Mawr students. In 1931 the Graduate School of Arts and Sciences began to accept male students. During the decades of the Nazi rise to power in Europe and World War II, Bryn Mawr became home to many distinguished European scholars who were refugees from Nazi persecution.

### A Tradition of Freedom

From 1942 to 1970 Katharine Elizabeth McBride presided over the College in a time of change and growth. During McBride's tenure, the College twice faced challenges to its Quaker heritage of free inquiry and freedom of conscience. During the McCarthy era, Congress required students applying for loans to sign a loyalty oath to the United States and an affidavit regarding membership in the Communist party. Later, at the height of student protest against the Vietnam War, institutions of higher education were required to report student protesters as a condition of eligibility for government scholarship support.

On both occasions, Bryn Mawr emerged as a leader among colleges and universities in protecting its students' rights. It was the first college to decline aid under the McCarthy-era legislation and the only institution in Pennsylvania to decline aid rather than take on the role of informer during the Vietnam War. Bryn Mawr faculty and alumnae raised funds to replace much of the lost aid, and a court eventually found the Vietnam-era law unconstitutional and ordered restitution of the scholarship funds.

### Cooperation and Growth

During the 1960s, Bryn Mawr strengthened its ties to Haverford, Swarthmore and Penn when it instituted mutual cross-registration for all undergraduate courses. In 1969, it augmented its special relationship with Haverford by establishing a residential exchange program that opened certain dormitories at each college to students of the other college.

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford

worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in number and diversity of students - now nearly 1,300 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure, Bryn Mawr undertook a thorough re-examination of the women-only status of its undergraduate college and concluded that providing the benefits of single-sex education for women - in cultivating leadership, self-confidence and academic excellence - remained essential to the College's mission. McPherson, a philosopher, now directs the American Philosophical Society.

Nancy J. Vickers, Bryn Mawr's president from 1997 to 2008, began her tenure by leading the College community to a clear understanding of its priorities and the challenges it would face in the next century through the adoption of the Plan for a New Century. When she retired in June 2008, she left the College with a 40 percent increase in undergraduate applications, a completed fund-raising campaign that tripled the goal of the previous campaign and an endowment that has nearly doubled since she took office.

Beyond attaining a sound financial footing for the College, Vickers oversaw dramatic changes in the academic program, in outreach and in infrastructure, while remaining true to the College's historic mission. Those changes include refining undergraduate-recruiting messages and practices, initiating new interdisciplinary programs and faculty positions, improving student life, embracing cross-cultural communication, upgrading the campus' use of technology, renovating many buildings, and achieving worldwide visibility through the Katharine Houghton Hepburn Center.

### Embracing the Global Century

Under Jane McAuliffe's leadership (2008-2013), the College committed itself anew to liberal arts for the twenty-first century. It initiated the innovative 360° Program, through which students investigate an issue or theme from multiple disciplinary perspectives, and became a national leader among liberal arts colleges in combining the strengths of online and classroom teaching--blended learning-- in its liberal arts curriculum. Student interest and the need to prepare students to be global citizens led to the creation of a new major in International Studies and a Tri-Co minor in Environmental Studies. McAuliffe spearheaded strategic partnerships with several universities and colleges across the globe and played a critical role in the



founding of the Women in Public Service Project with the U.S. Department of State. Addressing global needs in science, technology, engineering, and math (STEM), Bryn Mawr continued to be a leader in preparing students for careers in these fields and recruited its first STEM Posse cohort of students. The Plan for Bryn Mawr, a strategic vision for the College generated during McAuliffe's tenure, sets priorities for Bryn Mawr in the coming years.

A faculty member at Bryn Mawr College since 1993, Kimberly Wright Cassidy became the College's Interim President on July 1, 2013. Prior to being named Interim President, Cassidy served as the College's Provost from 2008-2013 and as Chair of Bryn Mawr's Department of Psychology from 2004-2007. Cassidy earned her master's degree and Ph.D. in psychology from the University of Pennsylvania and earned a bachelor's degree with distinction in psychology from Swarthmore College. A developmental psychologist with a focus on cognition and education, Cassidy maintains a keen interest in the development of children's theories about the minds of others. Her research, supported by grants from the National Institutes of Health and the Guggenheim Foundation among others, has been published in *Developmental Psychology*, *Cognition*, *Journal of Experimental Psychology: General*, and *Psychological Bulletin and Review* among others.

## College as Community

Believing that a small college provides students with the best environment in which to learn, Bryn Mawr limits the number of undergraduates. Our small size allows students and faculty to work closely together and to know each other well as individuals. With a student-to-faculty ratio of eight to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

In addition to being a renowned college for women, Bryn Mawr has two excellent coeducational graduate schools: the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research. The presence of the graduate schools contributes significantly to the strengths of the undergraduate program and the richness of the undergraduate experience. Qualified undergraduates may enroll in graduate seminars, participate in advanced research projects in the natural and social sciences, and benefit from the insights and advice of their graduate-student colleagues.

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities through cooperation at the undergraduate level with Haverford College, Swarthmore College, and the University of Pennsylvania. This cooperative arrangement

coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

The cooperative relationship between Bryn Mawr and Haverford is particularly close because the colleges are only about a mile apart, and naturally, this relationship extends beyond the classroom. Collections in the two colleges' libraries are cross-listed, and the libraries are open to students from either college. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of academic, athletic, cultural, and social activities. When there is equal interest from students on both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few students may live on the other campus for a year.

Bryn Mawr itself sponsors a broad cultural program that supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. The Arts Program at Bryn Mawr coordinates the arts curriculum and a variety of extracurricular activities in creative writing, dance, fine arts, music, and theater. A regular schedule of concerts and productions is directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by the theater and dance programs and other student-run groups. These activities are complemented by an extensive program of readings, exhibitions, performances, and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join members of the faculty and administration in making and carrying out plans for the College community as a whole. Bryn Mawr's Self Government Association, the nation's oldest student self-government organization, provides a framework in which individuals and smaller groups function. The association both legislates and mediates matters of social and personal conduct.

Through their Self Government Association, students share with faculty the responsibility for the Academic Honor Code. One of the most active branches of the association is the Student Curriculum Committee, which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs.

## 8 About the College

The Self Government Association also coordinates the activities of many special-interest clubs, open to all students; it serves as the liaison between students and College officers, faculty and alumnae. The Athletic Association also provides opportunities for a variety of activities, including intramural and varsity contests. Both the Bryn Mawr *college news* and Bryn Mawr-Haverford's *The Bi-College News* welcome students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board and work with the board's committees. Two undergraduates are also elected to attend faculty meetings. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

Bryn Mawr's undergraduate enrollment and curriculum are shaped by a respect for and understanding of cultural and social diversity. As a reflection of this diversity, Bryn Mawr's student body is composed of people from all parts of the United States, from many nations around the world, and from all sectors of society, with a special concern for the inclusion of historically disadvantaged minorities in America.

The International Students Association enriches the Bryn Mawr community through social and cultural events. Sisterhood addresses the concerns of African-American students and supports Perry House, the African-American cultural center which sponsors cultural programs open to the College community and provides residence space for a few students.

Other student organizations include the Asian Students Association, BACaSO (Bryn Mawr African and Caribbean-African Student Organization), Mujeres (Latina students), Rainbow Alliance (lesbian, bisexual and transgendered students), and South Asian Women. These groups provide forums for members to address their common concerns and a basis from which they participate in other activities of the College.

Students who wish to volunteer their services outside the College find many opportunities to do so through Bryn Mawr's Civic Engagement Office. The office supports numerous community-service and activist groups by offering transportation reimbursement for off-campus volunteers, mini-grants for individuals and groups planning service activities, a database of internship and volunteer opportunities, and other resources for student volunteers. Through their participation in these volunteer activities, students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

## Geographical Distribution of Students

### 2012-13 Undergraduate Degree Candidates

The 1289 full time students came from 46 states, the District of Columbia, Puerto Rico and 61 foreign nations, distributed as follows:

#### United States Residents

<i>Mid-Atlantic</i>	492	37.6%
Pennsylvania	187	
New York	118	
New Jersey	116	
Maryland	49	
Delaware	18	
District of Columbia	4	
<i>Midwest</i>	64	4.9%
Illinois	17	
Michigan	16	
Ohio	10	
Minnesota	7	
Wisconsin	5	
Indiana	3	
Iowa	2	
Missouri	2	
Kansas	1	
Nebraska	1	
<i>New England</i>	143	10.9%
Massachusetts	107	
Connecticut	22	
Vermont	6	
New Hampshire	4	
Rhode Island	3	
Maine	1	
<i>South</i>	97	7.4%
Virginia	31	
Florida	19	
North Carolina	16	
Georgia	12	
Tennessee	5	
Louisiana	4	
South Carolina	3	
West Virginia	3	
Alabama	2	
Arkansas	1	
Kentucky	1	
<i>Southwest</i>	43	3.3%
Texas	28	
Arizona	8	
New Mexico	7	
<i>West</i>	186	14.2%
California	129	
Washington	19	
Oregon	14	

Colorado	12	
Hawaii	5	
Idaho	3	
Nevada	2	
North Dakota	1	
Utah	1	
<i>Other</i>	6	0.5%
Puerto Rico	4	
Armed Forces Europe	1	
Armed Forces Pacific	1	

**Non-resident aliens, resident aliens, dual citizenship**

China	129
India	26
Korea, Republic of	23
Viet Nam	13
Pakistan	10
Japan	9
Philippines	6
Brazil	5
France	5
United Kingdom	5
Bangladesh	4
Canada	4
Germany	4
Nigeria	4
Dominican Republic	3
Ghana	3
Jamaica	3
Morocco	3
Nepal	3
Romania	3
Turkey	3
Australia	2
Italy	2
Jordan	2
Korea, Democratic People's Rep	2
Latvia	2
Lebanon	2
Malaysia	2
Mexico	2
Palestinian Territory, Occupie	2
Russian Federation	2
South Africa	2
Taiwan, Province of China	2
Zimbabwe	2
Afghanistan	1
Bahamas	1
Bhutan	1
Ecuador	1
Egypt	1
Finland	1
Fmr Yugoslav Rep of Macedonia	1
Guatemala	1
Haiti	1
Hungary	1
Indonesia	1

Ireland	1
Israel	1
Kenya	1
Kuwait	1
Portugal	1
Saudi Arabia	1
Singapore	1
Somalia	1
Sri Lanka	1
Switzerland	1
Tanzania, United Republic of	1
Tunisia	1
Uruguay	1
Venezuela	1

<b>Summary</b>	Number	Percent of fall-enrolled full-time undergraduates
US Citizen	983	75.1%
Dual Citizen	34	2.6%
Resident Alien	33	2.5%
Non-Resident Alien	259	19.8%
"International Students" (all except "U.S. Citizens")	326	24.9%

Note: citizenship status as of census date  
Percentages are higher than 100% because  
"International Students" is the sum of all but U.S.  
Citizens.

## LIBRARIES AND EDUCATIONAL RESOURCES

### Libraries

The Mariam Coffin Canaday Library is the center of Bryn Mawr's library system. Opened in 1970, it houses the College's holdings in the humanities and the social sciences. The award-winning Rhys Carpenter Library, opened in 1997, is located in the M. Carey Thomas Library building and houses the collections in Archaeology, Classics, History of Art, and Growth and Structure of Cities. The Lois and Reginald Collier Science Library was dedicated in 1993 and brings together the collections for Mathematics and the sciences. The library collections of Haverford and Swarthmore Colleges, which complement and augment those of Bryn Mawr, are freely accessible to students.

Tripod (<http://tripod.brynmawr.edu>), the online public access catalog, provides information about the more than three million books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. A large percentage of the Tri-College holdings are in electronic form and accessible online. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore. They may also have material transferred from either of the other two campuses for pickup or use at Bryn Mawr,

## 10 Libraries and Educational Resources

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usually in less than 24 hours. Through the Library's home page ([www.brynmawr.edu/library](http://www.brynmawr.edu/library)), students may connect to Tripod; explore more than 200 subject-specific research databases; and tap into other library services and resources such as reference services, research consultation, reserve readings, interlibrary loan, etc.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can borrow materials from more than 30 Pennsylvania-area academic libraries. Students may also request items in almost any language from libraries across North America through interlibrary loan. Additional information about Bryn Mawr's libraries and services may be accessed on the Web through the library home page at [www.brynmawr.edu/library](http://www.brynmawr.edu/library).  
Special Collections

The Special Collections Department, based in Canaday Library, houses extensive holdings of art, artifacts, archival materials, rare books, and manuscripts, and these are available for use in classes and for individual research projects.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students. The collection of late Medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important literary collections from the late 19th and 20th centuries, including papers relating to the women's rights movement and the experiences of women, primarily Bryn Mawr graduates, working overseas in the late 19th and early 20th centuries.

The College Archives contains the historical records of Bryn Mawr, including letters of students and faculty members, and an extensive photographic collection that documents the social, intellectual, administrative, and personal aspects of campus activities and student life.

The Art and Artifacts collection includes objects of interest to students of anthropology, archaeology, the fine and decorative arts, geology, and related inter- and multi-disciplinary courses of study.

The Anthropology collections include objects from around the world, with the largest portion of these collections originating from North America, South America and Africa. These collections comprise numerous categories of objects: African and Oceanic works, Southwest pottery and Native American ritual,

functional, and decorative objects, and Pre-Columbian ceramics and textiles from present-day Peru, among many others.

The Archaeology collections include an extensive group of Greek and Roman objects, especially vases, a selection of pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the scholarship of Bryn Mawr faculty from the beginnings of the college to the present day.

The Fine Art collections include important holdings of prints, drawings, photographs, paintings and sculpture. The painting collection of approximately 250 works is primarily composed of 19th- and 20th-century American and European works; highlights include John Singer Sargent's 1899 portrait of Bryn Mawr President M. Carey Thomas. The print collection illustrates the history of Western printmaking from the 15th through the mid-20th centuries and includes Old Master prints, art prints, and examples of 19th-century book illustrations. The collection also includes Japanese ukiyo-e woodblock prints, works in a wide range of media by contemporary women artists, Chinese paintings and calligraphy, and early, modern, and contemporary photography.

Objects held in all of these collections are available to students for research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

### Special Research Resources

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections of approximately 10,000 specimens each, and a fine fossil collection. As a repository for the U.S. Geological Survey, the map library contains 40,000 topographical maps.

The Rhys Carpenter Library houses the Visual Resources Center, which supports instruction by providing access to visual media and by facilitating the use of digital tools. The Center's main role is serving coursework — principally in History of Art, Classical and Near Eastern Archaeology, and the Growth and Structure of Cities Program — through a collection of 240,000 slides as well as study prints and digitized images.

## Computing

Students have access to a high-speed wireless Internet connection in all residence halls, libraries (which contain public computers), and classrooms throughout the campus. Online course materials, registration, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges are accessible from a Web browser -- many of these are available from off-campus as well. Each new Bryn Mawr student receives their own e-mail and Network file storage accounts upon matriculation (typically late spring).

Professional staff are available to students, faculty and staff for consultation and assistance with their technology needs.

The Help Desk is located on the main floor of Canaday Library and is available during building hours for walk-up help, email and telephone assistance. The Canaday Media Lab, located on Canaday's A Floor just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings.

- Canaday (1st Floor, A Floor, and in the Language Learning Center, 3rd Floor)
- Carpenter
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

## Language Learning Center

The Language Learning Center (LLC) provides the audio-visual and computing resources for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to explore a foreign culture through film, CDs, DVDs, software programs, the internet or international satellite television. The Language Learning Center maintains a collection of more than 800 foreign films and has individual and group viewing rooms. The lab is permanently equipped with computers and an instructor workstation to accommodate classes in the center. The LLC supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

## Laboratories

Laboratory work is emphasized at all levels of the curriculum and the natural science departments have excellent teaching and research facilities that provide students with the opportunity to conduct cutting-edge research using modern equipment. Laboratories and classrooms are equipped with extensive computer resources for data analysis and instruction, including state-of-the-art video-projection systems and computer workstations.

Teaching and research in biology, chemistry, computer science, geology, mathematics, and physics is carried out in the Marion Edwards Park Science Center, which also houses the Lois and Reginald Collier Science Library. Teaching and research in psychology is conducted in Bettws-y-Coed.

See below for more detailed descriptions of the labs in each department, as well as a description of the instrument shop, where custom-designed equipment for special research projects can be fabricated by two expert instrument makers.

### *Biology*

The Department of Biology houses a wide variety of instrumentation appropriate for the investigation of living systems at the levels of cells, organisms and populations. This equipment is used in both our teaching and research laboratories, providing our students with the opportunity to utilize modern research methodologies for their explorations. There is an extensive collection of microscopes that can be used for dissection, histology, microinjection and subcellular structural analyses, including dissection microscopes, an inverted microscope, and light microscopes equipped with fluorescent and DIC optics as well as advanced digital capture and image analysis software. To conduct molecular analyses of DNA and proteins, we have both end-point and real-time thermal cyclers, centrifuges, electrophoresis equipment, a plate reader for ELISA assays, traditional and Nanodrop spectrophotometers and a DNA sequencer. The department houses sterile tissue culture facilities that are used for cell culture experiments. There is a wide assortment of physiology equipment that is used to measure intracellular and extracellular muscle and nerve activity, including voltage clamp amplifiers. A greenhouse is available for plant biology and ecology research, and an on-campus pond serves as a research field site for the analysis of micro- and macro-organism diversity and water quality parameters.

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### **Chemistry**

The Department of Chemistry houses many spacious well equipped laboratories with specialized instrumentation and equipment for teaching and research. These include a 400 MHz high-resolution nuclear magnetic resonance (NMR) spectrometer; gas and liquid chromatograph-mass spectrometers (GC-MS/LC-MS); Fourier transform-infrared (FT-IR) spectrophotometers; a fluorescence spectrophotometer; ultraviolet-visible (UV-vis) spectrophotometers; high pressure liquid chromatographs (HPLC); liquid scintillation counter and equipment for radioactive isotope work; cold rooms and centrifuges for the preparation of biomolecules; thermal cyclers and electrophoresis equipment for molecular biology; potentiostats for electrochemical and spectroelectrochemical analysis; a biopotentiostat; facilities for molecular modeling and computational chemistry; and departmental laptop computers for chemistry majors. In addition, two inert atmosphere dry boxes and multiple Schlenk vacuum manifolds allow anaerobic operations for chemical handling and synthesis. Finally, the Chemistry Department shares an atomic force microscope with the other science departments in the Park Science Center.

### **Computer Science**

The Department of Computer Science is home to an extensive collection of advanced robots, high-end computers for rendering 3D graphics, four computer laboratories, and other computational devices. The laboratories are well-equipped with high-performance computing equipment, including Windows, Mac and LINUX workstations. Teaching and research laboratories and classrooms have additional extensive computer resources for instruction, data analysis and visualization, including state-of-the-art video-projection systems and large-screen display monitors.

### **Geology**

The Department of Geology holds extensive paleontology, mineral, and rock collections for research and teaching. A fully-equipped rock preparation facility, with rock saws, grinding, polishing, crushing, thin section and mineral separation equipment, allows students and faculty to prepare their own samples for petrographic and geochemical analysis. For rock and mineral analysis the department has petrographic microscopes, a Rigaku Ultima IV x-ray diffractometer, and a remote sensing laboratory for digital processing and analysis of imagery by orbiting satellites. The department also houses a fully equipped paleomagnetic and rock magnetic lab that includes an Agico JR-6A spinner magnetometer, an ASC thermal demagnetizer, a DTECH 2000 alternating field demagnetizer, a 10.0 Tesla pulse magnetometer, an Agico KLY2 automated

susceptibility bridge, a dynamic low-magnetic field cage, and a PMS MicroMag™ 3900 Vibrating Sample Magnetometer that is shared with the Physics Department.

The Department hosts a state-of-the-art Geochemistry Suite that houses a modern sedimentology laboratory for analysis of sediments, a large geochemistry lab facility for advanced geochemical research, a ventilation-isolated balance room containing a Mettler Toledo XP56 microbalance, and a Class 10,000 clean lab facility for sensitive isotopic analysis of low-level trace metals in natural materials. Equipment housed in the Geochemistry Suite include an ELTRA Carbon and Sulfur Determinator with TIC module, an inorganic/organic Carbon analyzer, an Agilent inductively-coupled plasma mass spectrometer (ICP-MS), a cathodoluminescence microscope, a Carpenter Microsystems Microsampler, a conodont extraction setup, and heavy liquid mineral separation setup. Sample preparation and processing equipment in the sedimentology lab includes a Virtis XL-55 12-port benchtop freeze-dryer, Labconco water deionizer, IEC Centra-GP8 ventilated benchtop centrifuge, Thermolyne 48000 furnace, VWR 1370 forced-air drying oven, stand-up refrigerator and separate stand-up freezer, two VWR 370 hotplate-stirrers, Branson 5210 ultrasonic bath, 8 sets 3" diameter stainless steel sieves (44 micron - 500 micron mesh) and 2 sets of 8" diameter stainless steel sieves (44 micron - 8 mm mesh). Analytical equipment in the sedimentology lab includes binocular optical microscopes and a UIC Inc. CM5014 coulometric carbon analyzer with furnace and acidification modules, and a Turner Designs 10-AU portable fluorometer for in-vivo/in-situ or extractive chlorophyll analysis.

In addition to a departmental van for transportation to field sites, the geology department has a wide array of field equipment for use by students. Basic mapping equipment includes twelve (12) Brunton 5010 GEO Transit compasses, a high-precision Leica TPS 1100 total surveying station (theodolite and electronic distance meter), four high-precision Trimble differential GPS units including two handheld GeoXT's, and backpack or pole mountable ProXRS and ProXH antennas with field-rugged handheld PCs for data acquisition, and five Xplore Inc. field-rugged Tablet PCs equipped with ESRI ArcGIS mapping software and built-in GPS antennas. Detailed geophysical surveys are supported by an ASD field-portable visible- to near-infrared spectrometer a Bartington Grad601 dual magnetic gradiometer system, and a PulseEKKO 100 ground-penetrating radar system with 50, 100 and 200 MHz antennas. For environmental monitoring students use Onset Hobo data loggers and sensors, a YSI dissolved oxygen sensor, and an In-Situ Troll 9500 multi-parameter water quality meter; other water monitoring equipment includes Van Dorn water sampling bottle, Secchi disk, and a General Oceanics mechanical

flowmeter For rock and sediment sample collection the department has rock hammers, two gas-powered rock drills, several Eijkelkamp augers and coring devices, and a Ponar sediment grab sampler.

### **Physics**

The Department of Physics has many laboratories for education and research. The instructional advanced experimental physics laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. In addition, the instructional optics laboratory has six dark rooms with interferometers, lasers, and miscellaneous equipment for optics experiments. The instructional nuclear physics laboratory houses a low-temperature gamma detector and computer-based multichannel analyzers for nuclear spectroscopy, alpha particle detection, and positron-electron annihilation detection. The instructional electronics laboratory has seventeen stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers. The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment. The Solid State Nuclear Magnetic Resonance (NMR) research laboratory is equipped with two variable-temperature nitrogen flow systems, three fixed-frequency CPS-1 Spin Lock Pulsed NMR Spectrometers, a Varian 1.2 Tesla water-cooled electromagnet, a Spectro Magnetic 0.4 Tesla air-cooled electromagnet, two data acquisition systems, and ancillary electronics and computers. The Photo-Physics Laboratory houses three optical tables, two Nd:YAG pump lasers, three commercial, tunable dye lasers, two auto-tracking harmonic crystal systems, a differentially pumped vacuum chamber with a supersonic pulsed valve to produce molecular beams, and a time-of-flight mass spectrometer for ion detection. In addition, there are various pieces of equipment for data acquisition and laser energy calibration. The Nanomaterials and Spintronics Laboratory has an AJA ATC Orion Sputtering Deposition system, a millipore water purification system, three chemical hoods, a TMC vibration isolated optical table, and a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has a Princeton Applied Research potentiostat (VersaSTAT-200) for electrochemical deposition and an ETS humidity control chamber for self-assembly. It also has a PMS MicroMag™ 3900 Vibrating Sample Magnetometer shared with the Geology Department. Along with the other science departments in the Park Science Center, the Physics Department has shared access to an Atomic

Force Microscope and a new on-campus computing cluster that has 72 computing cores, 512 GB RAM, and 110 TB of accessible storage.

### **Psychology**

The Department of Psychology provides students with laboratory experience encompassing the wide range of subject matters within the discipline of psychology. At the basic level of brain and behavior, the department has a wide range of state of the art equipment including several stereotaxic apparatuses as well as instrumentation for recording and analyzing the activity of single neurons in relation to behavior. This equipment includes oscilloscopes high gain amplifiers, miniature head stages, and stimulators, The equipment interfaces with computers with advanced software for evaluating electrophysiological data. There is also equipment for the microinjection of pharmacological agents for the evaluation of the role of neurotransmitters in important aspects of behavior. For research in cognition, students have access to a variety of computerized programming equipment. This equipment includes digital video cameras, video editing programs, behavioral coding programs, and statistical analysis programs that are used to analyze the behavior, cognition and emotions of human participants ranging in age from early childhood to older adulthood. The laboratory in Introductory Psychology has equipment for studying sensation and perception, decision-making, language processing, and the psychophysiological correlates of human cognition and emotion.

### **Instrument Shop**

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by 2 full-time instrument makers and 1 analytical instrumentation specialist that design, build, troubleshoot and maintain the scientific equipment for instructional and research laboratories in all 6 natural science departments. Capabilities include 3D SolidWorks design modeling of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement, sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. The instrument makers/designers work with undergraduates engaged in research, class projects and senior thesis projects with some hands-on machining and assembly from their designs. Help with material selection, design and production alternatives is also offered.

### **Facilities for the Arts**

Goodhart Hall, which houses the Office of the Arts, is the College's main venue for theater and dance. Performance spaces in Goodhart include the 500-seat McPherson Auditorium, which has state-of-the art

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lighting and sound systems; the Katharine Hepburn Teaching Theater, a flexible black-box-style space with theatrical lighting and sound capabilities; the Music Room, equipped with a small stage and two pianos and used for ensemble rehearsals and chamber-music recitals; and the Common Room, an intimate, carpeted space. Students may also reserve time in the four practice rooms in Goodhart, all of which are furnished with grand pianos.

The M. Carey Thomas Great Hall provides a large space for classical music concerts, lectures and readings, while the adjacent Cloisters, Carpenter Library roof, and Taft Garden are popular outdoor performance spaces. The former Rhoads Dining Hall is appropriate for parties, DJ events, and small-to-medium scale concerts.

The Pembroke and Denbigh dance studios are home to most smaller-to-medium-scale dance performance activities. Both have large windows, ballet bars, mirrors and theatrical lighting capabilities.

Wyndham Alumnae House's Ely Room and English House host creative writing classes, workshops, and readings.

Arnecliffe Studio houses a printmaking studio and plays host to many student-organized workshops, readings and performances. The Rockefeller Hall drafting studios are devoted to architectural studies and theater design. Students interested in learning more about art spaces and venues on campus should visit [www.brynmawr.edu/studentlife/art-spaces/](http://www.brynmawr.edu/studentlife/art-spaces/).

### The Bern Schwartz Fitness and Athletic Center

The Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from a broad offerings of physical education classes, Bryn Mawr Fit Club classes and strength and conditioning sessions for student athletes. The fitness center has over 100 different workout options, free weights, indoor cycling bicycles, ergs, and cardiovascular and strength training machines.

The Class of 1958 Gymnasium is home to the College's intercollegiate badminton, basketball and volleyball programs and hosts two regulation sized basketball and volleyball courts. In addition, the building includes a state-of-the art eight lane swimming pool, athletic training room, locker rooms, a conference smart room and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the

Bern Schwartz Fitness and Athletic Center. For more information please consult [www.brynmawr.edu/athletics/facilities/](http://www.brynmawr.edu/athletics/facilities/).

The outdoor athletics and recreation facilities includes; Applebee Field, Shillingford Field, seven tennis courts, a recreational and club sport field at the Graduate School of Social Work, and an outdoor track and field practice area. The Applebee Field named for Constance M. K. Applebee, the first director of physical education at the College and credited for bringing field hockey to the United States, was renovated in August 2012. The field was converted from natural grass to a synthetic field, and expanded to meet NCAA requirements for lacrosse, soccer and field hockey.

### Campus Center

The Marie Salant Neuberger Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in 1985. As the center for non-academic life, the facility houses a café, lounge areas, meeting rooms, the College post office and the bookshop. The offices of Career Development and Conferences and Events are also located here. Students, faculty and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

## STUDENT RESPONSIBILITIES AND RIGHTS

### The Honor Code

A central principle of Bryn Mawr College is the trust that it places in its students. This trust is reflected in the academic and social Honor Codes. These delegate to individual students the responsibility for integrity in their academic and social behavior. Responsibility for administering the academic Honor Code is shared with the faculty; the academic Honor Board, composed of both students and faculty, mediates in cases of infraction. In the social Honor Code, as in all aspects of their social lives, students are self-governing. A social Honor Board consisting of 10 students mediates in cases where conflicts cannot be resolved by the individuals directly involved. Trained student mediators work with students to resolve conflicts in effective ways.

The successful functioning of the Honor Code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the Honor Code makes great demands on the maturity and integrity of students, it also grants them an independence and freedom that they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever



time during the examination period is most convenient for their own schedules and study patterns.

In resolving academic cases, the Honor Board might fail a student on an assignment or in a course, separate her from the College temporarily, or exclude her permanently. Social infractions that are beyond the ability of the Honor Board to resolve might be brought to a Dean's Panel, which exercises similar authority. For details regarding Honor Board hearings and Dean's Panels, please refer to the Student Handbook.

## Privacy of Student Records

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5920, concerning alleged failures by the institution to comply with the act.. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Undergraduate Dean's Office.

## Directory Information

Bryn Mawr College designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

- Category I: Name, address, dates of attendance, class, current enrollment status, electronic mail address
- Category II: Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
- Category III: Date of birth
- Category IV: Telephone number
- Category V: Marital status

Currently-enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification, which must be in the Registrar's Office by August 15. Forms requesting the withholding of directory information are available in the Registrar's Office. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of directory information indicates individual approval of disclosure.

## Campus Crime Awareness and Fire Safety

### Annual Security Report and Annual Fire Safety Report

### Clery Act and Higher Education Opportunity Act

The Commonwealth of Pennsylvania enacted the College and University Security Act in 1988 (Clery Act) and the Higher Education Opportunity Act in 2008. These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use. These acts also require that this information be available to prospective students and employees upon request. For detailed information please go to: [hwww.brynmawr.edu/safety/act73.htm](http://www.brynmawr.edu/safety/act73.htm). Should you have other general questions please contact the Department of Public Safety at 610-526-7911 or go to: [www.brynmawr.edu/safety/index.htm](http://www.brynmawr.edu/safety/index.htm).

## Right-to-Know Act

The Student Right-to-Know Act requires disclosure of the graduation rates of degree-seeking undergraduate students. Students are considered to have graduated if they complete their programs within six years of the normal time for completion.

### Class entering fall 2006 (Class of 2010)

Size at entrance: 358

After 4 years: 77.7%

After 5 years: 81.6%

After 6 years: 81.8%

## Equality of Opportunity

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination,

which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer and Title IX Coordinator, who administers the College's procedures, at 610-526-7630 or at [eootitleix@brynmawr.edu](mailto:eootitleix@brynmawr.edu).

### Access Services

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act as amended. Students with access needs due to a learning, physical, or psychological disability are encouraged to contact the coordinator of Access Services as early as possible to discuss their concerns and to obtain information about the eligibility criteria and procedures for requesting accommodations. Disclosure of a disability is voluntary, and the information will be maintained on a confidential basis.

## STUDENT LIFE

### Student Advising

The deans are responsible for the general welfare of undergraduates. Students are free to call upon the deans for help and advice on both academic and general matters. After students select their majors at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult the director of residential life, the director of international advising, the director of the Office for Intercultural Affairs, the director of financial aid, the director of career development and the coordinator of student activities. The Student Life Office staff and upperclass students known as hall advisers provide advice and assistance on questions concerning life in the residence halls. Health concerns and questions can be addressed by the College's medical director, director of the counseling service, consulting psychiatrist and counselors through scheduled appointments at the Health Center. Students requiring urgent medical attention or personal assistance outside of regular campus office hours can call on Public Safety.

### Customs Week

The College and the student government's Customs Committee provide orientation for first-year and transfer students. New McBride Scholars participate in a series of workshop designed especially for them. First-year students and transfers take residence before the

College is opened to returning students. The deans, hall advisers and volunteer "customspeople" welcome them, answer their questions and offer advice. Faculty members conduct a lively academic fair and are available to consult with students. All new students meet with a dean or faculty adviser to plan their academic programs for the fall semester. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with many other opportunities and aspects of college life. The Student Activities Office hosts the "Fall Frolic" activities fair soon after classes begin in September.

### Academic Support Services

Academic support services at Bryn Mawr include the Academic Support and Learning Resources Specialist, the Writing Center, the Q Center (Quantitative Reasoning Project), peer mentoring, peer tutoring and a variety of study-skills support services. The Academic Support and Learning Resources Specialist offers free individual and small group meetings with students to identify and implement techniques for more effective learning, studying, test-taking and time and stress management. The Academic Support and Learning Resources Specialist also offers workshops and class presentations. The Writing Center offers free, individual consultations with peer writing tutors to review, strategize and revise writing assignments and projects, as well as consultations for public speaking. The Writing Center also offers occasional workshops open to the campus. The Q Center supports student work on quantitative problems in introductory courses across social science and science disciplines. The Q Center is staffed by peer mentors who are trained to help students with quantitative reasoning, problem solving strategies, and alleviating math anxiety. Peer mentoring and peer tutoring are available without cost to students. More information about academic support services can be found on the Deans' Office website at: [www.brynmawr.edu/deans/for\\_students.shtml](http://www.brynmawr.edu/deans/for_students.shtml).

### Center for Leadership, Innovation and Liberal Arts

Launching in the fall of 2013, the Center for Leadership, Innovation and Liberal Arts is both a reorganization of existing centers on campus and an effort to greatly enhance the opportunities available to students for their professional and personal development. CLILA's overarching goal is to help students find ways to use their Bryn Mawr education in all aspects of their professional and vocational lives beyond the College. To this end, CLILA will provide integrated and coordinated services, programs and opportunities in career exploration, internships, civic engagement, leadership, professional and personal skill-building, networking and alumnae/-i mentoring.

### Career and Professional Development

The liberal arts experience positions students and alumnae/i with a highly valued foundation for rewarding, stimulating and successful careers building on their interests in and outside of the classroom. Well developed communication skills, critical thinking, problem solving, breadth of interdisciplinary thought and in depth research are keystone building blocks for long term career success and leadership. Curricular and co-curricular experiences are intentionally designed to create ample opportunity for engagement in actively exploring interests and developing related skill sets as one's career interests begin to take form and grow during the college years.

Through the Center for Leadership, Innovation and the Liberal Arts, career development programs serve to engage students throughout their Bryn Mawr experience with first hand exploration as well as hands on experience in fields of interest. They encourage active career exploration, research and reflection beginning in the first year and throughout the years at the College. In recent years, programs have focused on careers in the arts, business and finance, communications, education, sustainability, technology, gap year programs, law, mathematics, health, international relations and conflict resolution. Each year brings a new variety of topics. Alumnae/i are invited to continue to utilize as well as contribute to our services and active alumnae/i networks.

The following list offers a sampling of career and professional development services.

- One on one career counseling & interest assessment
- Online information on more than 2,000 internships
- Online databases of career information and job postings (password protected)
- OCEAN (Online Career Exploration And Networking) career opportunity management system
- Student Career Interest Registration fuels target emails of opportunity announcements
- Externships: 2 – 10 day job shadowing with alumnae/i during breaks
- Career Exploration Days and Employer Site Visits during breaks
- Careers Conferences and Alumnae/i Panels
- Alumnae/i Networks for career information and advice
- Coaching on Resume Building, LinkedIn profiles, Job Search and Interview Skills
- Mock Interview Days
- Employer and Graduate & Professional School Information Sessions

- On Campus Recruiting / Interview Programs
- Off Campus Recruiting / Interview Programs in Chicago, New York, Washington, DC & San Francisco
- Not-for-Profit Career Fairs in Boston (Wellesley) and Philadelphia (on campus)
- National Virtual Job Fairs

### Health Center

The Health Center is a full service primary care office open to students when the College is in session. The College's Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

Outpatient primary care medical services include first aid, nursing visits, routine laboratory work, same day appointments in the medical clinic, gynecological services and appointments with the College physician. There is no charge for doctor, nurse practitioner or nurse visits. A current fee schedule for other services is available on the health center website at [brynawr.edu/healthcenter](http://brynawr.edu/healthcenter). No student is denied needed care due to an inability to pay.

The counseling service is available to all undergraduate students. Each student may receive six free visits per academic year. While there is a fee for subsequent visits, no student is ever denied service because of an inability to pay. Consultation with a psychologist, social worker or psychiatrist can be arranged by appointment by calling the main number of the Health Center.

All entering students must file completed medical history and evaluation forms with Health Services before registration for classes.

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insurance policy is a limited one and will not cover a significant portion of the costs of a major illness or hospitalization. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. For information on leaves of absence, see Departure from the College prior to Graduation in the Academic Regulations.

### Student Residences

Residence in College housing is required of all undergraduates, except those who live off campus after having received permission to do so from the College during the annual room draw.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. More information is posted on the Residential Life website: [www.brynmawr.edu/residentiallife/policies](http://www.brynmawr.edu/residentiallife/policies).

Thirty-nine hall advisors provide resources and advice to students living in the halls, and they work with the elected student officers to uphold the social Honor Code within the halls.

The halls are open during fall and spring breaks and Thanksgiving vacation, but the dining halls are closed. During winter vacation, special arrangements are made for international students, winter athletes and students who are taking classes at the University of Pennsylvania who wish to remain in residence. These students pay a special fee for housing and live in an assigned residence hall. The dining halls are closed during winter break.

The College will consider modifying housing assignment procedures or arrangements when necessary to provide equal access to the residence halls for students with disabilities. Any student who requires consideration should contact the Coordinator of Access Services.

The College is not responsible for loss of personal property due to fire, theft or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

Residence halls on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former member of the Board of Trustees. Batten House serves as a residence for those interested in a cooperative living environment.

The College offers a variety of living accommodations, including singles, doubles, triples, quadruples and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors and any other accessories they wish.

The physical maintenance of the halls is the responsibility of the director of Facilities Services and Housekeeping Services. At the end of the year, each student is held responsible for the condition of her room and its furnishings. Room assignments, the hall-advisor program, residential life policies, and vacation-period housing are the responsibility of the director of Residential Life.

Resident students are required to participate in the meal plan, which provides 20 meals per week. For those living at Batten House, where a kitchen is available, the meal plan is optional. Any student with medical or other extraordinary reasons for exemption from participation in the meal plan may present documentation of her special needs to the coordinator of Access Services. Ordinarily, with the help of the College dietician, Dining Services can meet such special needs. When this is not possible, written notice of exemption will be provided by the coordinator of Access Services.

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. When there is equal interest from students at both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few students may live on the other campus for a year. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of bi-college options change each year.

For non-resident students, locked mailboxes are available in the Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. All matriculated undergraduate students are entitled to full use of all out- and in-patient health services.

## ADMISSION

Bryn Mawr College is interested in candidates of character and ability who want an education in the liberal arts and sciences and are prepared for college work by a sound education. The College has found highly successful candidates among students of varied interests and talents from a wide range of schools and regions in the United States and abroad. In its consideration of candidates, the College looks for evidence of ability in the student's high-school record, the challenge of her program of study, her rank in class (if available), and her College Board, AP, or ACT tests; it asks her high-school adviser and several teachers for an estimate of her character, maturity and readiness for college.

Candidates are expected to complete a four-year secondary school course. The program of studies providing the best background for college work includes English, languages and mathematics carried through most of the school years and, in addition, history and a laboratory science. A school program giving good preparation for study at Bryn Mawr would be as follows: English grammar, composition and literature through four years; at least three years of mathematics, with emphasis on basic algebraic, geometric and trigonometric concepts and deductive reasoning; three years of one modern or ancient language, or a good foundation in two languages; some work in history; and at three courses in science, including 2 lab sciences preferably biology, chemistry or physics. Elective subjects might be offered in, for example, art, music or computing to make up the total of 16 or more credits recommended for admission to the College.

Since school curricula vary widely, the College is fully aware that many applicants for admission will offer programs that differ from the one described above. The College will consider such applications, provided the students have maintained good records and continuity in the study of basic subjects.

### Application

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at [www.commonapp.org](http://www.commonapp.org). For more information about applying to Bryn Mawr please visit: [www.brynmawr.edu/admissions/apply/](http://www.brynmawr.edu/admissions/apply/).

### Admission Plans

Application to the first-year class may be made through one of three plans: Fall Early Decision (ED I), Winter Early Decision (ED II), or Regular Decision.

- For all three plans applicants follow the same procedures and are evaluated by the same criteria.
- Both the Fall Early Decision (ED I) and Winter Early Decision (ED II) plans are binding and are most beneficial for the candidate who has thoroughly investigated Bryn Mawr and has found the College to be her clear first choice. The ED II plan differs only in recognizing that some candidates may arrive at a final choice of college later than others.
- An early decision candidate may not apply early decision to any other institution but may apply to another institution under a regular admission plan or a non-binding early action plan. If admitted to Bryn Mawr College under an early decision plan, the student is required to withdraw applications from all other colleges or universities.
- An early decision candidate must sign the Common Application Early Decision Agreement indicating that she understands the commitment required. The signatures of a parent and a high school official are also required. The Early Decision Agreement may be found on the Common Application website.
- Early decision candidates will receive one of three decisions: admit, defer to the regular applicant pool, or deny. If admitted to Bryn Mawr, the student is required to withdraw all other applications. If deferred to the regular pool, the student will be reconsidered along with the regular admission applicants and will receive notification in early April. If refused admission, the student may not apply again that year.
- The Regular Decision Plan is designed for those candidates who wish to keep open several different options for their undergraduate education throughout the admission process. Applications under this plan are accepted at any time before the January 15 deadline.

### Application Deadlines

Fall Early Decision (ED I) the deadline for applications and all supporting materials: November 15

Winter Early Decision (ED II) the deadline for applications and all supporting materials: January 1

Regular Decision Plan the deadline for applications and all supporting materials: January 15

### Entrance Tests and Interviews

Bryn Mawr is "test flexible." The "test flexible" policy allows Bryn Mawr applicants to select the standardized tests that they believe best represent their academic

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potential. The standardized testing requirements for students applying to the Undergraduate College under the Early Decision I, Early Decision II, or Regular Decision plans are as follows:

- The SAT Reasoning Test and a combination of two different SAT Subject Tests or AP tests or
- The ACT or
- A combination of three SAT Subject Tests and/or AP tests in the following areas:
  1. Science or Math and
  2. English, History, Languages, Arts or Social Sciences and
  3. Student's Choice: one subject of the student's choice but in a subject different from the other two.
- Only one non-English language test result may be submitted.
- If your first language is not English you may submit the results of one test in your first language, but only as your "student's choice." One of your remaining test results must be from subject area 1 and the other must be from subject area 2, as listed above.

### AP Tests

#### *Math and Sciences*

Biology  
Calculus AB  
Calculus BC  
Chemistry  
Computer Science A  
Computer Science AB  
Environmental Science  
Physics B  
Physics C  
Statistics

#### *English, History, and Languages*

Art History  
Chinese Language and Culture  
English Language  
English Literature  
European History  
French Language  
French Literature  
German Language  
Italian Language and Culture  
Japanese Language and Culture  
Latin Literature  
Latin: Vergil  
Spanish Language  
Spanish Literature

U.S. History  
World History

#### *Arts*

Music Theory  
Studio Art

#### *Social Sciences*

Psychology  
Comparative Government & Politics  
U.S. Government & Politics  
Human Geography  
Macroeconomics  
Microeconomics

### SAT Subject Tests

#### *Math and Sciences*

Mathematics Level 1  
Mathematics Level 2  
Biology (ecological)  
Biology (molecular)  
Chemistry  
Physics

#### *English, History and Languages*

English Literature  
World History  
U.S. History  
Chinese with Listening  
French  
French with Listening  
German  
German with Listening  
Spanish  
Spanish with Listening  
Modern Hebrew  
Italian  
Latin  
Japanese with Listening  
Korean with Listening

All tests must be completed by the January test date.

Candidates are responsible for registering with the College Entrance Examination Board, or ACT, Inc. for the tests. Information about the tests, test centers, fees and dates may be obtained by contacting the following: The College Board: [www.collegeboard.com](http://www.collegeboard.com). ACT, Inc.: [www.actstudent.org](http://www.actstudent.org).

### Interview

An interview either at the College, with an alumna admissions representative, or via Skype or telephone is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews, information sessions, and campus tours can

be made in advance by completing the campus visit request form at <http://www.brynmawr.edu/admissions/visit/daily/request.html> or calling the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays, and is open on select Saturdays throughout the year. A student who is unable to visit the College can arrange an alumna or Skype interview by visiting: [www.brynmawr.edu/admissions/regional/interview/index.html](http://www.brynmawr.edu/admissions/regional/interview/index.html).

## International Students

Bryn Mawr welcomes applications from international students who have outstanding secondary school records and who meet university entrance requirements in their own countries.

All applicants to Bryn Mawr should follow Bryn Mawr's "test flexible" policy (see above). Bryn Mawr requires official scores be sent by the College Board and/or ACT, Inc. The Subject Tests and/or AP exams are highly recommended but not required for those students living abroad. (For all additional testing requirements, please follow the guidelines in the section entitled Entrance Tests and Interviews.)

The minimum standardized testing requirement for international applicants is the SAT test. Official results from two additional SAT Subject Tests or AP Tests are recommended, but not required. International applicants may also take advantage of Bryn Mawr's "test flexible" option. Details about the "test flexible" option may be found on our website: [www.brynmawr.edu/admissions/test\\_policy.shtml](http://www.brynmawr.edu/admissions/test_policy.shtml).

Information about the SAT is available at [www.collegeboard.org/](http://www.collegeboard.org/). A student may opt to take the ACT test ([www.act.org](http://www.act.org)) in place of the SAT. Because exams are only given on selected dates students should sit for their exams well in advance of the application deadline. Students who have not been educated in English or who do not speak English as a native language must present credentials proving their proficiency in English.

If English is not your first language, you must submit the results of the Test of English as a Foreign Language (TOEFL)\* examination or the International English Language Testing System (IELTS)\*\* exam. This requirement may be waived for students whose principal language of instruction for the past four years has been English. Bryn Mawr will accept official results of any of the TOEFL tests: computer, paper or Internet-based.

\*[www.toefl.org](http://www.toefl.org)

\*\*[www.ielts.org](http://www.ielts.org)

For more information about the application process for students from overseas, visit [www.brynmawr.edu/admissions/criteria/international.html](http://www.brynmawr.edu/admissions/criteria/international.html).

## Early Admission and Deferred Entrance

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for early admission should plan to complete a senior English course before entrance to the College and should write to the director of admissions about application procedures. An interview, on campus or with an alumna admissions representative, is required of early admission candidates.

A student admitted to the College may request to defer entrance to the freshman class for one year. Students who wish to request a deferred entrance must first confirm enrollment and submit the \$500 deposit. Students are required to write the director of admissions with this request by May 1 with details as to how they will spend this time. Students will be contacted as to whether their requests have been approved.

## Credit for Advanced Placement Tests and International Exams

Students who have carried advanced work in school and who have honor grades (5 in Art History, English, Environmental Science, French, Government and Politics, History, Music Theory, Psychology and Spanish; 4 or 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the first year at the College.

With the approval of the dean and the departments concerned, one or more Advanced Placement Tests with honor grades may be presented for credit. Students receiving six or more units of credit may apply for advanced standing. The Advanced Placement Tests are given at College Board centers in May. For more information, visit [www.brynmawr.edu/registrar/AcadRegs/APexam.shtml](http://www.brynmawr.edu/registrar/AcadRegs/APexam.shtml).

Bryn Mawr recognizes the academic rigor of the International Baccalaureate program and awards credit as follows:

- Students who present the full International Baccalaureate diploma with a total score of 30 or better and honor scores in three higher-level exams normally receive one year's credit.
- Those with a score of 35 or better, but with honor scores in fewer than three higher-level exams, receive two units of credit for each honor score in higher-level exams plus two for the exam as a whole.
- Those with a score of less than 30 receive two units of credit for each honor score in a higher-level exam.

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\*Honors scores are considered to be 6 or 7 in English, French, History and Spanish; 5, 6 or 7 in other subjects.

Bryn Mawr also recognizes and awards credit for other international exams. Depending upon the quality of the examination results, Bryn Mawr may award credit for Advanced Levels on the General Certificate of Education (GCE), the French Baccalaureate, German Abitur and other similar exams.

Some placement tests are given at the College during Customs Week (Bryn Mawr's orientation program for new students) and students can consult with their dean about the advisability of taking these placement tests.

### Home-Schooled Students

Students who have received home-schooling must submit the following supporting documents in addition to The Common Application.

1. Official transcripts from any high school(s) or postsecondary institution(s) attended;
2. An academic portfolio that includes:
  - A transcript of courses taken, either self-designed which includes reading lists and syllabi, or a formal document from a correspondence school or agency;
  - Evaluations or grades received for each subject;
  - A short research paper, preferably completed within the last year (including evaluator's comments);
  - Two letters of reference from sources other than parents.
3. An additional essay on the reasons for choosing home-schooling; and
4. An interview (on campus, via Skype, or by telephone) with a member of the admissions staff.

Please note that the supporting documents noted above is in addition to those items required of all applicants: official test results from The College Board or the ACT, Inc., two teacher recommendation letters and essays as outlined on The Common Application.

### Transfer Students

Each year a number of students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high-school records that compare favorably with those of women entering Bryn Mawr as first-year students. Students who have failed to meet the prescribed standards of academic work or who have

been put on probation, suspended or excluded from other colleges and universities will not be admitted under any circumstances.

The deadline for spring entrance is November 1 and fall entrance is March 1. Transfer applicants are required to submit The Common Application and all supporting documents.

The minimum standardized testing requirement for transfer applicants is the SAT test. Official results from two additional SAT Subject Tests or AP Tests are recommended, but not required. Transfer applicants may also take advantage of Bryn Mawr's "test flexible" Please note: the standardized test requirement will vary if you are an applicant under the Katharine McBride Scholars Program. For more information about applying to Bryn Mawr as a transfer applicant, please visit:

[www.brynmawr.edu/admissions/apply/transfer.html](http://www.brynmawr.edu/admissions/apply/transfer.html).

To qualify for the A.B. degree, students ordinarily should have completed a minimum of two years of full-time study at Bryn Mawr.

### The Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program was created to give women, 24 or above, who for one reason or another did not begin or complete their education immediately following high school, an opportunity to attend Bryn Mawr College.

Applicants under the McBride program are required to submit The Common Application in addition to the items listed below.

- All official high school transcripts or GED equivalent (Secondary School Final Report is not required)
- All official college transcripts
- Two Instructor Evaluations\*
- College Official's Report\*
- TOEFL (if applicable)

\*McBride Scholar applicants who have not attended college within the last three years may submit letters of reference from recommenders other than professors. They must also request, in writing, a waiver of material from the coordinator of the McBride Scholars program, which will excuse them from the College Official's Report. Requests should be sent to [admissions@brynmawr.edu](mailto:admissions@brynmawr.edu) with the attention to McBride Coordinator. Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while



enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information, please visit: [www.brynmawr.edu/mcbride](http://www.brynmawr.edu/mcbride).

Bryn Mawr College exclusively accepts The Common Application and there is no application fee. The Common Application is available at [www.commonapp.org](http://www.commonapp.org). For more information about applying to Bryn Mawr please visit:

[www.brynmawr.edu/admissions/apply/mcbrides.html](http://www.brynmawr.edu/admissions/apply/mcbrides.html).

## The Community College Connection

Community College Connection (C3) encourages women studying at the Community College of Philadelphia and Montgomery County Community College to continue their education toward a bachelor's degree at Bryn Mawr College.

Students pursuing an A.A., A.S., or A.F.A. at either community college are eligible to apply. At the time of application, students should have completed or nearly completed their associate's degree with strong core classes that cross disciplines.

The most competitive applicants demonstrate the potential and drive to complete a bachelor's degree at a liberal arts college, have a G.P.A. of approximately 3.5 or higher, and demonstrate leadership abilities and critical thinking skills.

Though not eligible for this program, students at other community colleges may qualify to apply as transfer students.

C3 applicants to Bryn Mawr College should follow the application instructions for transfer students. The application deadline for spring entrance is Nov. 1 and the application deadline for fall entrance is March 1. In addition to The Common Application and supporting documents required for all transfer applicants, C3 applicants are required to have an interview with a member of the Office of Admissions.

## Readmission

A student who has withdrawn from the College must apply for permission to return. She should contact the Undergraduate Dean's Office concerning the application process and be prepared to demonstrate that she is ready to resume work at Bryn Mawr.

# BILLING, PAYMENT AND FINANCIAL AID

## Student Financial Services

Student Financial Services administers the College's financial aid programs, bills for tuition, room and board, fines and other fees.

## Costs of Education

The tuition and fees in 2013-2014 for all enrolled undergraduate students, resident and nonresident, is \$43,900 a year.

### Summary of Fees and Expenses for 2013-2014

Tuition .....	\$42,870
Residence (room and board).....	\$13,860
College Fee .....	\$720
Self-Government Association Dues.....	\$310

#### Other Fees:

Laboratory fee (per lab per semester) .....	\$50
Continuing enrollment fee (per semester) .....	\$355

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition annually in recent years. Further annual increases may be expected.

## Billing and Payment Due Dates

By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in early July and is due August 1. The bill for the spring semester is sent the first week in December and is due January 2.

Student Financial Services sends an email containing a link to the electronic billing statement, (eBill) to the student's official Bryn Mawr email address. The College no longer sends paper bills. Students are able to set up authorized payers (parents or others) who then can view bills online, make payments by electronic check or set up a payment plan when enrollment opens. Our third-party on-line processor for eBilling is Nelnet Business Solutions, (NBS). Students and authorized payers may make one-time ePayments through their QuikPAY product or utilize eCashier for the Automatic Monthly Payment Plan accessed through [virtual.brynmawr.edu](http://virtual.brynmawr.edu). The College's payment plan, eCashier, enables monthly payment of all or part of semester fees in installments without interest charges. The cost of enrolling is a \$25 nonrefundable fee per semester. Payments for the plan commence prior to the beginning of each term.

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Information about the payment plan is available from Student Financial Services.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript or participate in room draw until all accounts are paid, including the activities fee assessed by the student Self-Government Association officers. This fee covers class and hall dues and support for student organizations and clubs. All resident students are required to participate in the College meal plan.

A fee of \$355 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of \$500. This charge is billed to the student's account.

All entering students are required to make a deposit of \$500. This deposit is applied to the student's tuition account.

### Refund Policy

Students will be refunded 100% of their previously paid tuition, room and board, and college fee if the Registrar receives written notice that the student has withdrawn from the College or begun a leave of absence before the first day of classes.

For a student withdrawing from the College or embarking on a medical or psychological leave of absence on or after the first day of classes, refunds of tuition, room and board occur according to a pro rata schedule up to 60% attendance. No refunds are processed for withdrawals after 60% of the semester. Fall and spring breaks are not included in the calculation of refund weeks. Note that Self-Government Association dues and the health insurance portion of the college fee are non-refundable.

The date the student began the withdrawal process by contacting the dean's office orally or in writing is considered the date of withdrawal for College refunds and for the return of Title IV funds. When a student continues to attend classes or other academically related activity after beginning the withdrawal process, the College may choose to use the student's last date

of documented attendance at an academically related activity as the date of withdrawal. For a student who leaves the College without notifying the College of her intent to withdraw, the College normally uses the student's last date of documented attendance at an academically related activity as the date of withdrawal. If that date cannot be ascertained, the College will consider the midpoint of the enrollment period to be the date the student withdrew.

### When a Student Withdraws

#### Treatment of Title IV Federal Aid When a Student Withdraws

This policy applies to all students receiving Federal Pell Grants, Federal Iraq and Afghanistan Service Grant, Federal Direct Stafford Loans, Federal PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, and in some cases, state grants.

When a recipient of Title IV Federal grant or loan assistance withdraws or takes a leave of absence from the College during the semester, the College must determine per a federal formula, the amount of federal aid that the student may retain as of the withdrawal date. Any federal aid that the student is eligible to receive, but which has not been disbursed, will be offered to the student as a post-withdrawal disbursement. Any federal aid the student is not eligible to receive according to the federal refund policy will be returned to the federal government.

The student is entitled to retain federal aid based on the percentage of the semester she has completed. As prescribed by federal formula, the College calculates the percentage by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Fall and spring breaks are excluded as periods of nonattendance in the enrollment period. Once the student has completed more than 60% of the semester, she has earned all of the Title IV assistance scheduled for that period.

The amount of Title IV assistance not earned is calculated by determining the percentage of assistance earned and applying it to the total amount of grant and loan assistance that was disbursed. The amount the school must return is the lesser of:

- the unearned amount of Title IV assistance or
- the institutional charges incurred for the period of enrollment multiplied by the unearned percentage.

The order of return of Title IV funds is:

- Unsubsidized Federal Direct Stafford Loans
- Subsidized Federal Direct Stafford Loans
- Federal Perkins Loans

- Federal PLUS Loans
- Federal Pell Grants
- Federal Iraq Afghanistan Service Grant
- Federal Supplemental Education Opportunity Grants (FSEOG)
- Other Title IV assistance

If the College has issued a refund of Title IV funds in excess of the amount the student has earned prior to the withdrawal date, the student is responsible for repaying the funds. Any amount of loan funds that the student (or the parent for a PLUS Loan) has not earned must be repaid in accordance with the terms of the promissory note, that is, the student (or parent for a PLUS Loan) must make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds is called an overpayment. The amount of a grant overpayment that the student must repay is half of the unearned amount. The student must make arrangements with the College or the Department of Education to return the unearned grant funds.

The calculation of Title IV Funds earned by the student has no relationship to the student's incurred charges. Therefore, the student may still owe funds to the College to cover unpaid institutional charges.

A leave of absence is treated as a withdrawal and a return of Title IV funds may be calculated. A student may take a leave of absence from school for not more than a total of 180 days in any 12-month period.

The calculation of the Title IV refund will be done by the office of student financial services.

#### **Deadlines for Returning Title IV Funds**

The amount of the refund allocated to the Federal Stafford Loan and Federal PLUS Program will be returned by the College to the Federal Department of Education within 60 days after the student's withdrawal dates, as determined by the school.

The amount of the refund allocated to Federal Pell Grant, Federal Iraq and Afghanistan Service Grant, Federal SEOG, and Federal Perkins will be returned by the College to the appropriate federal program accounts within 45 days of the date the student officially withdrew or was expelled, or within 45 days of the date the College determined that the student had unofficially withdrawn.

The amount of the refund, if any, allocated to the student will be paid within 45 days of the student's withdrawal date or, if the student withdrew unofficially, the date that the dean's office determined that the student withdrew.

#### **Treatment of College Grants When a Student**

#### **Withdraws**

The amount of College grant funds a student will retain is based on the percentage of the period of enrollment completed.

#### **Treatment of State Grants When a Student Withdraws**

The amount of the state grant funds a student will retain is based on the individual refund policy prescribed by the issuing state.

### **FINANCIAL AID**

For general information about financial aid and how to apply for financial aid, consult the Student Financial Services website at [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs). Detailed information about the financial aid application and renewal process, types of aid available and regulations governing the disbursement of funds from grant and loan programs, can be found in the Student Financial Services Handbook, which is updated and published annually, and posted to our website.

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the

amounts available each year. More than 75% percent of undergraduate students in the College receive financial aid. The amount of grant aid awarded by Bryn Mawr to students ranges from \$2,000 to \$53,220.

Initial requests for financial aid are reviewed by Student Financial Services and are judged on the basis of the student and her family's demonstrated financial need. Students must reapply each year. Eligibility is re-established annually, assuming the student has maintained satisfactory progress toward her degree. Bryn Mawr College subscribes to the principle that the amount of aid granted a student should be based upon documented financial eligibility. When the total amount of aid needed has been determined, awards are made in the form of grants, loans and jobs.

#### **Bryn Mawr Merit Scholarship**

Students admitted to Bryn Mawr College as first-year, first-time students are automatically considered for the Bryn Mawr Merit Scholarship; no additional application is required. Applicants are evaluated using Bryn Mawr's holistic admission review process, which takes numerous factors into account including but not limited

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to academic coursework and performance, involvement in school and community, leadership qualities, standardized test scores, letters of recommendation, quality and content of writing, and potential to contribute in meaningful ways to the Bryn Mawr community.

Students may receive a Bryn Mawr Merit Scholarship even with no demonstrated financial need. Merit scholarships may be awarded to U.S. citizens, permanent residents, and international students. In past years, awards have ranged from \$8,000-\$20,000 per year. Scholarships are awarded at the time of admission, and are renewable each year for up to four years as long as the student remains in good academic standing with the College. Bryn Mawr Merit Scholarship, in conjunction with other sources of financial aid and entitlements, cannot exceed the cost of attendance.

In addition to the funds made available through College resources, Bryn Mawr participates in the following Federal Student Assistance Programs:

- The Federal Direct Stafford Loan Program: Low interest federal loans for undergraduate students.
- The Federal Direct PLUS Loan: Low interest federal loans for parents of dependent undergraduates.
- The Federal Perkins Loan: A low-interest federal loan for undergraduates with federal need.
- The Federal Work-Study Program: This program provides funds for campus jobs for students who meet the federal eligibility requirements.
- The Federal Pell Grant: A federal grant awarded to undergraduates who have not earned a bachelor's degree and who demonstrate a level of financial need specified annually by the Department of Education
- The Federal Iraq and Afghanistan Service Grant: For students who are not eligible for Pell Grant but whose parent or guardian was a member of the U.S. armed forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001.
- The Federal Supplemental Educational Opportunity

Grant (FSEOG): A federal grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants.

Instructions to apply for financial aid are included in the Admissions Prospectus and on the Student Financial Services web page at [www.brynmawr.edu/sfs](http://www.brynmawr.edu/sfs).

### Required Forms and Instructions for U.S. Citizens and Permanent Residents

#### First-Year and Transfer Students

Only applicants who apply for aid at the time of initial admission will be considered for Bryn Mawr Grant assistance during any of their subsequent years of enrollment at the College. To be considered for aid as a freshman, the applicant's response to the FA Intent question on *The Common Application* must be affirmative. Applicants may apply and will be considered for federal aid, including the Federal Direct Stafford Loan Program, every year regardless of applying for aid as a freshman.

**CSS Financial Aid PROFILE:** Submit the CSS Financial Aid/PROFILE at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049.

**Renewal Free Application for Federal Student Aid (FAFSA):** Submit the Renewal FAFSA as soon as possible to meet the deadline, but not before January 1st. The Bryn Mawr College federal code number is 003237.

**Federal Tax Returns:** Students and their parents must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W2 forms to the College Board Institutional Document Service (IDOC). Students and parents who are not required to file a federal income tax return must submit copies of all W-2

Submission Dates	PROFILE	Tax Returns	FAFSA
Fall Early Decision	November 15	March 1	After January 1
Winter Early Decision	January 1	March 1	After January 1
Regular Decision	February 15	March 1	After January 1
Fall Transfer	March 1	March 1	After January 1
Returning Students	Submit all documents by April 15		

forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC as one complete packet and must have an IDOC cover sheet.

**Trust Documents:** Students and parents who are beneficiaries of trust funds (other than Uniform Gift to Minor Act trusts) must submit a copy of the Trust Tax Form 1041, the beneficiary's K-1 form, the year-end investment account statement for the trust assets, and a copy of the trust instrument governing the management of the trust by the Trustee to IDOC.

**Returning Students**

Returning students must reapply for financial aid each year. All applications and documents must be submitted by April 15. Eligibility is re-established annually and depends on the student's maintaining satisfactory progress toward the degree and on her continued demonstrated need for assistance. The financial aid award may change each year as a result of annual changes in family circumstances, such as the number of family members in college or the family's adjusted gross income. Self-help expectations including campus employment and the amount of the federal loan a student is expected to borrow may increase each year.

**CSS Financial Aid PROFILE:** Submit the CSS Financial Aid/PROFILE at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049.

**Renewal Free Application for Federal Student Aid (FAFSA):** Submit the Renewal FAFSA as soon as possible to meet the deadline, but not before January 1st. The Bryn Mawr College federal code number is 003237.

**Federal Tax Returns:** Continuing students and their parents must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W2 forms to the College Board Institutional Document Service (IDOC). Students and parents who are not required to file a federal income tax return must submit copies of all W-2 forms along with a Parent or Student Non-Tax-Filer Form to IDOC. All documents should be submitted to IDOC as one complete packet and must have an IDOC cover sheet.

**Required Forms and Instructions for International Students:**

**First Year and Transfer**

**CSS Financial Aid PROFILE.** Register for a customized CSS/Financial Aid PROFILE online at least two weeks before the deadline. If the student's parent is divorced, separated or has never been married, submit the CSS Noncustodial Parent PROFILE. The Bryn Mawr College CSS code number is 2049. International students from Iran, Cuba, Sudan and North Korea, Benin, Cameroon, Ghana, Nigeria and Togo are

<b>Dependent Undergraduates (Except Students Whose Parents Cannot Borrow PLUS Loan)</b>	<b>Base Amount</b>	<b>Additional Unsubsidized Loan</b>	<b>Maximum</b>
1st-year undergraduate	\$3,500	\$2,000	\$5,500
2nd-year undergraduate	\$4,500	\$2,000	\$6,500
3rd/4th-year undergraduate	\$5,500	\$2,000	\$7,500

  

<b>Independent Undergraduates and Dependent Students Whose Parents Cannot Borrow PLUS Loan</b>	<b>Base Amount</b>	<b>Additional Unsubsidized Loan</b>	<b>Maximum</b>
1st-year undergraduate	\$3,500	\$4,000 + \$2,000	\$9,500
2nd-year undergraduate	\$4,500	\$4,000 + \$2,000	\$10,500
3rd/4th-year undergraduate	\$5,500	\$5,000 + \$2,000	\$12,500

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not eligible to complete the PROFILE or Noncustodial PROFILE and should complete the International Student Financial Aid Application, available for download [www.brynmawr.edu/edu/sfs/forms.html](http://www.brynmawr.edu/edu/sfs/forms.html).

Please fax: 610-526-5249, or email as a PDF: [sfs@brynmawr.edu](mailto:sfs@brynmawr.edu)

**Statement of Parental Earnings:** Submit statements from both parents' and stepparents' employers stating annual gross income and value of any employment benefits and/or copies of all pages of parents' national tax returns, both personal and business. English translations and conversion to U.S. dollars are required. Submit parents' wage/income statements to Bryn Mawr College by mail: Bryn Mawr College, Student Financial Services, Bryn Mawr, PA 19010, by email: [sfs@brynmawr.edu](mailto:sfs@brynmawr.edu) or by fax: 011-610-526-5249

### Returning Students

As long as they are continually enrolled, international students are not required to re-submit a financial aid application annually. College grants and loans are automatically renewed. International students who have not attended Bryn Mawr for more than two semesters are required to submit a new financial aid application. Only international students who were awarded aid upon entrance to the College are eligible for college grant and loan support in subsequent years at Bryn Mawr.

For a list of scholarship funds and prizes that support the awards made, see the scholarship funds page. These funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately. For information on loan funds, see the loan funds page.

## Loan Funds

### Federal Direct Stafford Loans

The Federal Direct Stafford Loan Program enables students who are enrolled at least half-time (two units) to borrow directly from the federal government rather than from a bank. Loans made through this program include the Direct Subsidized Stafford and the Direct Unsubsidized Stafford Loans.

Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The repayment term ranges from 10 to 25 years depending on the amount borrowed and the repayment plan chosen. The minimum monthly payment is \$50. If the student borrows a smaller amount, she will have shorter payment terms. If the student borrows a larger amount, she may wish to consolidate her loan to extend the repayment term. The student should review her options at [www.ed.gov/DirectLoan](http://www.ed.gov/DirectLoan). The interest rate

for Federal Direct Stafford Loans first disbursed on or after July 1, 2013 is 6.8%.

A loan origination fee of 1.051% will be deducted from the gross amount on all Federal Direct Stafford Loans first disbursed on or after July 1, 2013.

Additional information on the Federal Direct Stafford Loan Program is available from Student Financial Services or the Student Financial Services Handbook. Perkins Loan

The Perkins Loan Program is administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through a federal needs test. The 5% interest rate and repayment of the loan begin nine months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. Cancellation and deferment of loan payments are possible under certain circumstances, which are detailed in the loan promissory note. Awards range from \$500 to \$4,000 per year and are based on financial eligibility and the availability of funds.

### Federal Direct PLUS Loan

The Federal Direct PLUS Loan is a federally subsidized loan program designed to help parents of dependent undergraduates pay for educational expenses. Repayment begins on the date of the last disbursement. Parent PLUS loan borrowers whose funds were first disbursed on or after July 1, 2013 have the option of delaying their repayment on the PLUS loan either 60 days after the loan is fully disbursed or six months after the dependent student is not enrolled at least half-time.

During this time, interest may be paid by the parent or capitalized.

Interest rate on the PLUS Loans borrowed on or after July 1, 2006 is fixed at 7.9%. A loan origination fee of 4.204% will be deducted from the gross amount on all Federal Direct PLUS Loans first disbursed on or after July 1, 2013 and before July 1, 2014. A PLUS borrower may pay the interest as it accrues during a deferment, or allow it to accrue and be capitalized at the end of the deferment period.

### International Loan

The International Loan Program is administered by the College from institutional funds, and must be awarded as part of a student's aid offer. Recipients must remain enrolled at the College at least half time to retain eligibility. The 5% interest rate and repayment of the loan begin 12 months after graduation, withdrawal from the College or dropping below half-time status. No interest accrues on the loan until repayment begins. The

maximum repayment period is 10 years. Students who file for bankruptcy may still be required to pay back the loan. Students may not borrow more than the amount offered as part of a financial aid award from year to year.

## Scholarship Funds

The following scholarship funds are used to enhance Bryn Mawr's need-based financial aid program. They are not awarded separately.

The Barbara Goldman Aaron Scholarship Fund was established by Barbara Goldman Aaron '53. The fund shall be used to provide undergraduate financial aid. (2005)

The Warren Akin IV Scholarship Fund was established by Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) in memory of Warren Akin IV, M.A. '71, Ph.D. '75. The fund is to be awarded in the following order of preference: first, to graduate students in English; second, to any graduate student; third, to any Bryn Mawr student. (1984)

The George I. Alden Scholarship Fund was established by the George I. Alden Trust through a challenge grant. The fund shall be used to provide undergraduate financial aid. (1998)

The Johanna M. Atkiss Scholarship Fund was established by Ruth R. Atkiss '36 in memory of her mother. The income will be used to provide scholarship assistance to a student preferably from the Philadelphia High School for Girls. In the event that there is no student with financial need from the Philadelphia High School for Girls in a given year, the income may support either a student from the Masterman School in Philadelphia, or a Philadelphia area public high school. The fund shall be used to provide undergraduate financial aid. (1999)

The Mildred P. Bach Scholarship Fund was established by Mildred P. Bach '26. The fund shall be used to provide undergraduate financial aid. (1992)

The William O. and Carole Bailey '61 Scholarship Fund was established by Carole Parsons Bailey '61 and William O. Bailey. The fund shall be used to provide undergraduate financial aid. (1994)

The Baird Scholarship Endowment was established by Bridget Baird '69. Income from this fund shall be used to support financial aid for undergraduate students with preference given to minority students with significant financial need. (2008)

The Barbara Otnow Baumann '54 Scholarship Fund was established through a bequest from Barbara Otnow Baumann '54 to provide undergraduate financial aid

with preference given to a student from the New York metropolitan area. (2006)

The Edith Schmid Beck Scholarship Fund was established by Edith Schmid Beck '44. The fund shall be used to provide undergraduate financial aid to a student working toward world peace who have shown genuine commitment to working toward international peace and justice, regardless of their academic major. Edith Beck had strong interest in fostering global solutions to world problems; she made a life-long commitment to erasing human differences that led to conflict and to working toward a worldwide acceptance and compliance with a universal code of law and social justice. (1999)

The Susanna E. Bedell Fund provides undergraduate financial aid. (2007)

The Beekey Scholarship Fund was established by Lois E. Beekey '55, Sara Beekey Pfeffenroth '63, and their mother, Mrs. Cyrus E. Beekey. The fund shall be used to provide undergraduate financial aid for a student majoring in a modern foreign language or in English. (1985)

The L. Diane Bernard, Ph.D. '67, Endowed Scholarship Fund was established by L. Diane Bernard, Ph.D. '67. The fund shall support the mission, program and activities of the Graduate School of Social Work and Social Research of Bryn Mawr College by providing funding in perpetuity for a graduate scholarship. (2011)

The Star K. and Estan J. Bloom Scholarship Fund was established by Star K. Bloom '60, and her husband, Estan J. Bloom, of Tuscaloosa, Alabama. The fund shall be used to provide undergraduate financial aid to students from the southern part of the United States, with first preference given to residents of Alabama. (1976)

The Virginia Burdick Blumberg '31 Scholarship Fund was established by Virginia Burdick Blumberg '31. The fund shall be used to provide undergraduate financial aid. (1998)

The Norma and John Bowles ARCS Endowment for Sciences was established by Norma Landwehr Bowles '42 and is administered in accordance with the interests of the ARCS (Achievement Research for College Students) Foundation, which seeks to encourage young women to pursue careers in the sciences. The fund shall be used to provide undergraduate financial aid with preference for students studying the sciences. (1987)

The Bryn Mawr Club of Princeton Scholarship was established by The Bryn Mawr Club of Princeton. The fund shall be used to provide undergraduate financial aid with preference to a student from the Princeton area or from elsewhere in New Jersey. (1973)

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The Mariam Coffin Canaday Scholarship Fund was established by Ward M. Canaday, Trustee, George W. Ritter, co-Trustee and Frank H. Canaday, co-Trustee, of the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The fund shall be used to provide undergraduate financial aid with preference to a student from metropolitan Toledo, Ohio, the residence of Ward M. and Mariam C. Canaday. (1968)

The Patricia L. Chapman, M.S.S. '81, Endowed Scholarship Fund for the Graduate School of Social Work and Social Research was established by Patricia L. Chapman, M.S.S. '81. The Chapman Fund supports financial aid for single mothers raising children while balancing the demands of family, school and work. (2010)

The Class of 1922 Memorial Scholarship Fund was established by a bequest from Margaret Crosby '22, Ph.D. Yale '34. The fund shall be used to provide undergraduate financial aid. (1972)

The Class of 1939 Memorial Scholarship Fund was established by members of the Class of 1939. The fund shall be used to provide undergraduate financial aid. (1985)

The Class of 1943 Scholarship Fund was established by the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder '43, and her husband were officers. Members of the Class of 1943 and others have added to the Fund. The fund shall be used to provide undergraduate financial aid. (1974)

The Class of 1944 Memorial Scholarship Fund was established by members of the Class of 1944. The Class of 1944 Memorial Scholarship Fund was initiated in 1954 in memory of Jean Brunn Mungall '54, the Class's first president, and continues to memorialize subsequent deceased members. The fund shall be used to provide undergraduate financial aid. (1988)

Class of 1956 Endowed Scholarship Fund was established by Members of the Class of 1956 to commemorate their 55th reunion. The fund shall be used to provide undergraduate financial aid. (2011)

The Class of 1957 Scholarship Fund was established by Members of the Class of 1957 to commemorate their 50th Reunion. The fund shall be used to provide undergraduate financial aid. (2007)

The Class of 1958 Scholarship Fund was established by members of the class to commemorate their 40th Reunion. The fund shall be used to provide undergraduate financial aid. (1998)

The Class of 1960 Endowed Scholarship Fund was established to commemorate their 50th Reunion. The fund shall be used to provide undergraduate financial aid. (2010)

The Class of 1982 Endowed Scholarship Fund was established to provide financial assistance to undergraduates with documented financial need who demonstrates the highest academic promise and personal commitment to the values of Bryn Mawr College with preference given to students from underserved communities. (2012)

The Margaret Jackson Clowes Scholarship Fund was established by Margaret Jackson Clowes '37. The fund shall be used to provide undergraduate financial aid. (2008)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship Fund was established by Edward W. Evans and other family members in memory of Evelyn Flower Morris Cope, Class of 1903, and Jacqueline Pascal Morris Evans, Class of 1908. The fund shall be used to provide undergraduate financial aid. (1958)

The Regina Katharine Crandall Scholarship Fund was established by a group of Regina Katharine Crandall's students and friends. She was a member of the teaching staff at Bryn Mawr College from 1902 to 1916; Associate in English 1916 to 1917; Associate Professor of English Composition 1917 to 1918; Margaret Kingsland Haskell Professor of English Composition 1918 to 1933. The fund shall be used to provide undergraduate financial aid with preference to a student who has shown excellence in writing. (1950)

The Louise Hodges Crenshaw Scholarship Fund was established by Miss Evelyn Hodges, sister of the late Louise Crenshaw, died and left half of her residuary estate to the Army Relief Society. Before her death, Miss Hodges indicated to Parke Hodges, her brother, a wish to change her will and make certain funds available to Bryn Mawr College, in memory of Mrs. Crenshaw, to provide job counseling for Bryn Mawr graduates. The Army Relief Society (since merged with the Army Emergency Relief) was advised by its legal counsel that it could not make an unrestricted gift to Bryn Mawr College, but could give funds to the College as a memorial to Mrs. Crenshaw for individuals and purposes in accordance with their certificate of incorporation. The Army Emergency Relief Board of Managers approved a gift to Bryn Mawr College to be added to the College's endowment and to be used for scholarships for dependent children of Army members meeting AER eligibility requirements. The fund shall be used to provide undergraduate financial aid. (1978)

The Raymond E. and Hilda Bittenwieser Crist '20 Scholarship Fund was established by Raymond E. Crist. The fund shall be used to provide undergraduate financial aid. (1989)

The Annie Lawrie Fabens Crozier Scholarship Fund was established by Mr. and Mrs. Abbot F. Usher in memory



of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier '51, who died only a few years after her graduation from Bryn Mawr. The fund shall be used to provide undergraduate financial aid with preference to a Junior or Senior majoring in English. (1960)

The Louise Dickey Davison Fund was established in memory of Louise Dickey Davison '37 by her husband, Roderic H. Davison and son, R. John Davison. The fund shall be used to provide undergraduate financial aid with preference to students studying Classical and Near Eastern Archaeology. (1995)

The Anna Janney DeArmond Endowed Fund was established by Anna Janney DeArmond's friend, Gertrude Weaver, in 1999. The fund shall be used to provide undergraduate financial aid. (2008)

The Dolphin Endowed Scholarship Fund was established by Joan Gross Scheuer '42 to provide long-term support for the Dolphin Scholarships after the Dolphin Program ended in 1998. The purpose of the Dolphin Endowed Scholarship Fund is to support students from the New York City Public Schools. The fund shall be used to provide undergraduate financial aid. (1991)

The Josephine Devigne Donovan Memorial Fund was established by family and friends of Josephine Devigne Donovan '38. The fund shall be used to provide undergraduate financial aid to a student studying in France her junior year. (1996)

The Barbara Cooley McNamee Dudley Fund was established by Robin Krivanek, sister of Barbara Cooley McNamee Dudley '42 and mother of Jennifer Krivanek '75, aid to students from outside the United States. The fund shall be used to provide undergraduate financial aid with preference to students from outside the United States, not excluding members of families temporarily living in the United States. (1983)

The Ellen Silberblatt Edwards Scholarship Fund was established by Lucy Friedman '65 and Temma Kaplan, and other friends and classmates of Ellen Edwards to honor her memory. The Ellen Edwards Scholarship will be awarded to an entering student whose promise for success at Bryn Mawr is not necessarily shown in conventional ways. Preference is to be given to a student from New York City. The fund shall be used to provide undergraduate financial aid. (1994)

The Charles E. Ellis Scholarship shall be used to provide undergraduate financial aid. (1985)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest from Rebecca Winsor Evans, who died on July 25, 1959. She survived her sister, Ellen Winsor, by only 20 minutes.

The fund shall be used to provide undergraduate financial aid to a minority student. (1959)

The Helen Feldman Scholarship Fund was established by the Class of 1968 for the establishment of a Fund in the name of Helen Feldman '68, their classmate who was killed in an automobile accident in August, 1967, the summer before her senior year. The fund shall be used to provide undergraduate financial aid for a student spending the summer studying in Russia. (1968)

The Cora B. and F. Julius Fohs Perpetual Scholarship Fund was established by the Fohs Foundation of Houston, Texas. The fund shall be used to provide undergraduate financial aid. (1965)

The Lucy Norman Friedman Scholarship Fund was established by Lucy Norman Friedman '65. The fund shall be used to provide undergraduate financial aid to those with substantial need. (2007)

The Edgar M. Funkhouser Memorial Scholarship Fund was established by Anne Funkhouser Francis '33, from the estate of her father, Edgar M. Funkhouser. The fund shall be used to provide undergraduate financial aid with preference being given to residents from southwest Virginia and thereafter to students from District III. (1984)

The Helen Hartman Gemmill Fund for Financial Aid was established by a bequest from Helen Hartman Gemmill '38, of Jamison, Pennsylvania who died on December 11, 1998. The fund shall be used to provide undergraduate financial aid. (1999)

The Samuel and Esther Goldin Endowment was established by Rosaline Goldin and Julia Goldin in memory of their parents. The fund shall be used to provide undergraduate financial aid for students studying Hebrew or Judaic studies. (2001)

The Hazel Goldmark Fund was established by the daughters of Hazel Seligman Goldmark '30, of New York, New York. Hazel Goldmark worked for many years in the New York Bookstore to raise money scholarships. The fund shall be used to provide undergraduate financial aid. (1991)

The Barbara and Arturo Gomez Fund was established by Barbara Baer Gomez '43, M.A. '44, and Arturo Gomez. The fund shall be used to provide undergraduate financial aid to a Mexican undergraduate. (1997)

The Phyllis Goodhart Gordan Scholarship Fund was established by the Class of 1935 in honor of Phyllis Goodhart Gordan '35. The fund shall be used to provide undergraduate financial aid with preference given to students in the languages. (1985)

The Nora M. and Patrick J. Healy Fund was established

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by friends and family in memory of Nora M. Healy, mother of Margaret M. Healy, Ph.D. '69, and Nora T. Healy, M.S.S. '73. The fund shall be used to provide undergraduate financial aid with preference given to graduate students. (1984)

The William Randolph Hearst Endowed Scholarship for Minority Students was established by The Hearst Foundation, Inc. The fund shall be used to provide undergraduate financial aid for minority students. (1992)

The Edith Helman Scholarship Fund was established by a bequest from Edith Helman, Ph.D. '33. The fund shall be used to provide graduate or undergraduate scholarships with preference given to students in the Humanities. (2011)

The Katharine Houghton Hepburn Memorial Scholarship Fund was established by Katharine Hepburn '28 in memory of her mother, Katharine Houghton Hepburn, Class of 1899, and will be awarded to "a student who has demonstrated both ability in her chosen field and independence in mind and spirit." The fund shall be used to provide undergraduate financial aid. (1958)

The Annemarie Bettmann Holborn Fund was established by Hanna Holborn Gray '50 and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettmann Holborn. The fund shall be used to provide undergraduate or graduate financial aid to a student in the field of classics, including classical archaeology. (1991)

The Leila Houghteling Memorial Scholarship Fund was established by family and friends in memory of Leila Houghteling, Class of 1911, of Winnetka, Illinois. The fund shall be used to provide undergraduate financial aid. (1929)

The Lillia Babbitt Hyde Scholarship Fund was established by the Lillia Babbitt Hyde Foundation. The fund shall be used to provide undergraduate financial aid to students who plan to pursue a medical education or a scientific education in Chemistry. (1963)

The Jenna Lynn Higgins '07 Bryn Mawr Archaeology Memorial Scholarship Fund was established by Lillian and Charles Higgins with additional support from friends of Jenna Lynne Higgins '07. The income from this fund is to be awarded annually to an undergraduate Archaeology student. (2010)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by Deborah Jackson Weiss '68 and her family in memory of her grandmother, Elizabeth Bethune Higginson Jackson, Class of 1897, who died on January 14, 1974. Elizabeth Bethune Higginson Jackson, herself an alumna of Bryn Mawr, had two daughters, two daughters-in-law and three

granddaughters who attended Bryn Mawr, and was a major donor to the Class of 1897 Professorship in Science. The fund shall be used to provide undergraduate financial aid. (1974)

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson '58 in her mother's name. The fund shall be used to provide undergraduate financial aid for nontraditional-age students. (1991)

The Sue Mead Kaiser Scholarship Fund was established by The Bryn Mawr Club of Northern California and other individuals. The fund shall be used to provide undergraduate financial aid. (1974)

The Eileen P. Kavanagh Scholarship Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. Preference will be given to a student involved in the Bryn Mawr Science Posse program. (2012)

The Sara Mann Ketcham '42 Scholarship Fund was established by established by Sara Mann Ketcham '42. The income will support her for all four years at the College, assuming ongoing financial need. The fund shall be used to provide undergraduate financial aid with preference for a graduate of Philadelphia High School for Girls if there is no student with financial need from the Philadelphia High School for Girls, the Fund may be used to provide support for a student from a Philadelphia area public high school. (2007)

The Kopal Scholarship Fund was established by Zdenka Kopal Smith '65 and her family in memory of Zdeněk Kopal and Eva M. Kopal. The scholarship was conceived of by Zdenka's late sister, Eva M. Kopal '71, to honor her father, astronomer Zdeněk Kopal (1914-1993). The fund shall be used to provide undergraduate financial aid. (2001)

The Melodee Siegel Kornacker '60 Fellowship in Science was established by Melodee Siegel Kornacker '60, of Columbus, Ohio. The fund shall be used to provide graduate financial aid to a student in biology, chemistry, geology, physics or psychology in that order. (1976)

The Hertha Kraus Scholarship Fund was established to support a student of the Graduate School of Social Work and Social Research with demonstrated financial need. (2007)

The Laura Schlageter Krause '43 Scholarship Fund in the Humanities was established by Laura Schlageter Krause '43. The fund shall be used to provide undergraduate financial aid to a student in the humanities. (1998)

The Charlotte Louise Belshe Kress Scholarship Fund was established by a bequest from Paul F. Kress, husband of Charlotte Louise Belshe Kress '54, of Chapel Hill, North Carolina. The fund shall be used to provide undergraduate financial aid. (1994)

The Langdon-Schieffelin Fund was established by Bayard Schieffelin and his wife, Virginia Loomis Schieffelin '30, during the Centennial Campaign. They requested that The Langdon-Schieffelin Fund be established, saying that the funds were given in gratitude for the years at Bryn Mawr of the following students: Julia Langdon Loomis, Class of 1898, Ida Langdon, Class of 1905, Barbara Schieffelin Bosanquet '27.

Virginia Loomis Schieffelin '30, Barbara Schieffelin Powell '62. The fund shall be used to provide faculty salaries or undergraduate financial aid. (1982)  
The Minor W. Latham Scholarship Fund was established by a bequest from John C. Latham of New York City, brother of Minor W. Latham, a graduate student during 1902-04. The fund shall be used to provide undergraduate financial aid for a student studying English and residing in Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Louisiana, Mississippi, Tennessee and Kentucky. (1984)

The Marguerite Lehr Scholarship Fund was established by an anonymous alumna in memory of Marguerite Lehr, Ph.D. '23, and a member of the Bryn Mawr faculty from 1924 to 1967. The fund shall be used to provide undergraduate financial aid who have excelled in Mathematics. (1988)

The Jean Lucas Lenard '59 Scholarship Fund was established by John and Jean Lucas to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. This scholarship will provide support to a junior or senior pursuing a career in biochemistry or molecular biology. (2011)

The Louise Steinhart Loeb Scholarship Fund was established by the Louise and Henry Loeb Fund at Community Funds, Inc. The fund shall be used to provide undergraduate financial aid. (2001)

The Vi and Paul Loo Scholarship Fund was established by Violet Loo '56 and Paul Loo to provide undergraduate financial aid with preference to students from Hawaii. (2007)

The Alice Low Lowry Fund for Undergraduate and Graduate Scholarships and Tuition Grants was established by family, friends and colleagues in memory of Alice Low Lowry '38 of Shaker Heights, Ohio. The fund shall be used to provide undergraduate and graduate financial aid. (1968)

The Lucas Scholarship Fund was established by Diana Daniel Lucas '44 in memory of her parents, Eugene Willett van Court Lucas, Jr., and Diana Elmendorf Richards Lucas; her brother, Peter Randell Lucas; and her uncle, John Daniel Lucas. The fund shall be used to provide undergraduate financial aid. (1985)

The Katharine Mali Scholarship Fund was established by a bequest from Katharine Mali '23 of New York, New York. The fund shall be used to provide undergraduate financial aid. (1980)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from Dorothy N. Marshall, Ph.D. '44, of Brookline Massachusetts. The fund shall be used to provide undergraduate financial aid. (1986)

The Katharine E. McBride Endowed Scholarship Fund was established by a McBride alumna who offered an anonymous challenge to alumnae and friends of the McBride Program. A second challenge from Susan Ahlstrom '93 and Bill Ahlstrom helped complete the challenge. The fund shall be used to provide undergraduate students in the McBride Program with financial aid with preference given to sophomores, juniors or seniors. (2001)

The Katharine E. McBride Undergraduate Scholarship Fund was established by Gwen Davis '54, of Beverly Hills, California. The fund shall be used to provide undergraduate financial aid. (1970)

The Carol McMurtrie Scholarship Fund was established by Carol Cain McMurtrie '66. The fund shall be used to provide undergraduate financial aid. (2007)

The Midwest Scholarship Endowment Fund was established by alumnae of District VII. The fund shall be used to provide undergraduate financial aid to Midwestern students. (1974)

The Elinor Dodge Miller Scholarship Fund was established to provide undergraduate financial aid. (1985)

The Karen Lee Mitchell '86 Scholarship Fund was established by Carolyn and Gary Mitchell in memory of their daughter, Karen. The purpose of the Fund is to provide scholarship support for students of English literature, with a special interest in women's studies, a field of particular concern to Karen Mitchell. The fund shall be used to provide undergraduate financial aid. (1992)

The Jesse S. Moore Fund was established by Caroline Moore '56 and her husband Peter "for post-college-age women with financial need who have matriculated at Bryn Mawr from the Special Studies Program." The fund shall be used to provide undergraduate financial aid. (1982)

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The Mrs. Wistar Morris Japanese Scholarship was established by the Japanese Scholarship Committee of Philadelphia. The fund shall be used to provide undergraduate financial aid for Japanese students. (1978)

The Frank L. and Mina W. Neall Scholarship Fund was established by the bequest of Adelaide W. Neall in memory of Miss Neall's parents. The fund shall be used to provide undergraduate financial aid. (1957)

The Bryn Mawr Fund of the New Hampshire Charitable Foundation was established by The Spaulding-Potter Charitable Trusts, of Keene, New Hampshire through a challenge for alumnae of Bryn Mawr living in New Hampshire. The fund shall be used to provide undergraduate financial aid with preference to students from New Hampshire. (1964)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen '43. The fund shall be used to provide undergraduate financial aid with preference given to psychology majors. (1985)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest from Dr. James H. Oppenheimer, father of Jane Oppenheimer '32, William R. Kenan, Jr. Professor Emeritus of Biology and History of Science Department of Biology. The fund shall be used to provide undergraduate financial aid with preference given to Jewish Biology students. (1997)

The Jean Shaffer Oxtoby '42 Memorial Scholarship Fund was established by her son, David Oxtoby. The fund shall be used to provide undergraduate financial aid. (2010)

The Pacific Northwest Scholarship Fund was established to provide undergraduate financial aid to students from the Pacific Northwest. (1976)

The Marie Hambalek Palm '70 Memorial Scholarship Fund was established by Gregory Palm, together with family and friends of his late wife, Marie Hambalek Palm '70. The fund shall be used to provide undergraduate financial aid. (1998)

The Margaret Tyler Paul Scholarship Fund was established by the Class of 1922 in honor of their 40th Reunion. The fund shall be used to provide undergraduate financial aid. (1963)

The Delia Avery Perkins Fund was established by a bequest from Delia Avery Perkins, Class of 1900, of Montclair, New Jersey. The fund shall be used to provide undergraduate financial aid for freshman students from northern New Jersey. (1963)

The Mary DeWitt Pettit Scholarship was established by the Class of 1928 to honor their classmate. The fund

shall be used to provide undergraduate financial aid with preference given to a student studying the sciences. (1978)

The Julia Peyton Phillips Scholarship Fund was established in 1986 with a gift from the Fairfield County Community Foundation. Since that time, the fund has provided scholarship support for undergraduates studying Latin, Greek, American History, or English.

The Vinton Liddell Pickens '22 Scholarship Fund was established by Cornelia Pickens Suhler '47 in memory of her mother. The fund shall be used to provide undergraduate financial aid with preference to students with a major in Fine Arts or the Growth and Structure of Cities, or a concentration in Environmental Studies. (1995)

The Louise Hyman Pollak Scholarship Fund was established by a bequest from Louise Hyman Pollak 1908, of Cincinnati, Ohio. The fund shall be used to provide undergraduate financial aid to a student from Cincinnati or the surrounding area. (1932)

The Porter Scholarship Fund was established by Carol Porter Carter '60 and her mother, Mrs. Paul W. Porter, for the establishment of a scholarship fund. The fund shall be used to provide undergraduate financial aid to a returning student. (1985)

The Jean Seldomridge Price Memorial Scholarship Fund was established by a bequest from Jean S. Price '41. The Fund shall be used to provide undergraduate financial aid. (2011)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly '91. The fund shall be used to provide undergraduate financial aid for a student from a high school of the Catholic Archdiocese of Philadelphia. Should no graduate of the Archdiocesan school system require financial aid in a given year, the Quinn Scholarship shall be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another nontraditional-aged student at the College. (1991)

The Caroline Remak Ramsay Scholarship Fund was established by Caroline Remak Ramsay, Class of 1925. The fund shall be used to provide undergraduate financial aid for undergraduate students in the social sciences. (1992)

The Maximilian and Reba E. Richter Scholarship Fund was established by Charles Segal, Esq., attorney for and one of the Trustees of the Estate of Max Richter, father of Helen R. Elser, Class of 1913. The fund shall be used to provide undergraduate financial aid to a student from a New York City public high school or college. (1961)

The Alice Mitchell Rivlin Scholarship Fund was established by an anonymous donor in honor of Alice Mitchell Rivlin '52. The fund shall be used to provide undergraduate financial aid. (1996)

The Barbara Paul Robinson Scholarship Fund was established by Barbara Paul Robinson '62. The fund shall be used to provide undergraduate financial aid who demonstrates the highest academic promise, a determined spirit and a personal commitment to public service and the values of Bryn Mawr College. (2007)

The Serena Hand Savage Memorial Scholarship Fund was established by family and friends of Serena Hand Savage '22, former President of the Alumnae Association in her memory. The fund shall be used to provide undergraduate financial aid for a Junior who shows great distinction in scholarship and character, and who may need assistance to finish her last two years of College. (1951)

The Constance E. Schaar Memorial Fund was established by the parents, family, fellow students and friends of Constance E. Schaar '63, who died during the year following her graduation. The fund shall be used to provide undergraduate financial aid. (1964)

The Joseph and Gertrude Schrot Scholarship Fund was established through a bequest from Gertrude S. Schrot of Philadelphia. The fund shall be used to provide financial aid to students of non-traditional age. (2010)

The Mary Wilson Schwertz '41 Scholarship Fund was established by Mary Wilson Schwertz '41. The fund shall be used to provide undergraduate financial aid with preference for a student studying chemistry. (2011)

The Judith Harris Selig Fund was established by a bequest from Judith Harris Selig '57. Her friends and family made additional gifts in her memory. The fund shall be used to provide undergraduate financial aid. (1968)

The Jacqueline Silbermann Scholarship Fund was established by Jacqueline Winter Silbermann '59. The fund shall be used to provide financial assistance to matriculated students facing unexpected financial hardship with documented financial need who demonstrate the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2011)

The Smalley Foundation, Inc. Scholarship was established to provide undergraduate financial aid. Grant was made to Bryn Mawr in 1995 in honor of Elisa Dearhouse '85.

The W.W. Smith Scholarship Prize is made possible by a grant from the W.W. Smith Charitable Trust for

financial aid support for past W.W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. The fund shall be used to provide undergraduate financial aid. (1986)

The W.W. Smith Scholar Grants are made possible by the W.W. Smith Charitable Trust. The scholarships are awarded to needy, full-time undergraduate students in good academic standing, and may be awarded to the same student for two or more years. (1978)

The C.V. Starr Scholarship Fund was established by The Starr Foundation, of New York City. The fund shall be used to provide undergraduate financial aid. (1988)

The Amy Sussman Steinhart Scholarship Fund was established by the family of Amy Sussman Steinhart Class of 1902, of San Francisco. The fund shall be used to provide undergraduate financial aid for a student from the Western states. (1932)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by the Ivy Fund, of which Anna Lord Strauss was the President. The fund shall be used to provide undergraduate financial aid to students interested in public service or the process of government. (1976)

The Solon E. Summerfield Foundation was established by Gray Struther '54 to provide undergraduate financial aid. (1958)

The Elizabeth Prewitt Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor, Class of 1921. The fund shall be used to provide undergraduate financial aid. (1960)

The Dean Karen Tidmarsh '71 Scholarship Fund was established by Sandra Berwind, M.A. '61, Ph.D. '68, in honor of Dean Karen Tidmarsh '71. Preference is to be given to graduates of Philadelphia area public high schools. The fund shall be used to provide undergraduate financial aid. (2006)

The Marion B. Tinaglia Scholarship Fund was established by John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia '45. The fund shall be used to provide undergraduate financial aid. (1983)

The Kate Wendall Townsend Scholarship Fund was established by Katharine W. Sisson, Class of 1920, who died on July 6, 1978, in honor of her mother. The fund shall be used to provide undergraduate financial aid with preference for a student from New England who has made a definite contribution to the life of the College in some way besides scholastic achievement. (1978)

The Hope Wearn Troxell Memorial Scholarship was established by Southern California Alumnae in memory

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of Hope Wearn Troxell '46. The fund shall be used to provide undergraduate financial aid to a student who has contributed responsibly to the life of the College community. (1973)

The Suetse Li Tung '50 and Mr. and Mrs. Sumin Li Scholarship Fund for International Students was established by Suetse Li Tung '50. The fund shall be used to provide undergraduate financial aid for international students, with preference for students from China. (2008)

The Florence Green Turner Scholarship Fund was established to provide undergraduate financial aid. (1991)

The UPS Endowment Fund Scholarship was established by the Foundation for Independent Colleges, Inc. The fund shall be used to provide undergraduate financial aid. (1997)

The Anne Hawks Vaux Scholarship Fund was established by George Vaux of Bryn Mawr, Pennsylvania in memory of his wife, Anne Hawks Vaux '35, M.A. '41. The fund shall be used to provide undergraduate financial aid. (1979)

The Nancy J. Vickers Global Scholars Fund recognizes Nancy's leadership as Bryn Mawr's seventh president by providing students with financial assistance to study abroad for one semester. This Fund was established with gifts honoring her 2008 retirement. (2011)

The Mildred and Carl Otto Von Kienbusch Fund for Undergraduate Scholarships was established by a bequest from Carl Otto von Kienbusch of New York City, husband of the late Mildred Pressinger von Kienbusch, Class of 1909. The fund shall be used to provide undergraduate financial aid. (1976)

The Julia Ward Scholarship Fund was established by an anonymous friend in memory of Julia Ward, Class of 1923. The scholarship is given in particular recognition of Julia Ward's understanding and sympathy for young students. The fund shall be used to provide undergraduate financial aid. (1963)

The Elizabeth Vogel Warren '72 Scholarship was established by Elizabeth Vogel Warren '72. The fund shall be used to provide undergraduate financial aid. (2008)

The Betsy Frantz Havens Watkins '61 Scholarship Fund was established in 2012 by Betsy Frantz Havens Watkins '61 and Charles Watkins. The fund shall be used to provide financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2011)

The Eliza Jane Watson Scholarship Fund was established by the John Jay and Eliza Jane Watson Foundation. The fund shall be used to provide undergraduate financial aid. (1964)

The Susan Opstad White '58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White. The fund shall be used to provide undergraduate financial aid. (1987)

Benjamin and Jennifer Suh Whitfield Scholarship Fund was established by Benjamin and Jennifer Suh Whitfield '98. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2012)

The Anita McCarter Wilbur Scholarship Fund was established by a bequest from Anita McCarter Wilbur '43, Kensington, Maryland, who died on March 28, 1996. The fund shall be used to provide undergraduate financial aid. (1996)

The William H. Willis Endowed Scholarship Fund was established by Caroline C. Willis '66 in memory of her father. The Fund provides scholarship support for undergraduate students, with preference for students from the South or students who are studying Classical Studies. (2008)

The Margaret W. Wright and S. Eric Wright Scholarship was established by a bequest from Margaret White Wright '43, of Charleston, West Virginia. The fund shall be used to provide undergraduate financial aid to students of Quaker lineage attending the College. (1985)

The D. Robert Yarnall Fund was established by a bequest from D. Robert Yarnall, of Chestnut Hill, Philadelphia, who died on September 11, 1967. His mother, Elizabeth Biddle Yarnall '19, aunt Ruth Biddle Penfield '29 and daughter Kristina Yarnall-Sibinga '83 are graduates of the College. The fund shall be used to provide undergraduate financial aid. (1967)

The Nanar and Anthony Yoseloff Endowed Scholarship Fund was established by Nanar Tabrizi Yoseloff '97 and her husband, Anthony Yoseloff. The fund shall be used to provide undergraduate financial aid. (2009)

### International Funds

The Ann Updegraff Allen '42 and Ann T. Allen '65 Endowed Scholarship Fund was established by Ann Updegraff Allen '42 and Ann T. Allen '65 for students in good academic standing, with preference for international students. The fund shall be used to provide undergraduate financial aid. (2008)

The Frances Porcher Bowles Memorial Scholarship Fund was established by relatives and friends in memory of Frances Porcher Bowles '36. The fund shall be used to provide undergraduate financial aid for international students. (1985)

The Chinese Scholarship was established by Beatrice MacGeorge, Class of 1901, M.A. '21. The fund shall be used to provide undergraduate financial aid. (1929)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope '49, through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Fund was established by the Cleveland H. Dodge Foundation. The fund shall be used to provide undergraduate financial aid for international students. (1984)

The Middle East Scholarship Fund was established by Eliza Cope Harrison '58, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards to able students from a number of Middle Eastern countries. While the countries have not been specifically named, it is expected that Iran and Turkey will be included. The fund shall be used to provide undergraduate financial aid. (1975)

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey '58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The fund shall be used to provide undergraduate financial aid for an international student. (2008)

The Harris and Clare Wofford International Fund Scholarship was established to honor President Wofford and his commitment to international initiatives which he enthusiastically supported during his tenure at Bryn Mawr. (1978)

## THE ACADEMIC PROGRAM

### The Curriculum

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements.

The Bryn Mawr curriculum obtains further breadth through institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, full-time Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

### Requirements for the A.B. Degree (for students who matriculated prior to fall 2011)

Thirty-two units of work are required for the A.B. degree. These must include:

- One Emily Balch Seminar.
- One unit to meet the quantitative skills requirement.
- Work to demonstrate the required level of proficiency in foreign language.
- Six units to meet the divisional requirements.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semester of physical education, successfully complete a swim proficiency test and meet the residency requirement.

### Emily Balch Seminar Requirement

The aim of the Emily Balch Seminar is to engage students in careful examination of fundamental issues and debates. By encouraging focused discussion and cogent writing, the seminars help prepare students for a modern world that demands critical thinking both within and outside of the frameworks of particular disciplines. Students who matriculated prior to the fall

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of 2009 complete one College Seminar to satisfy this requirement. Students who matriculate in the fall of 2009 or thereafter complete one Emily Balch Seminar to satisfy this requirement. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

### Quantitative Requirement

Before the start of the senior year, each student must have demonstrated competence in college-level mathematics or quantitative skills by:

- Passing with an honor grade an Advanced Placement, International Baccalaureate (higher level) or A-level examination in mathematics or
- Passing one course (1 unit) with a grade of at least 2.0 from those designated with a “Q” in the Tri-Co Course Guide.

The purpose of the quantitative requirement is to provide the Bryn Mawr graduate with the competence to evaluate and manage the wide array of information underlying many of the decisions she will make as an individual and as a member of society. The range of potentially useful quantitative skills is extensive and cannot be covered by any individual course. However, a single course can give the student an appreciation of the value of quantitative analysis as well as increase the facility and confidence with which she uses quantitative skills in her later academic, professional and private roles.

A course meeting the quantitative requirement will provide the student with the skills to estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives and select optimal results. Such a course is designed to help students develop a coherent set of quantitative skills that become progressively more sophisticated and can be transferred to other contexts. In all cases, courses meeting the quantitative requirement will have rigor consistent with the academic standards of the department(s) in which they are located.

Students who matriculated in the fall of 2002 or thereafter may count a single course or exam towards both the quantitative requirement and a divisional requirement, so long as that course is identified as Q and Division I, II, or III in the Tri-Co Course Guide.

### Foreign Language Requirement

Bryn Mawr recognizes the inherent intellectual value and fundamental societal importance of acquiring a level of proficiency in the use of one or more foreign languages. The study of foreign languages serves a number of convergent curricular and student interests, including the appreciation of cultural differences,

a global perspective across academic disciplines, cognitive insights into the workings of language systems, and alternative models of perceiving and processing human experience.

Before the start of the senior year, each student must have demonstrated knowledge of one foreign language by:

- Passing a proficiency test offered by the College every spring and fall or
- Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board, or by passing with an honor grade an Advanced Placement, International Baccalaureate (higher level) or A-level test or
- Completing at the College two courses (two units) above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course or
- For a non-native speaker of English who has demonstrated proficiency in her native language, one College Seminar and one writing-intensive course.

### Divisional Requirements

Before the start of the senior year, each student must have completed, with grades of 2.0 or higher, two units in the social sciences (Division I), two units in the natural sciences and mathematics (Division II), and two units in the humanities (Division III). Courses satisfying these requirements are marked “I,” “II,” or “III” in the Tri-Co Course Guide. Courses identified as interdivisional, e.g. “I or III,” may be used by a student to satisfy either one—but not both—of the appropriate divisional requirements. Only one of the two units used to satisfy any divisional requirement may be such an interdivisional course.

At least one required unit in Division II must be a laboratory course, designated “IIL” in the Tri-Co Course Guide. One unit of performance in music, dance or theater or one unit of studio art may be used to fulfill one of the two course requirements in the humanities. A student may not use courses in her major subject to satisfy requirements in more than one division, unless the courses are cross-listed in other departments. Only one of the two units used to satisfy any divisional requirement may be fulfilled by tests such as the Advanced Placement, International Baccalaureate or A levels taken on work done before entering Bryn Mawr.

The goal of the divisional requirements is to increase the breadth and variety of the student’s intellectual experience at the College. The divisions represented in these requirements describe not only different aspects



of human experience, but also characteristic methods of approach. Although any division of knowledge is imperfect, the current divisions—the social sciences, the natural sciences and mathematics, and the humanities—have the advantage of being specific while still broad enough to allow the student a good deal of flexibility in planning her coursework.

### **Social Sciences (Division I)**

The social sciences are concerned with human social behavior; the motivations, institutions and processes that shape this behavior; and the outcomes of this behavior for different groups and individuals. Areas of inquiry include such wide-ranging topics as policy-making, cultural change, revolutions, poverty and wealth, generational conflict and international relations. The social sciences provide the student with a set of theoretical frameworks with which to organize her analysis of these substantive areas. At the same time, they offer a set of methodological tools with which to test empirically—in the uncontrolled laboratory of the real world—the hypotheses that these frameworks generate.

### **Natural Sciences and Mathematics (Division II)**

Knowledge of the physical world is a fundamental part of human experience; understanding the workings of nature is essential to our lives. To achieve this understanding, the student should be familiar with the concepts and techniques of the natural sciences as well as mathematics, the language of science. This understanding must go beyond a knowledge of scientific facts to include a facility with the scientific method and the techniques of scientific inquiry, logical reasoning and clear exposition of results.

### **Humanities (Division III)**

The humanities encompass the histories, philosophies, religions and arts of different cultural groups, as well as the various theoretical and practical modes of their investigation and evaluation. In humanities courses, the student creates and/or interprets many different kinds of artifacts, compositions, monuments, and texts that are and have been valued by human cultures throughout the world.

### **Requirements for the A.B. Degree (for students who matriculated in the fall of 2011 or later)**

Thirty-two units of work are required for the A.B. degree. These must include:

- One Emily Balch Seminar.
- One unit to meet the Quantitative and

Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar)

- Two units to satisfy the Foreign Language Requirement.
- Four units to meet the Distribution Requirement.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete six half-semester of physical education, including wellness, successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy the following requirements (the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement) with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy the distribution requirement, although they would allow a student to place into a more advanced course representing the same Approach.

### **Emily Balch Seminar Requirement**

The aim of the Emily Balch Seminar is to engage students in careful examination of fundamental issues and debates. By encouraging focused discussion and cogent writing, the seminars help prepare students for a modern world that demands critical thinking both within and outside of the frameworks of particular disciplines. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

### **Quantitative and Mathematical Reasoning Requirement**

Each student must demonstrate the application of the quantitative skills needed to succeed in her professional and personal life as well as many social and natural science courses by either a) a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or b) completing a Quantitative Readiness Seminar with a grade of 2.0 or higher during the freshman year.

In addition, each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis,

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statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are designated “QM” in course catalogs and guides.

A student cannot use the same course to meet both the QM and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

### Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

### Distribution Requirement

The student’s course of study in the major provides the opportunity to acquire a depth of disciplinary knowledge. In order to ensure exposure to a broad range of frameworks of knowledge and modes of analysis, the College has a distribution requirement that directs the student to engage in studies across a variety of fields, exposes her to emerging areas of scholarship, and prepares her to live in a global society and within diverse communities. The aim of this distribution requirement is to provide a structure to ensure a robust intellectual complement to the student’s disciplinary work in the major.

Before the start of the senior year, each student must have completed, with grades of 2.0 or higher, one unit in each of the following Approaches to Inquiry:

**1. Scientific Investigation (SI):** understanding the natural world by testing hypotheses against observational evidence.

These are courses in which the student engages in the observational and analytical practices that aim at producing causal understandings of the natural world. They engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or other accounts of the natural world. In most, but not all, cases this will involve participation in a laboratory experience and will go beyond describing the process of model testing or the knowledge that comes from scientific investigation.

**2. Critical Interpretation (CI):** critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close-reading. These courses engage students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one’s own or the work of others) through “close-reading” of those works.

**3. Cross-Cultural Analysis (CC):** analyzing the variety of societal systems and patterns of behavior across space.

These courses encourage the student’s engagement with communities and cultures removed from her own. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community within a “culture.” A central goal is to overcome the tendency to think that our own culture is the only one that matters.

**4. Inquiry into the Past (IP):** inquiring into the development and transformation of human experience over time.

These courses encourage the student to engage intellectually with peoples, communities, and polities existing in a different historical context. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community in the past. The aim is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.

These Approaches are not confined to any particular department or discipline. Each course that satisfies the distribution requirement will focus on one (or possibly two) of these Approaches. The distribution classifications can be found in the course guide, and students should work with their deans and advisers to craft their course plan. Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one of the four Approaches.

Only one course within the major department may be used to satisfy both the distribution requirement and the requirements of the major. No more than one course in any given department may be used to satisfy distribution requirements.

## THE MAJOR

In order to ensure that a student’s education involves not simply exposure to many disciplines but also some degree of mastery in at least one, she must choose an area to be the focus of her work in the last two years at the College.

The following is a list of major subjects.

Anthropology  
 Astronomy (Haverford College)  
 Biology  
 Chemistry  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society  
 Classical Languages  
 Comparative Literature  
 Computer Science  
 East Asian Studies  
 Economics  
 English  
 Fine Arts (Haverford College)  
 French and Francophone Studies  
 Geology  
 German and German Studies  
 Greek  
 Growth and Structure of Cities  
 History  
 History of Art  
 Italian  
 International Studies  
 Latin  
 Linguistics (Tri-College Major)  
 Linguistics and Languages (Tri-College Major)  
 Mathematics  
 Music (Haverford College)  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion (Haverford College)  
 Romance Languages  
 Russian  
 Sociology  
 Spanish

Each student must declare her major subject before the end of the sophomore year. The declaration process involves consulting with the departmental adviser and completing a major work plan. The student then submits the major work plan to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

A student may double major with the consent of both major departments and of her dean, but she should expect to complete all requirements for both major subjects. Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan. Students may choose to major in any department at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring.

Please note that Bryn Mawr students who choose to major at Haverford must hand in their major work plans to the Bryn Mawr Dean's Office. If double-majoring with one department at Haverford and the other at Bryn Mawr, a Bryn Mawr student should fill out the Bryn Mawr double-major work plan and ask the Haverford department if she needs to fill out the Haverford form as well. If she does, the Haverford form still needs to be brought to the Bryn Mawr Dean's Office.

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Committee on Academic Standing and may be required to change her major. If, at the end of her junior year, a student has a major-subject grade point average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission.

A student with unusual interest or preparation in several areas can consider an independent major, a double major, a major with a minor, or a major with an interdisciplinary concentration. Such programs can be arranged by consulting the dean and members of the departments concerned.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

### The Independent Major Program

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental major. An independent major is a rigorous, coherent and structured plan of

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study involving courses from the introductory through the advanced level in a recognized field within the liberal arts. Independent majors must be constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

The following is a list of some recent independent majors:

- Creative Writing
- Dance
- Feminist and Gender Studies
- Medieval Studies
- Peace, Conflict, and Social Justice Studies
- Theater

Students interested in the Independent Major Program should attend the informational teas and meet with Assistant Dean Raima Evan in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as advisers. One, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty. To propose an independent major, students must submit completed applications by the following deadlines:

- the end of the first week of classes in the spring of the sophomore year (for students hoping to study abroad during one or two semesters of the junior year), or
- the end of the fourth week of classes in the spring of the sophomore year (for students planning to remain at Bryn Mawr throughout the junior year), or
- the end of the fourth week of classes in the fall of the junior year (for juniors)

The application for an independent major consists of the following components:

- A proposal developed in conversation with the advisers that describes the student's reasons for designing the independent major and explains why her interests cannot be accommodated by a related departmental or interdepartmental an established major or a combination of an established major, minor, and/or concentration. The proposal should identify the key intellectual questions her major will address and explain how each proposed course contributes to the exploration of those questions.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).

- Supporting letters from the two faculty advisers, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript, which will be supplied by the Dean's Office.

The Independent Majors Committee, composed of four faculty members, two students and one dean, evaluates the proposals on a case-by-case basis. Their decisions are final. The fact that a particular topic was approved in the past is no guarantee that it will be approved again.

The committee considers the following issues:

- Is the proposed independent major appropriate within the context of a liberal arts college?
- Could the proposed independent major be accommodated instead by an established major?
- Does the proposal effectively articulate the intellectual issues the major will investigate and the role each course will play in this inquiry?
- Does the student possess the intellectual depth necessary to investigate those issues?
- Are the proposed courses expected to be offered over the next two years?
- Will faculty members be available for consistent and good advising?
- Does the student's record indicate likely success in the proposed independent major?

If the committee approves the proposed major and its title, the student declares an independent major. The committee continues to monitor the progress of students who have declared independent majors and must approve, along with the advisers, any changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

### Physical Education Requirement

The Department of Athletics, Physical Education (P.E.), and Recreation (the Department) affirms the College's long standing commitment towards excellence in all areas of growth and development. The Department's current programming allows opportunities to promote self-awareness, confidence, skill development, and habits that contribute towards a healthy lifestyle. Specific curricula towards this mission, through Intercollegiate Athletics, Physical Education, Wellness, and Recreation, are designed to educate the current student and enhance the quality of campus life.

**Class of 2014 (students matriculating prior to August 2011):**

Students matriculating prior to August 2011 are required to complete 8 P.E. credits through the Department. Credits for P.E. may be earned through completion of Freshman Wellness, Swim Requirement, P.E. classes, Dance Classes (not taken for Academic Credit), Athletic Participation, Special Topics, and Independent Study (by pre-approval only). For specifics on credit allocation and policies regarding what programs satisfy P.E. requirements, students and advisors are encouraged to reference the Physical Education Website: [http://athletics.brynmawr.edu/information/physical\\_education/requirements#13](http://athletics.brynmawr.edu/information/physical_education/requirements#13)

**Class of 2015, 2016, and 2017 (students matriculating on or after August 2011):**

Students matriculating on or after August 2011 are required to complete 6 P.E. credits through the Department. Students will complete 3 P.E. credits through what are considered the Core Requirements. Students must complete Freshman Wellness during their first Fall semester at Bryn Mawr. They must also complete the Swim Proficiency Requirement by either passing the swim proficiency test or by completing a swim class at Bryn Mawr College. The remaining 3 P.E. Credits will be completed through the General Requirements, where students have a variety of options for P.E. credit including P.E. Classes, Dance Classes (provided they're not taken for academic credit), Varsity Athletics (annual max), Club Sport (annual max), Special Topics, and Independent Study (by pre-approval only). Students are expected to complete all aspects of the P.E. requirement before Spring Break of their sophomore year. Failure to meet these expectations will affect a student's position in the following year room draw, may affect their eligibility for Study Abroad, and will be reported to the Dean's office. [http://athletics.brynmawr.edu/information/physical\\_education/requirements#15](http://athletics.brynmawr.edu/information/physical_education/requirements#15)

**McBride and Transfer Students:**

For the purposes of the P.E. Requirement, McBride students are considered as either Sophomore or Junior transfer students; depending on their academic requirements. All transfers must demonstrate Swim Proficiency by either completing the Swim Proficiency Test or by completing a Swim Class at Bryn Mawr College. Sophomore transfer students must also complete 3 credits of P.E. from the General Requirements. Junior transfer students must complete 1 credit of P.E. from the General Requirements. For specifics on credit allocation and policies regarding what programs satisfy P.E. requirements, students and advisors are encouraged to reference the Physical Education Website: [http://athletics.brynmawr.edu/information/physical\\_education/requirements#mcbride](http://athletics.brynmawr.edu/information/physical_education/requirements#mcbride)

**Residency Requirement**

Each student must complete six full-time semesters and earn a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

The senior year must be spent in residence. Seven of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree.

**Exceptions**

All requests for exceptions to the above regulations are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee.

## ACADEMIC REGULATIONS

### Registration

Each semester all Bryn Mawr students preregister for the next semester's courses in consultation with their deans or faculty advisers. Once a student has selected a major, she must instead consult her major adviser. Failure to preregister appropriately results in a \$15 fine.

Students must then confirm their registration with the deans on the announced days at the beginning of each semester. Failure to confirm registration results in a \$25 fine.

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval.

### Credit/No Credit Option

A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) option. A student registered for five courses is not permitted a second CR/NC registration.

Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr, based on class year at entrance.

A student registered for a course under either the graded or the CR/NC option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC registration because this information should in no way affect the student's responsibilities in the course.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts numerical grades of 1.0 and above to CR and the grade of 0.0 to NC. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript only if the course becomes part of the student's major.

When a course is taken under the CR/NC option, the grade submitted by the faculty member is not factored into the student's grade point average. However, that grade is taken into consideration when determining the student's eligibility for magna cum laude and summa cum laude distinctions

Students may not take any courses in their major under the CR/NC option, but they may use it to take courses towards the College Seminar, Emily Balch Seminar, Quantitative, Quantitative and Mathematical Reasoning, Divisional, Distribution or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement. It is the student's responsibility to consult her Requirements Report to confirm whether she earned a grade high enough to satisfy a requirement.

Students wishing to take a semester-long course CR/NC must sign the registrar's register by the end of the sixth week of classes. The deadline for half-semester courses is the end of the third week of the half-semester. No student is permitted to sign up for CR/NC after these deadlines. Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar's Office.

### Course Options

Some courses, including many introductory survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course. There are, however, a very few courses designed as year-long, two-semester sequences that require students to complete the second semester in order to retain credit for the first semester. Such courses are designated in each department's course list. Students must have the permission of the professor to receive credit for only one semester of such a course.

Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Students pursuing independent study usually register for a course in that department numbered 403 and entitled "Supervised Work," unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Students may audit courses with the permission of the instructor, if space is available in the course. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Some courses are designated as limited enrollment in the Tri-Co Course Guide. The Tri-Co Course Guide provides details about restrictions. If consent of the instructor is required, the student is responsible for securing permission. If course size is limited, the final course list is determined by lottery. Only those students who have preregistered for a course will be considered for a lottery.

Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

No student may withdraw from a course after confirmation of registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student's ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control. The decision to withdraw from a Bryn Mawr course must take place before the final work for the course is due. If the course is at Haverford College, Haverford's deadlines apply.

## Half-Semester Courses

Some departments offer half-credit, half-semester courses that run for seven weeks on a normal class schedule. These courses, which are as in-depth and as fast-paced as full semester courses, provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum (see Focus Courses in "Academic Opportunities"). Note that half-semester courses follow slightly different registration deadlines as full semester courses.

## Cooperation with Neighboring Institutions

Full-time students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. This arrangement does not apply to summer programs. Credit toward the Bryn Mawr degree (including the residency requirement) is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

Students register for Haverford courses in exactly the same manner as they do for Bryn Mawr courses, and throughout most of the semester will follow Bryn Mawr procedures. If extensions beyond the deadline for

written work or beyond the exam period are necessary, the student must be in compliance with both Bryn Mawr and Haverford regulations.

To register for a Swarthmore course, a student must take a signed permission form from her dean to the Swarthmore Registrar's Office in Parrish Hall. After obtaining the registrar's signature, the student must return the form to the Bryn Mawr Dean's Office. In addition to obtaining approval from the Swarthmore registrar, the student must also obtain the instructor's signature on a Swarthmore form.

Bryn Mawr students may register for up to two liberal arts courses a semester in the College of Arts and Sciences or the College of General Studies at the University of Pennsylvania, on a space-available basis, provided that the course does not focus on material that is covered by courses at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

In order to register for a course at Penn, the student should consult the Penn Course Guide, fill out a Penn registration form which is available on the Bryn Mawr registrar's home page, obtain her dean's signature, and submit the completed form to the Bryn Mawr Registrar's Office. If the Penn Course Guide indicates that permission of the instructor is required for enrollment in a course, the student is responsible for securing this permission. Bryn Mawr students must meet all Penn deadlines for dropping and adding courses and must make arrangements for variations in academic calendars. Note that Bryn Mawr students cannot shop Penn classes. Students should consult their deans if they have any questions about Penn courses or registration procedures.

Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field. Students must have permission of both their major adviser and their dean.

Courses at Villanova may be taken only for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, the student should consult the Villanova Course Guide, and obtain

a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping/adding, withdrawal and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Villanova courses or registration procedures.

Bryn Mawr students enrolled in courses at Swarthmore, the University of Pennsylvania, or Villanova are subject to the regulations of these institutions. It is the student's responsibility to inform herself about and to remain in compliance with these regulations as well as with Bryn Mawr regulations.

### Conduct of Courses

Regular attendance at classes is expected. Responsibility for attendance—and for learning the instructor's standards for attendance—rests solely with each student. Absences for illness or other urgent reasons are excused, and it is the student's responsibility to contact her instructors and, if necessary, her dean, in a timely fashion to explain her absence. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from a course or from the entire semester.

### Quizzes, Examinations and Extensions

Announced quizzes—written tests of an hour or less—are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course. If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. The weight is decided by the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged.

An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, she is counted as having failed the examination.

A student may have an examination deferred by her dean only in the case of illness or some other emergency. When the deferral means postponement to

a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required. Instructors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

Two deadlines are important to keep in mind when planning for the end of the semester. Assignments due during the semester proper must be handed in by 5 p.m. on the last day of written work, which is the last day of classes. Final exams or final papers written in lieu of exams must be handed in by 12:30 p.m. on the last day of the exam period. Note that the exam period ends earlier for seniors. These deadlines are noted on the registrar's website.

During the course of the semester, if a student is unable to complete her work for reasons she cannot control, she should contact her professor in advance of the deadline, if at all possible, to request an extension. Extensions are generally not given after a deadline has already passed.

Requests for extensions that go into the exam period or beyond involve conversations between the student, professor, and dean. A student should contact both her professor and her dean before the due date of the assignment in question. The dean and the professor must agree to all terms of the extension. Normally, the dean will support such an extension only if the delay results from circumstances beyond a student's control, such as illness or family or personal emergency. Once the terms of the extension are agreed upon, the dean fills out an extension form, which is then submitted to the registrar.

If the instructor has not received a student's work by the end of the exam period, the instructor will submit a grade of Incomplete if an extension has been agreed upon. An Incomplete is a temporary grade. Once the student submits her work, the Incomplete will be replaced by the numerical grade which is the student's final grade in the class.

If a student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure,



can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Seniors must submit all written work and complete exams by 5 p.m. on the Saturday before senior grades are due in the Registrar's Office. Extensions beyond that deadline cannot be granted to any senior who expects to graduate that year.

Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of these dates.

### Grading and Academic Record

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT  Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy the major and curricular requirements.
3.7	A-	
3.3	B+	
3.0	B	
2.7	B-	
2.3	C+	
2.0	C	
1.7	C-	PASSING
1.3	D+	
1.0	D	
0.0	F	FAILING

Once reported to the registrar, a grade may be altered by the faculty member who originally submitted the grade, or by the department or program chair on behalf of the absent faculty member, by submitting a change-of-grade form with a notation of the reason for the change. Once reported to the registrar, no grade may be changed after one year except by vote of the faculty.

### Satisfactory Academic Progress

The following guidelines regarding satisfactory academic progress meet the standards set by the Faculty of Bryn Mawr College and those mandated by the Department of Education.

#### 1. Qualitative Measures for Satisfactory Progress toward the Degree: Academic Standard of Work

At the close of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the college's academic standard of work. The record of any student who has received a grade below 2.0 in a course might be reviewed (see below). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.

The **Merit Rule** requires that a student attain grades of 2.0 or higher in at least one half of the total number of courses taken while at Bryn Mawr. Courses from which the student has withdrawn are not considered. Covered grades for courses which the student elects to take Credit / No Credit are considered. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

The **Standard of Work in the Major** requires that every student working for an A.B. degree maintain grades of 2.0 or higher in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0. A student receiving a grade below 2.0 in any course in her major subject (including a course taken at another institution) is reported to the Committee on Academic Standing. After consulting with her major department, the Committee may require her to change her major. At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

**Repeated Failure:** A student who has incurred a grade of 0.0 or NC following a previous 0.0 or NC will be reported to the Committee on Academic Standing.

**Deterioration of Work:** A student whose work meets these specific standards but whose record has deteriorated (for example, who has earned two or more grades below merit) will be reported to the Committee on Academic Standing.

#### 2. Quantitative Measures for Satisfactory Progress Toward the Degree

Students may request exceptions to these quantitative measures by petitioning their deans or the Special Cases Subcommittee of the Committee on Academic Standing. Only the records of those students who fail to meet these standards or to secure an exception will be reviewed at the close of the semester by the Committee on Academic Standing (CAS). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.

#### Units:

Thirty-two units are required to complete the A.B. degree. Students normally carry a complete program of four courses (four units) each semester and are expected to complete the full-time course of study in eight enrolled semesters. A student may register for 3.0,

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3.5, 4.5 or 5.0 units per semester with the approval of her dean. To enroll in 5.5 units, she must also secure the permission of the Special Cases Subcommittee of the Committee on Academic Standing.

### **Pace:**

Full-time students must earn a minimum of fifteen units before the start of the junior year. These units may include transfer credits. At the end of her second, third or fourth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all courses attempted in any single semester and at least 67% cumulatively. Courses in which a student has earned the following grades for any reason, including non-attendance, will count as units attempted but not completed: W (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit / no credit), or NGR (no grade). Officially dropped and unofficially audited courses count as neither units attempted nor completed. Courses in which a student has earned a grade of UI (unauthorized incomplete) or I (incomplete) will not be counted as a unit attempted until the final grade has been assigned. These standards apply to students enrolled in dual degree programs. The maximum time frame for a transfer student may not exceed 150% of the thirty-two units minus the number of units accepted for transfer at the point of matriculation. Any student who is unable to meet this expectation may petition her dean for an exception.

### **Acceptance into a Major Program:**

By the end of the sophomore year, every student must have declared a major. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

### **Completion of requirements:**

Before the start of the sophomore year, all students must have completed the Emily Balch Seminar Requirement. At the end of her second semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the

Committee on Academic Standing.

Before the start of the junior year, all students who matriculated in August 2011 or later must have completed the physical education requirement. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Department of Athletics for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the senior year, all students must have completed all remaining requirements, including the distribution, foreign language and quantitative requirements, and for students who matriculated prior to August 2011, the physical education requirement. At the end of her sixth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

### **3. Procedure: The Committee on Academic Standing (CAS)**

At the end of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the academic standards of the College or to make satisfactory progress towards the degree. A student whose record is reviewed by CAS must meet the requirements set by CAS in order to regain good standing at the college.

Each student whose record is reviewed will receive an official report from the Committee which lays out an academic plan and specifies the standards she must meet by the end of the following semester or before returning to the College. The student will also receive a letter from her dean. The student's parent(s) or guardian(s) will receive a copy of this report and letter.

Any student previously in good standing whose record has been reviewed will be put on academic probation the following semester, or the semester of her return if she has been required to withdraw. If the student receives financial aid, she will also receive a financial aid warning. While on academic probation, she will be required to meet regularly with her dean and her instructors will be asked to submit mid-semester reports regarding her work. If the student meets the standards specified by the committee, she regains her good standing. If she fails to meet the standards, she may appeal to CAS for permission to continue for an additional semester of academic probation (and, if appropriate, for a semester of financial aid probation). Her appeal should specify the reasons she failed to make satisfactory academic progress (such as health issues, family crises, or other special circumstance) and the changes that have taken place that insure that the

she can make satisfactory progress in the upcoming semester. The student may supply documentation to support her appeal.

Any student whose record is reviewed by CAS or who appeals to CAS for an additional semester of probation may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted on probation. A withdrawn student may not register for classes at the College until she has been readmitted. The CAS may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

#### **4. Readmission process for students who have been required to withdraw**

A student who has been required by the CAS to withdraw may apply to return on probation when she has met the expectations set by the CAS and can demonstrate that she is ready to do satisfactory work at the college. Students who hope to return in September must submit a re-enrollment application and all supporting materials by May 20. Those who hope to return in January must submit their application and materials by November 1. Re-enrollment applications are reviewed by CAS in June and in December.

### **Cumulative Grade Point Averages**

In calculating cumulative grade-point averages, grades behind CR, NC or NNG are not included. Summer school grades from Bryn Mawr earned on this campus are included, as are summer school grades earned from the Bryn Mawr programs at Avignon. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange are included. Term-time grades transferred from other institutions are not included.

### **Distinctions**

The A.B. degree may be conferred cum laude, magna cum laude and summa cum laude.

#### **Cum laude**

All students with cumulative grade point averages of 3.40 or higher, calculated as described above, are eligible to receive the degree cum laude.

#### **Magna cum laude**

To determine eligibility for magna cum laude, grade point averages are recalculated to include grades covered by CR, NC and NNG. All students with recalculated grade point averages of 3.60 or higher are eligible to receive the degree magna cum laude.

#### **Summa cum laude**

To determine eligibility for summa cum laude, grade point averages are recalculated to include grades covered by CR, NC and NNG. The 10 students with the highest recalculated grade point averages in the class receive the degree summa cum laude, provided their recalculated grade point averages equal or exceed 3.80.

### **Credit for Work Done Elsewhere**

All requests for transfer credit are approved by the Registrar. The following minimal guidelines are not exhaustive. To ensure that work done elsewhere will be eligible for credit, students must obtain approval for transfer credit before enrolling. These guidelines apply to all of the specific categories of transfer credit listed below.

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or "credit" are not acceptable.
- No on-line, correspondence or distance learning courses, even those sponsored by an accredited four-year institution, are eligible for transfer.
- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

To count a transferred course towards a College requirement (such as the quantitative or distribution requirements), a student must obtain prior approval from her dean or the Registrar. In some cases, the student may be asked to obtain the approval of the appropriate department and/or the Special Cases Committee.

**Domestic study away:** A student who wishes to receive credit for a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States must have the institution and her program approved in advance by her dean, major adviser and other appropriate departments.

**Study Abroad:** A student who plans to study outside of the United States during the academic year must obtain the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments. Students must enroll in a normal full-time program during their time away.

**Summer Work:** A student who wishes to receive credit for summer school work must obtain advance

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approval of her plans from her dean and the Registrar and present to the Registrar an official transcript within one semester of completion of the course. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

**Work done prior to matriculation:** Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school. The courses must have been taught on the college campus (not in the high school) and have been open to students matriculated at that college. The courses cannot have been counted toward secondary school graduation requirements. These courses may include those taken at a community college. In all other respects, requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

**Transfer Students:** Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. These courses may include those taken at a community college. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student's transfer application. Credit for work completed before matriculating at Bryn Mawr will be calculated as described above.

### Departure from the College Prior to Graduation

Every student who leaves Bryn Mawr prior to graduation is required to see her dean and complete a Notice of Departure.

#### Medical Leaves of Absence

A student may, on the recommendation of the College's medical director or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to take a leave of absence if, in the judgment of the medical director and her dean, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College.

#### Medical leaves of absence for psychological reasons

A student may experience psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this decision as restorative, not punitive. With evidence of sufficient improvement in health to be successful, Bryn Mawr welcomes the student's return. Medical leaves for psychological reasons normally last at least two

full semesters to allow sufficient time for growth, reflection and meaningful therapy. Students who return prematurely are often at higher risk of requiring a second leave of absence.

#### Leaving the College

Prior to leaving the college, the student meets with her dean to discuss her situation and to fill out a Notice of Departure. She also authorizes the medical director or the director of counseling services to inform the dean of the medical condition that prompted the leave of absence and recommendations for treatment for the duration of the leave. Failure to complete this step will compromise the student's eligibility to return to the College. If the student is working with a medical professional who is not affiliated with the college, she should give that person permission to speak with the medical director or the director of counseling services before they provide their recommendations to the dean.

After leaving the college, the student may expect to receive a follow-up letter from her dean along with a copy of the Notice of Departure and of the treatment recommendations of the Health Center. She should expect that her parents or guardians will receive a letter from the dean and a copy of the Notice of Departure. The student is encouraged to share the Health Center's recommendations with her parents or guardians.

While away, the student is advised to avoid visiting Haverford or Bryn Mawr without receiving prior permission from her dean. Students who fail to follow this advice risk compromising their eligibility to return to the College.

#### Returning to the College

When a student is ready to apply to return, she should contact her dean to inform the dean of her interest in returning. The application and instructions are available on the Dean's Office website ([www.brynmawr.edu/deans/ReenrollmentApplication\\_001.html](http://www.brynmawr.edu/deans/ReenrollmentApplication_001.html)). In addition, she should ask the physician or counselor with whom she has worked while on leave to contact the appropriate person at the College's Health Center. Permission to return from a medical leave is granted when the Dean's Office and the College's Health Center receive satisfactory evidence of recovery and believe that the student is ready to resume her studies. Students who are eligible to return in September must submit all application materials by May 20. Those who are eligible to return in January must submit their materials by November 1.

#### Personal Leaves of Absence

Any student in good academic standing may apply for a one- or two-semester leave of absence from the

College. She should discuss her plans with her dean and fill out a Notice of Departure by June 1 or, for a leave beginning in the spring, by November 1. During her leave of absence, she is encouraged to remain in touch with her dean and is expected to confirm her intention to return to the College by March 1 (for return in the fall) or November 1 (for return in the spring). Reinstatement is always contingent upon the availability of space in the residence halls.

A student on a semester-long leave of absence who chooses not to return at the scheduled time may ask to extend her leave by one additional semester by notifying her dean by the above deadlines. If a student on a leave of absence chooses not to return to the College after two semesters, her status changes to “withdrawn” (see “Voluntary Withdrawal” below).

### Voluntary Withdrawals

A student in good standing who leaves the College in the following circumstances will be categorized as “withdrawn” rather than on leave and will need to apply for permission to return (see below, “Permission to Return After Withdrawal”):

- if she leaves the college in mid-semester (unless she qualifies instead for a medical or psychological leave of absence),
- if she matriculates as a degree candidate at another school,
- if her leave of absence has expired, or
- if she loses her good standing after having applied for a leave of absence.

### Required Withdrawals

Any student may be required to withdraw from the College because she fails to meet the academic standards of the College, because of an infraction of the Honor Code or other community norm, or because she is not healthy enough to meet her academic commitments.

In addition, any student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be required to withdraw by the Dean of the Undergraduate College. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Committee on Academic Standing, the president of the Self Government Association and the head of the Honor Board hears the student and the dean. The committee makes its recommendations to the president of the College; the president’s decision is binding. In cases of required withdrawal, no fees are refunded.

### Permission to Return After Withdrawal

Students who withdraw, whether by choice or as a result of the above procedures, must apply for permission to return. The application and instructions are available on the Dean’s Office website ([www.brynmawr.edu/deans/ReenrollmentApplication\\_001.html](http://www.brynmawr.edu/deans/ReenrollmentApplication_001.html)). Students must submit their application and all supporting documents no later than May 20 (for return in the fall) or November 1 (for return in the spring).

## ACADEMIC OPPORTUNITIES

### Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the Credit/No Credit (CR/NC) or Haverford College’s No Numerical Grade (NNG) option subsequently becomes part of a student’s minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

*Africana Studies*

Anthropology

Astronomy (at Haverford)

Biology

Chemistry

*Child and Family Studies*

*Chinese*

Classical and Near Eastern Archaeology

Classical Culture and Society

Comparative Literature

*Computational Methods*

Computer Science

*Creative Writing*

*Dance*

East Asian Studies

Economics

*Education*

English

*Environmental Studies*

*Film Studies*

French and Francophone Studies

*Gender and Sexuality*  
Geology  
German and German Studies  
Greek  
Growth and Structure of Cities  
*Health Studies*  
History  
History of Art  
International Studies  
Italian  
*Japanese*  
Latin  
Linguistics  
Mathematics  
*Middle Eastern Studies*  
Music (at Haverford)  
*Neuroscience*  
Philosophy  
Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
*Theater Studies*

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Peace, Conflict, and Social Justice

### **Combined A.B./M.A. Degree Programs**

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing her bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are offered the unique opportunity to work toward both degrees concurrently. They are allowed to count up

to two courses towards both degrees. A full description of requirements for the program and application procedures appear at [www.brynmawr.edu/deans/exp\\_acad\\_options/comb\\_AB\\_MA\\_prog.shtml](http://www.brynmawr.edu/deans/exp_acad_options/comb_AB_MA_prog.shtml).

### **3-2 Program in Engineering and Applied Science**

The College has negotiated arrangements with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, apply to transfer into the third year at Caltech to complete two full years of work there. At the end of five years she is awarded an A.B. degree by Bryn Mawr and a Bachelor of Science degree by Caltech. Programs are available in many areas of specialization.

In her three years at Bryn Mawr, the student must complete a minimum of 24 units, most of the coursework required by her major (normally physics or chemistry), and all other Bryn Mawr graduation requirements. She must also complete all courses prescribed by Caltech. See the Caltech website at <http://admissions.caltech.edu/applying/32>.

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3-2 Plan Liaison Officer at Bryn Mawr College for application in the spring semester of their third year at the College. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

Students considering this option should consult the program liaison in the Department of Physics or Chemistry at the time of registration for Semester I of their first year and each semester thereafter to ensure that all requirements are being completed on a satisfactory schedule. Financial aid at Caltech is not available to non-U.S. citizens.

### **4+1 Partnership with Penn's School of Engineering and Applied Science**

The College's new 4+1 Partnership with the University of Pennsylvania School of Engineering and Applied Science allows a student to begin work on a Master's degree in Engineering while still enrolled as an undergraduate at Bryn Mawr. Students may apply to the program as early as their fourth semester or as late as their seventh semester. Applicants would be required to major in math or a relevant science and to have both a major and a cumulative GPA of at least 3.0. Applicants would also be encouraged to submit GRE scores. Successful applicants would be permitted to take up to

three graduate courses at Penn while undergraduates through the Quaker Consortium. These courses would count towards a student's undergraduate degree and at the discretion of her major department might also count towards a student's major. Successful applicants would also be eligible to participate in Penn's summer undergraduate research program.

Upon completion of her undergraduate degree, students in the 4+1 Partnership would then matriculate at the University of Pennsylvania and complete her Master's Degree. Students who had already completed three graduate courses would be able to complete the degree (seven remaining courses) in one year.

Students interested in this program should consult their major adviser. It may be advisable for such students to enroll in one or more introductory engineering courses at Penn during their sophomore year to learn more about engineering and better prepare for graduate level courses.

### **3-2 Program in City and Regional Planning**

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities Program at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminar, quantitative, foreign-language, and divisional requirements and the basis of a major in the Growth and Structure of Cities Program. The student applies to the M.C.P. program at Penn in her junior year. GRE scores will be required for the application. Students are encouraged to prepare for the program by completing both URBS 204 and URBS 440 before entering the program. No courses taken prior to official acceptance into the M.C.P. program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult Carola Hein early in their sophomore year.

### **Combined Master's and Teacher Certification Programs at the University of Pennsylvania, Graduate School of Education (GSE)**

Bryn Mawr and Haverford students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may choose to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-

focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their junior year.

Bryn Mawr and Haverford students who submatriculate may take up to two graduate-level education courses at Penn while they are undergraduates (usually during their junior or senior years) that will double count toward both their undergraduate and graduate degrees. To submatriculate into the program, students must have a GPA of a 3.0 or above and a combined GRE score of at least 1000 and must complete an application for admission.

More information about the secondary education and elementary education master's programs are available on the GSE website: <http://tep.gse.upenn.edu/>.

### **Summer Language Programs**

Summer language programs offer students the opportunity to spend short periods of time studying a language, conducting research and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the institut is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; the facilities of the Médiathèque Ceccano as well as the Université d'Avignon library are available to the group. Students are encouraged to live with French families or foyers. A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Brigitte Mahuzier of the Department of French and/or visit the Avignon website at [www.brynmawr.edu/avignon](http://www.brynmawr.edu/avignon).

The College also participates in summer programs with American Councils Advanced Russian Language and Area Studies Program (RLASP) in Moscow, St. Petersburg and other sites in Russia. These overseas programs are based at several leading Russian universities and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of work in advanced Russian language and culture. Many Bryn Mawr students also take part in the semester

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(4 units) or academic year (8 units) programs in Russia as well. For further information about American Councils programs, students should consult the Department of Russian or American Councils at [www.americancouncils.org](http://www.americancouncils.org).

Bryn Mawr offers an eight-week intensive summer program in Russian language and culture on campus available through the Russian Language Institute (RLI). The program is open to bi-college students as well as to qualified students from other colleges, universities, and high schools.

The Russian Language Institute offers a highly-focused curriculum (6 hours per day) and co-curricular environment conducive to the rapid development of linguistic and cultural proficiency. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). This highly-intensive program provides the equivalent of a full academic year of Russian to participants who complete the program. Students may use units completed at RLI to advance to the next level of study at their home institution or to help fulfill the language requirement. Most RLI participants elect to reside on-campus at the Russian-speaking residential hall, as part of the overall RLI learning experience.

For detailed information, please contact Billie Jo Ember (610-526-5187) or visit: [www.brynmawr.edu/russian/rli.htm](http://www.brynmawr.edu/russian/rli.htm).

### Study Abroad in the Junior Year

Bryn Mawr believes that study abroad is a rewarding academic endeavor that when carefully incorporated into students' academic career can enhance students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved over 60 programs in colleges and universities in other countries. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In previous years, students studied in Argentina, Australia, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany, Ghana, Greece, Hong Kong, Hungary, India, Ireland, Israel, Italy, Japan, Korea, Morocco, New Zealand, Panama, Peru, Poland, Russia, South Africa, Spain, Taiwan, and the United Kingdom.

The Foreign Studies Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their Bryn Mawr degrees. The Foreign Studies Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the

study abroad experience with the academic program, the student's overall progress towards the degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their decision granting, denying, or giving conditions for permission to study abroad. Only those students whose plans are approved by the Committee will be allowed to transfer courses from their study abroad programs towards their Bryn Mawr degrees. Students with a grade point average below 3.0 should consult the Director of International Programs regarding eligibility. Most non-English speaking programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

Most students may study abroad for one semester only during their academic career. The committee will consider requests for exceptions to this rule from students majoring in a foreign language and those accepted to Cambridge, Oxford or the London School of Economics, which are yearlong programs for which one semester is not an option. All students interested in study abroad in their junior year must declare their major(s) and complete the Bryn Mawr study abroad application by the required deadline stated on the Office of International Programs website and the study abroad guide.

Study abroad students pay Bryn Mawr College tuition regardless of the tuition cost of the study abroad program. The College, in turn, pays the program tuition and academic related fees directly to the institution abroad. Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years. If the study abroad budget is not able to support all of those on aid who plan to study abroad, priority will be given to those for whom it is most appropriate academically and to those who have had the least international experience. For details, see the Study Abroad Guide, which is updated and published every year.

### Preparation for Careers in Architecture

Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Studies and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate



programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the Growth and Structure of Cities Program.

## Preparation for Careers in the Health Professions

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, and veterinary medicine. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics; however, several medical schools and dental schools do require one additional semester of upper-level coursework in biology as well as math courses. Schools of veterinary medicine usually require upper-level coursework in biology as well as extensive experience working with a diversity of animal species. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four year medical school education. International students are encouraged to contact the undergraduate health professions adviser to discuss the significant challenges faced by international students seeking admission to U. S. medical schools as well as to other health professional schools.

The Health Professions Advising Office publishes the Guide for First- and Second-Year Students Interested in the Health Professions. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. More information about preparing for careers in the health professions, including the Guide for First- and Second-Year Students, is also available at the Health Professions Advising Office website, [www.brynmawr.edu/healthpro](http://www.brynmawr.edu/healthpro).

## Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of “pre-law” courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—

e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr’s well established student self-government process, “shadowing” alumnae/i lawyers through the Career Development Office’s externship program, attending law career panels and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process should consult with the College’s pre-law advisor, Jennifer Beale, at the Career and Professional Development Office .

## Teacher Certification

Students majoring in biology, chemistry, English, French, history, Latin, mathematics, physics, political science, Spanish and a number of other fields that are typically taught in secondary school may get certified to teach in public secondary high schools in Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by most other states as well. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of her major department early in her college career so that she may make appropriate curricular plans. Students may also choose to get certified to teach after they graduate through the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. For further information, see the Education Program.

## Air Force Reserve Officers’ Training Corps (AFROTC)

The Department of Aerospace Studies through Saint Joseph’s University offers Bryn Mawr College students a three-year and four-year curriculum leading to a commission as a Second Lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the three-year curriculum, a student completes AER 101, AER 102, AER 201, and AER 202 during the sophomore year, and then enters the POC in the junior year. The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior years the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a two-hour Leadership Laboratory

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(AER 251, 252, 351, or 352) each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly stipend which varies from \$ \$250 - \$400, depending on graduation date.

For further information on the AFROTC program, scholarships, and career opportunities, contact:

Unit Admissions Officer  
AFROTC Detachment 750  
Saint Joseph's University  
Philadelphia, PA 19131  
Phone: 610-660-3190  
Email: [rotc@sju.edu](mailto:rotc@sju.edu)

Information may also be obtained by visiting Air Force ROTC Detachment 750's website at [www.det750.com](http://www.det750.com) or the Air Force ROTC website at [www.afrotc.com](http://www.afrotc.com).

### Centers for 21st Century Inquiry

Bryn Mawr's interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The four interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

The **Center for the Social Sciences** was established to respond to the need for stronger linkages and cooperation among the social sciences at Bryn Mawr College. Uniting all the social sciences under an inclusive umbrella, the center provides opportunities for consideration of broad substantive foci within the fundamentally comparative nature of the social science disciplines, while training different disciplinary lenses on a variety of issues.

The **Center for International Studies** brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The center sponsors

the major in International Studies and supports collaborative, cross-disciplinary research, preparing students for life and work in the highly interdependent world and global economy of the 21st century.

The **Center for Science in Society** was founded to facilitate the broad conversations, involving scientists and nonscientists as well as academics and nonacademics, that are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships and public discussions, the center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the interdependent relationships among science, technology and other aspects of human culture.

The **Center for Visual Culture** is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

### Summer Courses

During Summer Sessions I and II, qualified women and men, including high-school students, may take courses in the sciences, mathematics and intensive language studies in Russian. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer-session calendar should be consulted for dates and course descriptions. Each course carries full academic credit.

### Continuing Education Program

The Continuing Education Program provides highly qualified women, men and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, go to [www.brynmawr.edu/academics/continuing\\_ed.shtml](http://www.brynmawr.edu/academics/continuing_ed.shtml).

## Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program serves women beyond the traditional college-entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities and home or formal study. McBride Scholars are admitted directly as matriculated students.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information or an application, visit the McBride Program website at [www.brynmawr.edu/mcbride](http://www.brynmawr.edu/mcbride) or call (610) 526-5152.

## Postbaccalaureate Premedical Program

The Postbaccalaureate Premedical Program at Bryn Mawr College was established in 1972 and is designed for men and women who are highly motivated to pursue a career in medicine yet have not completed the science prerequisite coursework necessary for applying to medical school. It is an intensive 12-month, full-time program for up to 80 students per year. Applications should be submitted as early as possible during our application season because decisions are made on a rolling basis and the postbac program is highly selective. Please visit [www.brynmawr.edu/postbac](http://www.brynmawr.edu/postbac) for complete information about the program.

Students enrolled in the postbac program may elect to forgo the traditional application process to medical school in favor of applying through the consortial/linkage program. Students who are accepted at a medical school through the consortial process enter medical school in the September immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's "consortial" medical schools:

Boston University School of Medicine

Brown – The Warren Alpert Medical School of Brown University

Cornell – Weill Cornell Medical College

Dartmouth - Geisel School of Medicine at Dartmouth

Drexel University College of Medicine

George Washington University School of Medicine and Health Sciences

Hofstra North Shore – LIJ School of Medicine

Jefferson Medical College of Thomas Jefferson University

Mount Sinai - Icahn School of Medicine at Mount Sinai  
Philadelphia College of Osteopathic Medicine

Robert Wood Johnson School of Medicine

SUNY Downstate Medical Center College of Medicine

SUNY Stony Brook – Stony Brook School of Medicine

Tulane University School of Medicine

University of Chicago Pritzker School of Medicine

University of Michigan Medical School

University of Pennsylvania – Perelman School of Medicine at the University of Pennsylvania

University of Pittsburgh School of Medicine

University of Rochester School of Medicine and Dentistry

## The Emily Balch Seminars

Director: Gail Hemmeter, Department of English

The Emily Balch Seminars introduce all first-year students at Bryn Mawr to a critical, probing, thoughtful approach to the world and our roles in it. The seminars are named for Emily Balch, Bryn Mawr Class of 1889. She was a gifted scholar with a uniquely global perspective who advanced women's rights on an international level and who, in 1946, was awarded the Nobel Prize for Peace.

These challenging seminars are taught by scholar/teachers of distinction within their fields and across academic disciplines. They facilitate the seminars as active discussions among students, not lectures. Through intensive reading and writing, the thought-provoking Balch Seminars challenge students to think about complex, wide-ranging issues from a variety of perspectives.

While books and essays are core texts in the Balch Seminars, all source materials that invite critical interpretation and promote discussion and reflection may be included—films, performances, material objects, research surveys and experiments, or studies of social practices and behavior.

The seminars are organized around fundamental questions in contemporary or classical thought that

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students will inevitably address in their lives, regardless of the majors they elect at Bryn Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

In the Balch Seminars, students form a tightly knit, collaborative learning community that will serve as a model for much of their intellectual life at Bryn Mawr, both in and out of the classroom. As a result, students will enrich their educational experience in whatever fields of knowledge they pursue at Bryn Mawr, and be better prepared for a more reflective and critical life in a complex and changing world beyond college.

For more information and a list of current courses, visit [www.brynmawr.edu/balch/](http://www.brynmawr.edu/balch/).

### 360°

360° creates an opportunity for students to participate in a cluster of multiple courses that connect students and faculty in a single semester (or in some cases across contiguous semesters) to focus on common problems, themes, and experiences for the purposes of research and scholarship.

Interdisciplinary and interactive, 360° builds on Bryn Mawr's strong institutional history of learning experiences beyond the traditional classroom, placed within a rigorous academic framework.

360° is a unique academic opportunity that is defined by the following five characteristics:

1. 360° offers an interdisciplinary experience for students and faculty.

Reflecting the fact that many interesting questions are being explored at the edges or intersections of fields, each cluster of courses in 360° emphasizes interdisciplinary, multidisciplinary or transdisciplinary coursework. 360° clusters may involve two or more courses bridging the humanities and the natural and social sciences; collaborations within each broad division, or even two or more courses within the same department with very different subfields. What is central is that these courses engage problems using different approaches, theories, prior data and methods.

2. 360° is unified by a focused theme or research question.

These unifying themes can be topics that cut across disciplines such as "poverty," refer to a particular

space or time like "Vienna at the turn of the 20th century", or define a complex research question, such as the impact of Hurricane Katrina in the city of New Orleans.

3. 360° engages students and faculty in active and interactive ways in a non-traditional classroom experience.

Essential to 360° is a component beyond traditional classroom walls. This could occur through data gathering or research trips, praxis-like community based partnerships, artistic productions, and/or intensive laboratory activity.

4. 360° will encourage students and faculty to reflect on these different perspectives in explicit ways.

Over their course of study, students often informally put together a set of related courses. 360° makes these connections explicit and explored reflectively among faculty and fellow students.

5. 360° participants enrich the entire community by sharing their work in some form.

All 360° participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or sharing of data, research, visuals etc. Materials produced in 360° are archived for later use by others within the College community.

Because 360° will allow students to experience the shifting and questioning of frames that sometimes comes from interdisciplinary work with faculty, most will be targeted for sophomores and juniors who have some foundation/engagement with disciplines.

For more information and a list of current courses, visit [www.brynmawr.edu/360/](http://www.brynmawr.edu/360/).

### Focus Courses

Focus Courses are 7-week long, half-semester courses that provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum. While some Focus Courses have been designed to whet the appetite for further study, several upper level topics lend themselves to a more in-depth, shorter experience. Focus courses are as rigorous and fast-paced as full semester courses and are used to experiment and engage with more of Bryn Mawr's stellar academic offerings.

## Athletics and Physical Education

### Administration

Kathleen Tierney, Director of Athletics and Physical Education

Stacey Adams, Assistant Director of Athletics for Facilities and Operations

Jacob Mullins, Assistant Director of Athletics, Sports Information and Compliance

### Faculty

Carol Bower, Senior Lecturer and Head Coach

Jill Breslin, Instructor and Head Coach

Deb McLaughlin, Instructor and Head Coach

Erin DeMarco, Senior Lecturer and Head Coach

Jason Hewitt, Lecturer and Head Coach

Laura Marzano Kemper, Lecturer and Assistant Athletic Trainer

Nicole Reiley, Instructor and Head Coach

Marci Scheuing, Lecturer and Head Coach

Terry McLaughlin, Senior Lecturer & Head Athletic Trainer

Katie Tarr, Senior Lecturer and Head Coach

Kathy Tierney, Director of Physical Education

Nikki Whitlock, Senior Lecturer and Head Coach

### Staff

Lillian Amadio, Office Manager

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available in a range of sports; including rugby, equestrian, fencing, karate, ice skating, squash, and ultimate Frisbee. Students interested in any of these programs should consult the Department of Athletics at: <http://athletics.brynmawr.edu/landing/index>.

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits that will enhance the quality of life. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes, and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. All students must complete a physical

education requirement (as determined by their year of entry into the college), including a swim-proficiency requirement, and a freshmen Wellness Class. Students can enroll in physical education classes at Swarthmore and Haverford Colleges.

The Department of Physical Education in conjunction with Health Services, Student Life and the Dean's Office has developed an eight-week Wellness Seminar that focuses on a variety of issues confronting college women. The course is mandatory for all first year students and fulfills two physical education credits. The curriculum is designed to be interesting, interactive and provide a base of knowledge that will encourage students to think about their wellbeing as an important partner to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

The newly renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from PE Indoor cycling to Zumba Fitness! The fitness center has over 100 different workout options, including drop in classes, free weights, indoor cycling bicycles, and cardiovascular and strength training machines.

The building hosts two-courts in the Class of 1958 Gymnasium, an eight lane pool, a fitness center with varsity weight training area, an athletic training room, locker rooms, a conference smart room and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information please consult: <http://athletics.brynmawr.edu/information/facilities/index>.

The outdoor athletics and recreation facilities include two varsity athletics playing fields, seven tennis courts and two fields for recreational and club sport usage. The Shillingford and Applebee Fields are home to the College's field hockey, soccer and lacrosse programs. In the fall of 2011 the College completed construction on Applebee, converting it from natural grass to a NCAA regulation sized synthetic field.

## Praxis Program

Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. The three designated

## 60 Academic Opportunities

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types of Praxis courses—Praxis I and II departmental courses and Praxis III independent studies—are described below and at [www.brynmawr.edu/praxis](http://www.brynmawr.edu/praxis).

Praxis courses on all levels are distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The nature of fieldwork assignments and projects varies according to the learning objectives for the course and according to the needs of the community partner. In most Praxis courses, students are engaged in field placements or working on community-connected projects that meet an identified need in the community. In other courses, the focus is on developing a relationship between the College and a community organization that will ultimately benefit the organization as well as the College.

The Praxis Program is coordinated by the Civic Engagement Office, located in Dolwen on Cambrian Row. The Civic Engagement Office builds relationships between the College and the community with an emphasis on collaboration, reciprocity and sustainability. The Praxis Program staff assist faculty in identifying, establishing and supporting field placements in a wide variety of organizations, such as public health centers, community art programs, museums, community-development and social service agencies, schools, and local government offices. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

There are three levels of Praxis courses (see below), which require increasing amounts of fieldwork but do not need to be taken successively. Praxis I and II courses are offered within a variety of academic departments and are developed by faculty in those departments. Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. Students may enroll in more than one Praxis course at a time and are sometimes able to use the same field placement to meet the requirements of both courses. Praxis-style courses taken at other institutions are subject to prior approval by the Praxis Office and the Dean's Office.

Praxis I Departmental Courses provide opportunities for students to explore and develop community connections in relation to the course topic by incorporating a variety of activities into the syllabus, such as: field trips to local organizations, guest speakers from those organizations, and assignments that ask students to research local issues. In some cases, students in Praxis I courses

are engaged in introductory fieldwork activities; the time commitment for this fieldwork does not exceed 2 hours per week or 20 hours per semester. The Praxis component in all Praxis I courses constitutes less than 25 percent of the total coursework assigned.

Praxis II Departmental Courses include a more substantial fieldwork component that engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7 hours per week or 20- 70 hours per semester. Praxis II courses might include: weekly fieldwork, such as assisting in local classrooms, urban farms, community-based organizations; conducting research that has been requested by a community partner; project-based activities such as creating a curriculum or workshop, designing websites or brochures, writing grant proposals.

The Praxis Fieldwork Agreement is an important part of all Praxis II courses. This document outlines the learning and placement objectives of the Praxis component and is signed by the course instructor, the field supervisor, the Praxis coordinator and the student.

The Praxis component in Praxis II courses constitutes between 25-50 percent of total coursework assigned.

Praxis III Independent Study places fieldwork at the center of a supervised learning experience. Fieldwork is supported by appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Faculty are not obligated to supervise Praxis III courses and may decline to do so. Departments may limit the number of Praxis III courses that a faculty member may supervise.

Students who plan to undertake Praxis III Independent Study should submit a completed Praxis III proposal to their dean for her/his signature at pre-registration and then return the form to the Praxis Office to be reviewed by the Praxis Program Director. The Praxis III learning plan—which must include a description of the student's course, all stipulated coursework, a faculty supervisor, a fieldsite, a fieldsite supervisor and fieldwork responsibilities—must be approved by the Praxis Program Director by the beginning of the semester in which the course will take place. The Praxis Program Director will notify the Registrar's Office when the Praxis III learning plan is approved, at which point a course registration number will be created for the course. Students are encouraged to visit the Praxis Office to discuss possible field placements, although they are not discouraged from developing their own fieldsites.

Praxis III fieldwork typically constitutes 75 percent of total coursework assigned, with students typically

completing two, four- to five hour fieldsite visits per week. Praxis III courses are available to sophomore and higher-level students who are in good academic standing. No student may take more than two Praxis III courses during her time at Bryn Mawr.

### Collaboration with the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research

At Bryn Mawr, we embrace a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do advanced work by participating in graduate level courses offered in several academic areas. These areas include Chemistry; Classical and Near Eastern Archaeology; Greek, Latin, and Classical Studies; History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites for a particular course and obtain departmental approval if she wishes the course to count towards her major.

#### The Graduate School of Arts and Sciences (GSAS)

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school to open its doors to women in the United States. This radical innovation of graduate education in a women's college was the beginning of a distinguished history of teaching and learning designed to enable every student to reach the apex of her intellectual capacity. Today, students in the Graduate School of Arts and Sciences are a vital component in a continuum of learning and research, acting as role models for undergraduates and as collaborators with the faculty. Renowned for excellence within disciplines, Bryn Mawr also fosters connections across disciplines and the individual exploration of newly unfolding areas of research.

Examples of GSAS graduate level courses that are open to advanced undergraduates include:

ARCH 693	Studies in Greek Pottery
CHEM 534	Organometallic Chemistry
HART 607	Women in Medieval Art
GREK 643	Readings in Greek History
MATH 506	Graduate Topology
PHYS 503 and 504	Electromagnetic Theory I and II

#### The Graduate School of Social Work and Social Research (GSSWSR)

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced

education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself.

As part of the Bryn Mawr College academic community and throughout its 95 year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities, both locally and globally.

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated perspective on policy, practice, theory, and research. Both Master's and PhD graduates are prepared to address the rapidly growing and complex challenges impacting the biological, psychological, and social conditions of children and families within their communities. GSSWSR graduates are leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded research in the social and behavioral sciences.

Examples of GSSWSR graduate level courses that are open to advanced undergraduates include:

SOWK 302	Perspectives on Inequality
SOWK 306	Social Determinants of Health and Health Equity
SOWK 308	Adult Development and Aging
SOWK 309	Organizational Behavior: The Art and Science
SOWK 352	Child Welfare: Policy, Practice, and Research
SOWK 354	To Protect the Health of the Public
SOWK 408	Women and the Law
SOWK 411	Family Law

## ACADEMIC AWARDS AND PRIZES

The following awards, fellowships, scholarships, and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. (1957)

The Seymour Adelman Book Collector's Award is given each year to a student for a collection on any subject, single author or group of authors, which may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose '52, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community—undergraduate or graduate student, staff or faculty member—is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Areté Fellowship Fund was established by Doreen Canaday Spitzer '31. The fund supports graduate students in the Departments of Greek, Latin and Classical Studies, History of Art, and Classical and Near Eastern Archaeology. (2003)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The prize is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a university in the United States or abroad. The European Fellowship continues to be funded by a bequest from Elizabeth S. Shippen.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The scholarship is used to send a graduate to a university or college in Commonwealth Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the scholarship was changed to include support for current undergraduates. (1965)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner '42, by gifts from her family, classmates, and friends. The award is made to a junior or senior on the recommendation of a committee composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. It is awarded to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a senior doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the society. (1903)

Friends and colleagues have joined Ruth Nelson in honoring Judy Gould's retirement through the establishment of the Judy Loomis Gould '64 Fund for Summer Study Abroad.

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L.



Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subject(s) and is held during the senior year. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup '56, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones '35. The prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys '79. The prize is awarded to an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

The Sheelah Kilroy Memorial Scholarship in English was founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. This prize is awarded annually on the recommendation of the Department of English to a student for excellence of work in an English course. (1919)

The Richmond Lattimore Prize for Poetic Translation was established in honor of Richmond Lattimore, Professor of Greek at Bryn Mawr and distinguished translator of poetry. The prize is awarded for the best poetic translation submitted to a committee composed of the chairs of the Departments of Classical and Modern Languages. (1984)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning '15, in the year of her retirement, by her class. The prize is awarded to a senior in the Department of History for work of special excellence in the field. (1957)

The McPherson Fund for Excellence was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic

distinction and community service accomplishments. The fund provides support for an internship or other special project.

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel '85. The fund supports the research or travel of students undertaking imaginative projects in the following areas: children's educational television, and educational film and video. (1986)

The Martha Barber Montgomery Fund was established by Martha Barber Montgomery '49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The fund may be used, for example, to support student research and travel needs, or an internship in a nonprofit or research setting. (1993)

The Elinor Nahm Prizes in Italian are awarded for excellence in the study of Italian at the introductory, intermediate and advanced levels. (1991)

The Elinor Nahm Prizes in Russian are awarded for excellence in the study of Russian language and linguistics and of Russian literature and culture. (1991)

The Milton C. Nahm Prize in Philosophy is awarded to the senior Philosophy major whose thesis is judged most outstanding. (1991)

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard '29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka '64 by gifts from her family and friends. The prize is awarded annually to a member of the first-year or sophomore class and writer of the best piece of imaginative writing in prose. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in Economics. (1938)

The Laura Estabrook Romine '39 Fellowship in Economics was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine '39. The fellowship is given annually to a graduating senior or alumna, regardless of undergraduate major, who has received admission to a graduate program in Economics. (1996)

## 64 Academic Awards and Prizes

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The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin '47. The fund provides summer support for students undertaking internships in nonprofit or research settings appropriate to their career goals, or study abroad. (1989)

The Gail Ann Schweiter Prize Fund was established in memory of Gail Ann Schweiter '79 by her family. The prize is to be awarded to a science or Mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. (1993)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarship in Foreign Language was founded under the will of Elizabeth S. Shippen of Philadelphia. It is awarded to a junior whose major is in French, German, Greek, Italian, Latin, Russian or Spanish for excellence in the study of foreign languages. (1915)

The Elizabeth S. Shippen Scholarship in Science was founded under the will of Elizabeth S. Shippen of Philadelphia and is awarded to a junior whose major is in Biology, Chemistry, Geology or Physics for excellence in the study of sciences. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Ariadne Solter Fund was established in memory of Ariadne Solter '91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing.

The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in Geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It is given from time to time to support the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, Professor of Mathematics from 1918 until her death in 1966. (1960)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

### Scholarships for Medical Study

The following scholarships may be awarded to seniors or graduates of Bryn Mawr intending to study medicine, after their acceptance by a medical school. The premedical adviser will send applications for the scholarship to medical school applicants during the spring preceding the academic year in which the scholarship is to be held.

The Linda B. Lange Fund was founded by bequest under the will of Linda B. Lange, A.B. 1903. The income from this fund provides the Anna Howard Shaw

Scholarship in Medicine and Public Health, awarded to members of the graduating class or graduates of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Jane V. Myers Medical Scholarship Fund was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1948)

## AREAS OF STUDY

### Definitions

#### MAJOR

In order to ensure that a student's education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, she must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. The following is a list of major subjects:

Anthropology  
 Astronomy (Haverford College)  
 Biology  
 Chemistry  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society  
 Classical Languages  
 Comparative Literature  
 Computer Science  
 East Asian Studies  
 Economics  
 English  
 Fine Arts (Haverford College)  
 French and Francophone Studies  
 Geology  
 German and German Studies  
 Greek  
 Growth and Structure of Cities  
 History  
 History of Art  
 Italian and Italian Studies  
 International Studies  
 Latin  
 Linguistics (Tri-College Major)  
 Linguistics and Languages (Tri-College Major)  
 Mathematics  
 Music (Haverford College)  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion (Haverford College)

Romance Languages  
Russian  
Sociology  
Spanish

## **MINOR**

The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

*Africana Studies*  
Anthropology  
Astronomy (at Haverford)  
Biology  
Chemistry  
*Child and Family Studies*  
*Chinese*  
Classical and Near Eastern Archaeology  
Classical Culture and Society  
Comparative Literature  
*Computational Methods*  
Computer Science  
*Creative Writing*  
*Dance*  
East Asian Studies  
Economics  
*Education*  
English  
*Environmental Studies*  
*Film Studies*  
French and Francophone Studies  
*Gender and Sexuality*  
Geology  
German and German Studies  
Greek  
Growth and Structure of Cities  
*Health Studies*  
History  
History of Art  
International Studies  
Italian and Italian Studies

*Japanese*  
Latin  
Linguistics (at Haverford)  
Mathematics  
*Middle Eastern Studies*  
Music (at Haverford)  
*Neuroscience*  
Philosophy  
Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
*Theater Studies*

## **CONCENTRATION**

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Peace, Conflict and Social Justice

## **KEY TO COURSE LETTERS**

ANTH Anthropology  
ARAB Arabic  
ARTA Arts in Education  
ASTR Astronomy  
BIOL Biology  
CHEM Chemistry  
CNSE Chinese  
ARCH Classical and Near Eastern Archaeology  
CSTS Classical Culture and Society  
COML Comparative Literature  
CMSC Computer Science  
ARTW Creative Writing  
ARTD Dance  
EAST East Asian Studies

ECON	Economics
EDUC	Education
ENGL	English
ARTS	Fine Arts
FREN	French and Francophone Studies
GNST	General Studies
GEOL	Geology
GERM	German and German Studies
GREK	Greek
CITY	Growth and Structure of Cities
HEBR	Hebrew and Judaic Studies
HIST	History
HART	History of Art
INST	International Studies
ITAL	Italian
JNSE	Japanese
LATN	Latin
LING	Linguistics
MATH	Mathematics
MUSC	Music
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RELG	Religion
RUSS	Russian
SOCL	Sociology
SPAN	Spanish
ARTT	Theater

## KEY TO COURSE NUMBERS

### 001-099

These course numbers are used by only a few departments. They refer to introductory courses that are not counted towards the major.

### 100-199

Introductory courses, generally taken in the first and second years.

### 200-299

Introductory and intermediate-level courses, generally taken in the first two years.

### 300-399

Advanced courses.

### 400-499

Special categories of work (e.g., 403 for a unit of supervised work).

Some courses listed together are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Full-year courses are indicated by the phrase "both semesters are required for credit" in the course description. Other courses listed together are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter hours.

## KEY TO REQUIREMENT INDICATORS

Quantitative Skills: Indicates courses that meet the requirement for work in Quantitative Skills.

Division I: Indicates courses that meet part of the divisional requirement for work in the social sciences.

Division III: Indicates courses that meet the laboratory science part of the divisional requirement for work in the natural sciences and mathematics.

Division II: Indicates courses that meet part of the divisional requirement for work in the natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

Division III: Indicates courses that meet part of the divisional requirement for work in the humanities.

Division I or III, II or III, etc.: Indicates courses that can be used to meet part of the divisional requirement for work in either division, but not both.

Quantitative and Mathematical Reasoning (QM): Indicates courses that meet the requirement for work in QM.

Quantitative Readiness (QR): Indicates courses that meet the requirement for work in QR.

Scientific Inquiry (SI): Indicates courses that meet the requirement for work in SI.

Critical Interpretation (CI): Indicates courses that meet the requirement for work in CI.

Cross-Cultural Analysis (CC): Indicates courses that meet the requirement for work in CC.

Inquiry Into the Past (IP): Indicates courses that meet the requirement for work In IP.

### **Neighboring College Courses**

Selected Haverford College courses may be listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore are available through the Tri-Co Course Guide. Catalogs and course guides for Penn and Villanova are available through each institution's website.

### **Course Descriptions**

Following the description are the name(s) of the instructor(s), the College requirements that the course meets, if any, and information on cross-listing. Information on prerequisite courses may be included in the descriptions or in the prefatory material on each department.

At the time of this printing, the course offerings and descriptions that follow were accurate. Whenever possible, courses that will not be offered in the current year are so noted. There may be courses offered in the current year for which information was not available at the time of this catalog printing. For the most up-to-date and complete information regarding course offerings, faculty, status and divisional requirements, please consult the Tri-Co Course Guide, which can be found on the College website at [www.trico.haverford.edu](http://www.trico.haverford.edu).

## AFRICANA STUDIES

Students may complete a minor in Africana Studies.

### Steering Committee

Michael H. Allen, Professor of Political Science

Linda-Susan Beard, Associate Professor of English

Pim Higginson, Associate Professor of French and Francophone Studies (on leave semesters I and II)

Alice Lesnick, Coordinator and Term Professor in the Bryn Mawr/Haverford Education Program and Director

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies

Mary Osirim, Interim Provost and Professor of Sociology

Robert Washington, Professor of Sociology

Susan White, Professor of Chemistry (on leave semester II)

The Africana Studies Program brings a global outlook to the study of Africa its Diasporas. Drawing on analytical perspectives from anthropology, economics, history, literary studies, political science and sociology, the program focuses on peoples of African descent within the context of increasing globalization and dramatic social, economic and political changes.

Bryn Mawr's Africana Studies Program participates in a U.S. Department of Education-supported consortium with Haverford College, Swarthmore Colleges, and the University of Pennsylvania. Through this consortium, Bryn Mawr students have the opportunity to take a broad range of courses by enrolling in courses offered by all participating institutions. Also, Bryn Mawr's Africana Studies Program sponsors a study abroad semester at the University of Nairobi, Kenya, and participates in other study abroad programs offered by its consortium partners in Zimbabwe, Ghana, and Senegal.

Students are encouraged to begin their work in the Africana Studies Program by taking "Introduction to African Civilizations" (HIST B102). This required introductory level course, which provides students with a common intellectual experience as well as the foundation for subsequent courses in Africana Studies, should be completed by the end of the student's junior year.

### Minor Requirements

The requirements for a minor in Africana Studies are the following:

1. One-semester interdisciplinary course Bryn Mawr HIST B102: Introduction to African Civilizations (ICPR 101 at Haverford).
2. Five additional semester courses from an approved list of courses in Africana studies.
3. A senior thesis or seminar-length essay in an area of Africana studies.

Students are encouraged to organize their course work along one of several prototypical routes. Such model programs might feature:

1. Regional or area studies; for example, focusing on blacks in Latin America, the English-speaking Caribbean or North America.
2. Thematic emphases; for example, exploring class politics, ethnic conflicts and/or economic development in West and East Africa.
3. Comparative emphases; for example, problems of development, governance, public health or family and gender.

The final requirement for the Africana Studies minor is a senior thesis or its equivalent. If the department in which the student is majoring requires a thesis, she can satisfy the Africana Studies requirement by writing on a topic that is approved by her department and the Africana Studies Program coordinator. If the major department does not require a thesis, an equivalent written exercise—that is, a seminar-length essay—is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by both the instructor in question and the Africana Studies Program coordinator.

### COURSES

#### ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history. Requirement(s): Division I or Division III Approach: Inquiry into the Past (IP) Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies Crosslisting(s): HIST-B200 Units: 1.0

(Not Offered 2013-14)

### **ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships, and gender identity are included. Modern concerns such as child abuse, street children, and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana studies minor, or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ANTH B341 Cultural Perspectives on Marriage and Family**

This course considers various theoretical perspectives that inform our understanding of cross-cultural constructions of marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches will be compared using primarily anthropological-ethnographic case examples. Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B101 Introduction to Egyptian and Near Eastern Archaeology: Egypt and Mesopotamia**

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **CITY B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and

societies; migration and social change; urban space, health problems, city life, and women.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Environmental Studies

Crosslisting(s): HIST-B237

Units: 1.0

Instructor(s): Ngalamulume, K.

*(Spring 2014)*

### **CITY B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Praxis Program

Crosslisting(s): EDUC-B266; SOCL-B266

Units: 1.0

Instructor(s): Curl, H.

*(Fall 2013)*

### **CITY B269 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): SOCL-B229

Units: 1.0

Instructor(s): Washington, R.

*(Fall 2013)*

### **CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the



study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): SOCL-B338

Units: 1.0

*(Not Offered 2013-14)*

### **COML B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei Armah's *Fragments*, Mariama Bâ's *Si Longe une Lettre*, Tsitsi Danga-rembga's *Nervous Conditions*, Bessie Head's *Maru*, Sembène Ousmane's *Xala*, plays by Wole Soyinka and his *Burden of History*, *The Muse of Forgiveness* and Ngugi wa Thiong'o's *A Grain of Wheat*. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Crosslisting(s): ENGL-B279

Units: 1.0

*(Not Offered 2013-14)*

### **COML B388 Contemporary African Fiction**

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): ENGL-B388

Units: 1.0

*(Not Offered 2013-14)*

### **ECON B324 The Economics of Discrimination and Inequality**

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select

supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): CITY-B334

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B200 Critical Issues in Education**

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). Writing intensive.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Lesnick, A.

*(Spring 2014)*

### **EDUC B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Crosslisting(s): SOCL-B266; CITY-B266

Units: 1.0

Instructor(s): Curl, H.

*(Fall 2013)*

### **ENGL B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender

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stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.  
Requirement(s): Division III: Humanities  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): SPAN-B217  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Fall 2013)

### **ENGL B234 Postcolonial Literature in English**

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Crosslisting(s): COML-B234  
Units: 1.0  
Instructor(s): Tratner, M.  
(Spring 2014)

### **ENGL B235 Reading Popular Culture: Freaks**

This course traces the iconic figure of the “freak” in American culture, from 19th c. sideshows to the present. Featuring literature and films that explore “extraordinary Others”, we will flesh out the ways in which our current understandings of gender, sexuality, normalcy, and race are constituted through images of “abnormality.”  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B245 Focus: “I remember Harlem”**

A transdisciplinary study of the famous Black metropolis as a historic, geo-political, and cultural center (from the Jazz Age to the Hip Hop revolution) this course acknowledges 400 years of history and analyzes the contemporary gentrification of Harlem. We interrogate closely the seismic changes in “Harlem” as a signifier.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 0.5  
(Not Offered 2013-14)

### **ENGL B262 Survey in African American Literature**

Pairing canonical African American fiction with theoretical, popular, and filmic texts from the late-19th Century through to the present day, we will address the ways in which the Black body, as cultural text, has come

to be both constructed and consumed within the nation’s imagination and our modern visual regime.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B263 Toni Morrison and the Art of Narrative Conjure**

All of Morrison’s primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B264 Focus: Black Bards: Poetry in the Diaspora**

An interrogation of poetic utterance in works of the African diaspora, primarily in English, this course addresses a multiplicity of genres, including epic, lyric, sonnet, rap, and mimetic jazz. The development of poetic theories at key moments such as the Harlem Renaissance and the Black Arts Movement will be explored. Prerequisite: Any course in poetry or African/American literature.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 0.5, 1.0  
Instructor(s): Beard, L.  
(Spring 2014)

### **ENGL B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African “texts” over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe’s *Anthills of the Savannah*, Ayi Kwei Armah’s *Fragments*, Mariama Bâ’s *Si Longe une Lettre*, Tsitsi Danga-rembga’s *Nervous Conditions*, Bessie Head’s *Maru*, Sembène Ousmane’s *Xala*, plays by Wole Soyinka and his *Burden of History*, The Muse of Forgiveness and Ngugi wa Thiong’o’s *A Grain of Wheat*. We will address the “transliteration” of Christian and Muslim languages and theologies in these works.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Crosslisting(s): COML-B279  
Units: 1.0  
(Not Offered 2013-14)

**ENGL B346 Theories of Modernism**

This course will investigate a wide range of works that have been labeled “modernist” in order to raise the question, “Was there one modernism or were there many disparate and competing ones?”

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B369 Women Poets: Gwendolyn Brooks, Adrienne Rich, Sylvia Plath**

In this seminar we will be playing three poets off against each other, all of whom came of age during the 1950s. We will plot each poet’s career in relation to the public and personal crises that shaped it, giving particular attention to how each poet constructed “poethood” for herself.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B379 The African Griot(te)**

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard, L.

*(Fall 2013)*

**ENGL B381 Post-Apartheid Literature**

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers (Zoe Wicomb, Mark Behr, Nadine Gordimer, Mongane Serote) are read in tandem with works by Radical Reconstruction and Holocaust writers. Several films are shown that focus on the complexities of post-apartheid reconciliation.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): COML-B381

Units: 1.0

Instructor(s): Beard, L.

*(Spring 2014)*

**ENGL B388 Contemporary African Fiction**

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most

recent decade. A few highly controversial works from the 90’s serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of “living in the present” in history and letters.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): COML-B388

Units: 1.0

*(Not Offered 2013-14)*

**FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction**

This seminar will examine novels from Francophone and Anglophone Africa, critical essays, and two films, in order to better understand the forces that inform the African child’s experiences of education.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

**GNST B103 Introduction to Swahili Language and Culture I**

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Mshomba, E.

*(Fall 2013)*

**GNST B105 Introduction to Swahili Language and Culture II**

The primary goal of this course is to continue working on an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. Students will also continue learning about East Africa and its cultures. Prerequisite: GNST B103 (Introduction to Swahili Language and Culture I) or permission of the instructor is required.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Mshomba, E.

*(Spring 2014)*

### **HART B282 Arts of Sub-Saharan Africa**

This course examines the significant artistic and architectural traditions of African cultures south of the Sahara in their religious, philosophical, political, and social aspects.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HART B362 The African Art Collection**

This seminar will introduce students to the African art holdings that are part of the Art and Archaeology Collections.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B102 Introduction to African Civilizations**

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume, K.

*(Spring 2014)*

### **HIST B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B200

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B235 Africa to 1800**

The course explores the formation and development of African societies, with a special focus on the key processes of hominisation, agricultural revolution, metalworking, the formation of states, the connection of West Africa to the world economy.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B236 African History since 1800**

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume, K.

*(Fall 2013)*

### **HIST B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): CITY-B237

Units: 1.0

Instructor(s): Ngalamulume, K.

*(Spring 2014)*

### **HIST B243 Atlantic Cultures**

This is a topics course. Topics vary.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

**HIST B265 Colonial Encounters in the Americas**

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century. Requirement(s): Division I or Division III  
Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Units: 1.0  
(Not Offered 2013-14)

**HIST B303 Topics in American History**

This is a topics course. Topics vary. Recent topics have included medicine, advertising, and history of sexuality. Requirement(s): Division I or Division III  
Counts towards: Africana Studies  
Units: 1.0

*Fall 2013:* Current topic description: History of Medicine in America. This course offers an introduction to the history of medicine, health, and the medical sciences in America from the colonial period to the present. We will discuss the changing role of medicine and medical professionals in America, from the rise of modern medical specialties to the politics of disease and public health today. Particular attention will be paid to how race, class and gender have been factors in the creation of biomedical knowledge and practices, the organization of medical work and objects, and contributed to difference and inequality in society.

*Spring 2014:* Current topic description: This course investigates the evolution of reproduction in American medicine, science, politics and culture. We will explore changing ideas about reproductive bodies and health, parenthood, sexuality, and the family as well as changing practices of contraception, conception and childbirth. From midwifery in colonial America to contemporary practices of In Vitro Fertilization (IVF), this course focuses on persistent efforts of individuals, organizations, and the state to control reproduction.

**HIST B336 Social and Cultural History of Medicine in Africa**

The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care. We will also explore the questions regarding the sources of African history and their quality.

Requirement(s): Division I: Social Science  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Spring 2014)

**HIST B337 Topics in African History**

This is a topics course. Topics vary. Enrollment limited to 15 students.  
Requirement(s): Division I: Social Science  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

**HIST B349 Topics in Comparative History**

This is a topics course. Topics vary.  
Requirement(s): Division I or Division III  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

**POLS B243 African and Caribbean Perspectives in World Politics**

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B217 The Family in Social Context**

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared

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cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B229 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): CITY-B269

Units: 1.0

Instructor(s): Washington, R.

*(Fall 2013)*

### **SOCL B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Crosslisting(s): EDUC-B266; CITY-B266

Units: 1.0

Instructor(s): Curl, H.

*(Fall 2013)*

### **SOCL B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the

study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): CITY-B338

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B217

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Fall 2013)*

## ANTHROPOLOGY

Students may complete a major or a minor in Anthropology. Within the major, students may complete a concentration in geoarchaeology.

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

### Faculty

Richard S. Davis, Professor (on leave semester II)

Carolyn Merritt, Lecturer

Casey J. Miller, Visiting Assistant Professor

**Melissa Pashigian, Chair and Associate Professor**

Maja Seselj, Assistant Professor

Beth A. Uzwiak, Lecturer

Amanda Weidman, Associate Professor

### Major Requirements

Requirements for the major are ANTH 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology: archaeology, bioanthropology, linguistics or sociocultural.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include ANTH 101, 102, 303, 398 and 399. (ANTH 103 at Haverford may be substituted for ANTH 102.)

### Minor Requirements

Requirements for a minor in anthropology are ANTH 101, 102, 303, one ethnographic area course and two additional 200- or 300-level courses in anthropology.

### Honors

Qualified students may earn departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399) and grade point average in courses taken for the anthropology major.

### Concentration in Geoarchaeology

The Department of Anthropology participates with Classical and Near Eastern Archaeology and Geology in offering a concentration within the major in geoarchaeology.

### Cooperation with Other Programs

The Department of Anthropology actively participates and regularly contributes to the minors in Africana Studies, Environmental Studies, and Gender and Sexuality. In addition, Anthropology cross-lists several courses with Biology, Classical and Near Eastern Archaeology, German, Growth and Structure of Cities, History, Peace, Conflict, and Social Justice Studies, Political Sciences, and Sociology. Anthropology at Bryn Mawr also works in close cooperation with our counterpart department at Haverford College.

### COURSES

#### **ANTH B101 Introduction to Anthropology: Prehistoric Archaeology and Biological Anthropology**

An introduction to the place of humans in nature, primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early civilizations in the Americas, Eurasia and Africa. There are four lab sections for ANTH 101. In addition to the lecture/discussion classes, students must select and sign up for one lab section. Limited enrollment: 18 students per lab section.

Requirement(s): Division I: Social Science

Approach: Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Davis,R., Seselj,M.

(Fall 2013)

#### **ANTH B102 Introduction to Cultural Anthropology**

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies .

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Units: 1.0

Instructor(s): Weidman,A., Uzwiak,B.

(Spring 2014)

**ANTH B111 Introduction to Peace, Conflict, and Social Justice Studies**

A broad and interdisciplinary overview of the study of conflict management. Areas to be introduced will include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. This course will also serve as a foundation course for students in or considering the Peace, Conflict, and Social Justice Studies concentration.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B111

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B185 Urban Culture and Society**

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CITY-B185

Units: 1.0

Instructor(s): McDonogh, G., Zhang, J.

*(Fall 2013)*

**ANTH B190 The Form of the City: Urban Form from Antiquity to the Present**

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CITY-B190; HART-B190

Units: 1.0

Instructor(s): Hein, C.

*(Spring 2014)*

**ANTH B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated

system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): HIST-B200

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B203 Human Ecology**

The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: ANTH 101, 102, or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B204 North American Archaeology**

For millennia, the North American continent has been home to a vast diversity of Native Americans. From the initial migration of big game hunters who spread throughout the continent more than 12,000 years ago to the high civilizations of the Maya, Teotihuacan, and Aztec, there remains a rich archaeological record that reflects the ways of life of these cultures. This course will introduce the culture history of North America as well as explanations for culture change and diversification. The class will include laboratory study of North American archaeological and ethnographic artifacts from the College's Art and Archaeology collections.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Davis, R.

*(Fall 2013)*

**ANTH B206 Conflict and Conflict Management: A Cross-Cultural Approach**

This course examines cross-cultural differences in the levels and forms of conflict and its management through a wide range of cases and alternative theoretical perspectives. Conflicts of interest range from the interpersonal to the international levels and an important question is the relevance of conflict and its management in small-scale societies as a way to understand political conflict and dispute settlement in the United States and modern industrial settings. Prerequisite: one course in Political Science, Anthropology, or Sociology.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)



Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B206

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B208 Human Biology**

This course will be a survey of modern human biological variation. We will examine the patterns of morphological and genetic variation in modern human populations and discuss the evolutionary explanations for the observed patterns. A major component of the class will be the discussion of the social implications of these patterns of biological variation, particularly in the construction and application of the concept of race. Prerequisite: ANTH 101 or permission of instructor.

Requirement(s): Division I: Social Science

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B209 Human Evolution**

The position of humans among the primates, processes of biocultural evolution, the fossil record and contemporary human variation. Prerequisite: ANTH 101 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Seselj, M.

*(Spring 2014)*

### **ANTH B211 The Archaeology and Anthropology of Rubbish and Recycling**

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B211

Units: 1.0

Instructor(s): Lindenlauf, A.

*(Fall 2013)*

### **ANTH B212 Primate Evolution and Behavior**

An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood.

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B219 Visual Anthropology, Latin America and Social Movements**

Focusing on indigenous communities and social movements, this course examines the cultural uses of visual art, photography, film, and new media in Latin America. Students will analyze a variety of materials to reconsider western conceptions of art. As well, students will explore how anthropologists employ visual methods in ethnographic research. Prerequisites: ANTH B102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Uzwiak, B.

*(Spring 2014)*

### **ANTH B220 Methods and Theory in Archaeology**

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples. Theoretical debates current in American archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B221 Performance in Latin America**

This course examines performance in Latin America, addressing performances that range from the everyday to the staged. Topics include: self-presentation and gender; food and sports; political ceremonies, personalities, and protest; religion, ritual, and rites of passage; literature, music, theater, dance, and performance art. In particular, students will attend to the situation of local practices within a global context, and to the relationship between culture, politics, and aesthetics. Prerequisites: ANTH B102, or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 0

Instructor(s): Merritt, C.

*(Fall 2013)*

### **ANTH B223 Anthropology of Dance**

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts. Recognizing dance as a kind of shared cultural knowledge and drawing on theories and literature in anthropology, dance and related fields

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such as history, and ethnomusicology, we will examine dance's relationship to social structure, ethnicity, gender, spirituality and politics. Lectures, discussion, media, and guest speakers are included. Prerequisite: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ARTD-B223

Units: 1.0

(Not Offered 2013–14)

### **ANTH B229 Topics in Comparative Urbanism**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0

Instructor(s): McDonogh, G.

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

### **ANTH B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): GERM-B231; COML-B231

Units: 1.0

(Not Offered 2013–14)

### **ANTH B233 Battle of the Sexes? Cooperation and Conflict in Primates**

Using the framework provided by evolutionary biology, this course examines the behavior and underlying biology of primate males and females as they pursue strategies for survival and reproduction. Particular attention will be given to the conflicts that emerge between males and females in gregarious species, including humans. Prerequisites: ANTH B101 or equivalent is required. One additional course in biological anthropology is strongly recommended.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013–14)

### **ANTH B234 Forensic Anthropology**

Introduces the forensic subfield of biological anthropology, which applies techniques of osteology and biomechanics to questions of forensic science, with practical applications for criminal justice. Examines the challenges of human skeletal identification and trauma analysis, as well as the broader ethical considerations and implications of the field. Topics will include: human osteology; search and recovery of human remains; taphonomy; trauma analysis; and the development and application of innovative and specialized techniques.

Prerequisite: ANTH 101 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Pashigian, M., Seselj, M.

(Fall 2013)

### **ANTH B236 Evolution**

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Crosslisting(s): BIOL-B236; GEOL-B236

Units: 1.0

Instructor(s): Davis, G.

(Spring 2014)

### **ANTH B237 Environmental Health**

This course introduces principles and methods in environmental anthropology and public health used to analyze global environmental health problems globally and develop health and disease control programs. Topics covered include risk; health and environment; food production and consumption; human health and agriculture; meat and poultry production; and culture, urbanization, and disease. Prerequisite: ANTH 102 or permission of instructor.

Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B239 Anthropology of Media**

This course examines the impact of non-print media such as films, television, sound recordings, radio, cell phones, the internet and social media on contemporary life from an anthropological perspective. The course will focus on the constitutive power of media at two interlinked levels: first, in the construction of subjectivity, senses of self, and the production of affect; and second, in collective social and political projects, such as building national identity, resisting state power, or giving voice to indigenous claims. Prerequisite: ANTH B102 or ANTH H103, or permission of instructor  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Units: 1.0  
 Instructor(s): Weidman,A.  
*(Spring 2014)*

**ANTH B240 Traditional and Pre-Industrial Technology**

An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B242 Urban Field Research Methods**

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.  
 Requirement(s): Division I: Social Science  
 Counts towards: Praxis Program  
 Crosslisting(s): SOCL-B242; CITY-B242  
 Units: 1.0  
 Instructor(s): Takenaka,A.  
*(Spring 2014)*

**ANTH B248 Race, Power and Culture**

This course examines race and power through a variety of topics including colonialism, nation-state

formation, genocide, systems of oppression/privilege, and immigration. Students will examine how class, gender, and other social variables intersect to affect individual and collective experiences of race, as well as the consequences of racism in various cultural contexts. Prerequisite: ANTH B102 or permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Uzwiak,B.  
*(Fall 2013)*

**ANTH B249 Asian American Communities**

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): SOCL-B249; CITY-B249  
 Units: 1.0  
 Instructor(s): Takenaka,A.  
*(Fall 2013)*

**ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships, and gender identity are included. Modern concerns such as child abuse, street children, and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana studies minor, or permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Africana Studies; Child and Family Studies  
 Units: 1.0  
*(Not Offered 2013–14)*

**ANTH B257 Ethnographic Writing**

This course explores the differences between ethnographic and other forms of writing, focusing on what makes ethnography unique, the forms it may take, and the features that make it most effective. Students will analyze different forms of argumentation and writing (quantitative vs. ethnographic, inductive vs. deductive,

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interpretive vs. casual), explore their varying degree of efficacy, and produce one final research paper. Although the end goal of this course is a mini-ethnography, the structure of the course is writing intensive with regular short writing exercises and assignments, review sessions, and drafts that build up to the final paper.

Prerequisite: ANTH B102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Merritt, C.

(Spring 2014)

### **ANTH B258 Immigrant Experiences**

The course will examine the causes and consequences of immigration by looking at various immigrant groups in the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of migration changing (labor migration, refugee flows, return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore scholarly texts, films, and novels to examine what it means to be an immigrant, what generational and cultural conflicts immigrants experience, and how they identify with the new country and the old country.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SOCL-B246

Units: 1.0

Instructor(s): Takenaka, A.

(Fall 2013)

### **ANTH B260 Daily Life in Ancient Greece and Rome**

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B260; CSTS-B260; CITY-B259

Units: 1.0

Instructor(s): Donohue, A.

(Spring 2014)

### **ANTH B265 Dance, Migration and Exile**

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms, and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-

creation of heritage and the production of new traditions in refugee camps and in diaspora. Prerequisite: a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace, Conflict, and Social Justice Studies, or permission of the instructor.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ARTD-B265

Units: 1.0

(Fall 2013)

### **ANTH B267 The Development of the Modern Japanese Nation**

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): SOCL-B267; EAST-B267

Units: 1.0

Instructor(s): Takenaka, A.

(Spring 2014)

### **ANTH B268 Cultural Perspectives on Marriage and Family**

This course explores the family and marriage as basic social institutions in cultures around the world. We will consider various topics including: kinship systems in social organization; dating and courtship; parenting and childhood; cohabitation and changing family formations; family planning and reproductive technologies; and gender and the division of household labor. In addition to thinking about individuals in families, we will consider the relationship between society, the state, and marriage and family. Prerequisite: ANTH B102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Merritt, C.

(Fall 2013)

### **ANTH B270 Geoarchaeology**

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Crosslisting(s): ARCH-B270; GEOL-B270

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B275 Cultures and Societies of the Middle East**

Through a close reading of ethnographic, historical, and literary materials, this course will introduce students to some of the key conceptual issues and regional distinctions that have emerged from classic and contemporary studies of culture and society in the Middle East. The course will survey the following themes: orientalism; gender and patriarchy; democracy and state-formation; political Islam; oil and Western dominance; media and religion; violence and nationalism; identity and diaspora. Prerequisite: ANTH B102 or equivalent. No knowledge of the Middle East is assumed.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B281 Language in Social Context**

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): LING-B281

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B286 Cultural Perspectives on Ethnic Identity in the Post Famine Irish Diaspora**

Theoretical perspectives and case studies on exclusion and assimilation in the social construction of Irish ethnic identity in the United States and elsewhere in the Irish diaspora. Symbolic expressions of Irish ethnicity such as St. Patrick's Day celebrations will consider race,

class, gender, and religion. Racism and benevolence in the Irish experience will highlight a cultural perspective through use of ethnographies, personal biographies, and literary products such as novels and films.

Prerequisite: introductory course in social science or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): SOCL-B286

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B287 Sex, Gender and Culture**

Introduces students to core concepts and topics of the cultural anthropological study of gender, sexuality difference and power in today's world. Focusing on the body as a site of lived experience, the course explores the varied intersections of gender, race, ethnicity, economics, class, location and sexual preference that produce different experiences for people both within and across nations. Particular attention will be paid to how gender and other forms of difference are shaped and transformed by global forces, and how these processes are gendered and raced. Topics include: scientific discourses, femininity/masculinity, marriage and intimacy, media and childhood, gender and variance, systems of inequality, race and ethnicity, sexuality, queer theory, labor, globalization and social change, and others. Prerequisites: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

*(Spring 2014)*

**ANTH B290 The Prehistory of Iberia**

During the past million years, the Iberian Peninsula has served as a crossroads for many waves of human and hominid migration. In this course, we will examine the traces that these peoples have left behind as well as fluctuations and changes in their environment that shape where they settle and how they make their living. We will look at Pre-Neandertal and Neandertal sites (Atapuerca, Gibraltar, Lagar Velho, Zafarraya), Upper Paleolithic tool cultures and art, later migrations of cultures into the region via the Mediterranean and the Atlantic during the Neolithic, Chalcolithic and Bronze Ages (Bell-Beaker phenomenon, Celts, Phoenicians, and Greeks), the origin of the Basques, and finally the coalescence of Iberian cultures recorded by the Romans. Prerequisites: ANTH B101 or permission of the instructor

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013–14)*

**ANTH B303 History of Anthropological Theory**

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms, or orientations, but as configurations of thought, technique, knowledge, and power that reflect the ever-changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Merritt, C.

(Spring 2014)

**ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Pashigian, M.

(Fall 2013)

**ANTH B316 Gender in South Asia**

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Weidman, A.

(Fall 2013)

**ANTH B317 Disease and Human Evolution**

Pathogens and humans have been having an "evolutionary arms race" since the beginning of our species. In this course, we will look at methods for tracing diseases in our distant past through skeletal and genetic analyses as well as tracing the paths and impacts of epidemics that occurred during the historic past. We will also address how concepts of Darwinian medicine impact our understanding of how people might be treated most effectively. There will be a

midterm, a final, and an essay and short presentation on a topic developed by the student relating to the class. Prerequisites: ANTH B101 or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013–14)

**ANTH B318 Argentine Tango**

This course examines Argentine tango in anthropological perspective, from its origins among disenfranchised populations in late 19th century Río de la Plata society, its journey to the dance salons of Europe and New York, and ultimate transformation into local/ national symbol. Topics include: the performance of gender roles in tango lyrics, movement vocabulary, advertising images, stage performances, and films; the impact of globalization, fusion, and improvisation upon the development of tango music and dance; debates surrounding authenticity and cultural ownership; the commodification of memory and nostalgia in Argentine government, tourism, and industry promotional campaigns. Students will be introduced to basic tango dance vocabulary and etiquette in class, as well as through participant observation at Argentine tango events in the Philadelphia area. Prerequisites: ANTH B102, or permission of the instructor.

Requirement(s): Division I: Social Science

Crosslisting(s): ARTD-B318

Units: 1.0

Instructor(s): Merritt, C.

(Spring 2014)

**ANTH B320 Culture Change, Heritage and Tourism**

This course will examine change among individuals and groups in various cultural contexts, with a focus on heritage and tourism, and the tensions between preservation and evolution in the survival of cultural phenomena and practice. Readings will address topics including: identity construction; public celebrations such as festivals, parades, and processions; religious belief and ritual practices; transformations in food, music, dance, and performance; the commodification of "ethnic" arts and crafts and "untouched" landscapes; debates over public space and historic preservation; and economic and cultural arguments surrounding tourism and heritage programs. Special attention will be directed towards the impact of migration, colonialism, nationalism, and global capitalism upon cultural change. Prerequisite: ANTH B102, or permission of instructor.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Merritt, C.

(Fall 2013)

**ANTH B322 Anthropology of the Body**

This course examines a diversity of meanings and interpretations of the body in anthropology. It explores

anthropological theories and methods of studying the body and social difference via a series of topics including the construction of the body in medicine, identity, race, gender, sexuality and as explored through cross-cultural comparison. Prerequisite: ANTH B102, Suggest Preparation: 200 level cultural anthropology course.

Requirement(s): Division I: Social Science  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013–14)

### **ANTH B330 Archaeological Theory and Method**

A history of archaeology from the Renaissance to the present with attention to the formation of theory and method; special units on gender and feminist theory and post-modern approaches.

Requirement(s): Division III: Humanities  
Crosslisting(s): ARCH-B330  
Units: 1.0  
(Not Offered 2013–14)

### **ANTH B331 Advanced Topics in Medical Anthropology**

The purpose of the course is to provide a survey of theoretical frameworks used in medical anthropology, coupled with topical subjects and ethnographic examples. The course will highlight a number of sub-specializations in the field of medical anthropology, coupled with topical subjects and ethnographic examples. The course will highlight a number of sub-specializations in the field of Medical Anthropology including genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, ecological approaches to studying health and behavior, and more. Prerequisites: ANTH B102

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2013–14)

### **ANTH B333 Anthropological Demography**

Anthropological demography examines human population structure and dynamics through the understanding of birth, death and migration processes. It includes study of the individual's life history. Population dynamics in small- and large-scale societies, the history of human populations and policy implications of demographic processes in the developed and developing world will be discussed through a cross-cultural perspective.

Requirement(s): Division I: Social Science  
Units: 1.0  
(Not Offered 2013–14)

### **ANTH B335 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Crosslisting(s): CITY-B335; EAST-B336  
Units: 1.0  
Instructor(s): Zhang, J.

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social relationships in specific political and historical context.

### **ANTH B338 Applied Anthropology: Ethics, Methods & Rights**

This course will explore anthropology and social change, specifically how anthropologists challenge forms of oppression and injustice. Through readings, discussions, and practice, we will examine and radically reconsider what anthropology has been, what it is, and what it can be as a tool for engaging the world outside academia. We will read a variety of examples of how public anthropologists have used ethnographic methods to address social inequalities both in the United States and globally. We will discuss both the process and product of such research and myriad ways that insight from ethnographic fieldwork and qualitative analysis lends visibility and public voice to a variety of issues including human rights, health, poverty and inequality, homelessness, humanitarian aid, and war. Prerequisites: ANTH B102 or permission of the instructor.

Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Uzwiak, B.  
(Spring 2014)

### **ANTH B341 Cultural Perspectives on Marriage and Family**

This course considers various theoretical perspectives that inform our understanding of cross-cultural constructions of marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches will be compared using primarily anthropological-ethnographic case examples.

Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B343 Human Growth and Development and Life History**

In this seminar we will examine various aspects of the human life history pattern, highly unusual among mammals, from a comparative evolutionary perspective. First, we will survey the fundamentals of life history theory, with an emphasis on primate life histories and socioecological pressures that influence them. Secondly, we will focus on unique aspects of human life history, including secondary altriciality of human infants, the inclusion of childhood and pubertal life stages in our pattern of growth and development, and the presence of a post-reproductive life span. Finally, we will examine fossil evidence from the hominin lineage used in reconstructing the evolution of the modern human life history pattern. Prerequisite: ANTH B101 or permission of instructor.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Seselj, M.

*(Spring 2014)*

### **ANTH B347 Advanced Issues in Peace, Conflict, and Social Justice Studies**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: POLS B206, B111, or POLS H247.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B347

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B350 Advanced Topics in Gender Studies**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013–14)*

### **ANTH B351 Transnationalism, Culture and Globalization**

Introduces students to transnationalism, globalization and what it means to live in culturally diverse societies. Through media, art, technology, fashion, food, and music this course examines the sociopolitical contours of contemporary multiculturalism in our globalizing world. The course will examine the impact of global forces such as immigration, media, and labor markets on cultural diversity. We will look critically at the concept of multiculturalism as it differs across the world, and consider the power of culture as a means of oppression as well as a tool for social change. We will consider how people create and deploy culture through art production, visual media, social movements and other phenomena. Prerequisites: ANTH B102 or permission of the instructor

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Uzwiak, B.

*(Fall 2013)*

### **ANTH B359 Topics in Urban Culture and Society**

This is a topics course. Topics vary. Requirement(s): Division I or Division III

Crosslisting(s): CITY-B360; SOCL-B360; HART-B359

Units: 1.0

Instructor(s): McDonogh, G.

*Spring 2014:* Current topic description: Brazilian metropolises embody multiple tensions between cities and nature mediated by divisions of race, wealth, gender and immigration. While colonial and 19th century foundations speak to slave wealth and exploitation of the land, 20th century Brazil has become a laboratory for social change, and experiments to rethink the relationships of citizens and the environment. Readings will include history, geography, environmental studies, and literature; films will also be regularly screened in class.

### **ANTH B360 Advanced Topics in Human Evolution**

This course will explore central issues in the study of human origins. We will examine Miocene hominoids from Africa, Asia, and Europe to better understand the ongoing debate about the origins of the hominin lineage, particularly issues pertaining to the location and hominoid group from which hominins arose. We will also look at the earliest putative hominins from Africa within the context of the earlier Miocene hominoids for a better understanding of their taxonomic position. Prerequisite: ANTH B209.

Requirement(s): Division I: Social Science

Units: 1.0

*(Not Offered 2013–14)*



**ANTH B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III  
Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies  
Crosslisting(s): POLS-B382; HIST-B382  
Units: 1.0  
(Not Offered 2013–14)

**ANTH B398 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar.

Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Pashigian, M., Weidman, A.  
(Fall 2013)

**ANTH B399 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar.

Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Pashigian, M.  
(Spring 2014)

**ANTH B403 Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Fall 2013)

**ANTH B403 Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest.

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Spring 2014)

**ANTH B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2013–14)

## ARABIC

### Faculty

Penny Armstrong, Chair and Eunice M. Schenck 1907  
Professor of French and Director of Middle Eastern  
Languages

Manar Darwish, Instructor and Coordinator of Bi-Co  
Arabic Program

Farnaz Perry, Drill Instructor

Arabic language instruction is offered through Tri-College cooperation. Courses are available at Bryn Mawr, Haverford, and Swarthmore Colleges. The teaching of Arabic is a component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History, and Political Science.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing ARAB 001 and 002 with an average grade of at least 2.0 or with a grade of 2.0 or better in ARAB 002.

### COURSES

#### ARAB B003 Second Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Darwish, M.

*(Fall 2013)*

#### ARAB B004 Second-Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Darwish, M.

*(Spring 2014)*

#### ARAB B007A Tri-Co Arabic Communication Workshop

A 0.5-credit conversation course concentrating on the development of intermediate skills in speaking and listening through texts and multimedia materials in Modern Standard Arabic. The aim of the course is for the student to acquire well-rounded communication skills and socio-cultural competence. Students are required to read chosen texts (including Internet materials) and prepare assignments for the purpose of generating discussion in class. The class is conducted entirely in Arabic. The class may be divided into smaller groups if needed to facilitate conversation. This course will be offered at Swarthmore College in 2013/2014. Prerequisite: For students presently or previously in ARAB 003 or ARAB 004 or the equivalent.

Units: 0.5

*(Not Offered 2013-14)*

#### ARAB B403 Independent Study

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

## ARTS PROGRAM

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Students may complete a minor in Creative Writing, Dance or Theater and qualified students may submit an application to major in Creative Writing, Dance or Theater through the independent major program. Students may complete a major in Fine Arts or a major or minor in Music at Haverford College. English majors may complete a concentration in Creative Writing.

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### Faculty

David Brixk, Instructor

Madeline R. Cantor, Associate Director and Term Professor of Dance

**Linda Caruso Haviland, Alice Carter Dickerman**  
**Director of the Arts Program and Director and Associate Professor of Dance**

Nancy Doyne, Instructor

Lauren Feldman, Lecturer

Thomas Ferrick, Lecturer

Victoria Funari, Instructor

**Karl Kirchwey, Director and Professor of Creative Writing**

Ann Kjellberg, Instructor

**Mark E. Lord, Professor of the Arts on the Theresa Helburn Chair of Drama and Director of the Theater Program**

Rebecca Malcolm-Naib, Instructor

Elizabeth Mosier, Lecturer

Eve Nomi, Lecturer

David Romberg, Lecturer

Toni Shapiro-Phim, Lecturer

J. C. Todd, Lecturer

Daniel P. Torday, Visiting Assistant Professor of Creative Writing

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and are also for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses are offered at introductory as well as advanced levels.

### ARTS IN EDUCATION

The Arts Program offers a Praxis II course for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites.

### ARTA B251 Arts Teaching in Educational and Community Settings

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: at least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater. Requirement(s): Division III: Humanities  
 Counts towards: Praxis Program  
 Crosslisting(s): EDUC-B251  
 Units: 1.0  
 Instructor(s): Cantor, M.  
*(Fall 2013)*

### CREATIVE WRITING

Courses in Creative Writing within the Arts Program are designed for students who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, prose fiction and nonfiction, playwriting, screenwriting, etc.) and for those intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Students may pursue a minor as described below. While there is no existing major in Creative Writing, exceptionally well-qualified students with a GPA of 3.7 or higher in Creative Writing courses completed in the Tri-College curriculum may consider submitting an application to major in Creative Writing through the Independent Major Program after meeting with the Creative Writing Program director. When approved, the independent major in Creative Writing may also be pursued as a double major with another academic major subject.

### Minor Requirements

Requirements for the minor in Creative Writing are six units of course work, generally including three beginning/intermediate courses in at least three different genres of creative writing (chosen from ARTW 159, 231, 236, 240, 251, 260, 261, 262, 263, 264, 265, 266, 268, 269) and three electives, including at least one course at the 300 level (ARTW 360, 361, 362, 364, 366, 367, 371, 373, 382), allowing for advanced work in one or more genres of creative writing which are of particular interest to the student. The objective of the minor in Creative Writing is to provide both depth and range, through exposure to several genres of creative writing. Students should consult with the Creative Writing Program

director by the end of their sophomore year to submit a plan for the minor in order to ensure admission to the appropriate range of courses.

## **Concentration in Creative Writing**

English majors may elect a three-course concentration in Creative Writing as part of the English major program. Students interested in the concentration must meet with the Creative Writing Program director by the end of their sophomore year to submit a plan for the concentration and must also confirm the concentration with the chair of the English Department.

### **COURSES**

#### **ARTW B125 Writing Science**

How does scientific research make its way out of the lab? Science translates from research experience to journals written for the expert and is often translated again for more general audiences—appearing in venues such as newspapers, essays and memoirs. What is gained and what is lost when science is translated? This is a half-semester, half-credit course.

Crosslisting(s): CHEM-B125

Units: 0.5

*(Not Offered 2013-14)*

#### **ARTW B159 Introduction to Creative Writing**

This course is for students who wish to experiment with three genres of creative writing: short fiction, poetry and drama. Priority will be given to interested first-year students; additional spaces will be made available to upper-year students with little or no experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry, and drama. There will be individual conferences with the instructor to discuss their progress and interests. Half of class time will be spent discussing student work and half will be spent discussing syllabus readings.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Todd, J.

*(Spring 2014)*

#### **ARTW B240 Literary Translation Workshop**

Open to creative writing students and students of literature, the syllabus includes some theoretical readings, but the emphasis is practical and analytical. Syllabus reading includes parallel translations of certain enduring literary texts (mostly poetry) as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation, adaptation, and reimagining. Each student will be invited to work

with whatever non-English language(s) s/he has, and to select for translation short works of poetry, prose, or drama. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" sound almost alike; throughout, the course concerns the impossibility and importance of literary translation.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B240

Units: 1.0

Instructor(s): Kirchwey, K.

*(Spring 2014)*

#### **ARTW B260 Writing Short Fiction I**

An introduction to fiction writing, focusing on the short story. Students will consider fundamental elements of fiction and the relationship of narrative structure, style, and content, exploring these elements in their own work and in the assigned readings in order to develop an understanding of the range of possibilities open to the fiction writer. Weekly readings and writing exercises are designed to encourage students to explore the material and styles that most interest them, and to push their fiction to a new level of craft, so that over the semester their writing becomes clearer, more controlled, and more absorbing.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Torday, D.

*(Spring 2014)*

#### **ARTW B261 Writing Poetry I**

This course will provide a semester-long survey of the formal resources available to students wishing to write print-based poems in English, beginning with syllabic verse, accentual verse and accentual-syllabic (metered) verse, as well as free verse. Students in this course will gain experience writing in forms including cinquains, syllabics, Anglo-Saxon accentual verse, and sonnets. The course is writing-intensive, and students will write, or rewrite, work every week. Through in-class discussions, they will also become capable critics of each other's work. The objective of the course will be to provide students with a sense of poetic subject and with the skills to find a form and a voice with which to express themselves on the printed page.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Kirchwey, K.

*(Fall 2013)*

#### **ARTW B262 Playwriting I**

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the

technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

Requirement(s): Division III: Humanities

Crosslisting(s): ARTT-B262

Units: 1.0

Instructor(s): Guha,D.

(Spring 2014)

### **ARTW B263 Writing Memoir I**

The purpose of this course is to provide students with practical experience in writing about the events, places and people of their own lives in the form of memoir. Initial class discussions attempt to distinguish memoir from related literary genres such as confession and autobiography. Writing assignments and in-class discussion of syllabus readings explore the range of memoirs available for use as models (excerpts by writers including James Baldwin, Lorene Cary, Annie Dillard, Arthur Koestler, Rick Moody, Lorrie Moore, and Tim O'Brien) and elements such as voice and perspective, tone, plot, characterization and symbolic and figurative language.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### **ARTW B264 News and Feature Writing**

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in *The Philadelphia Inquirer* and *The New York Times*. Several working journalists will participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the *English House Gazette*.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Ferrick,T.

(Fall 2013)

### **ARTW B265 Creative Nonfiction**

This course will explore the literary expressions of nonfiction writing by focusing on the skills, process and craft techniques necessary to the generation and revision of literary nonfiction. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a fiction writer, students will produce pieces that will incorporate both factual information and first person experience.

Readings will include a broad group of writers ranging from E.B. White to Anne Carson, George Orwell to David Foster Wallace, Joan Didion to James Baldwin, among many others.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Torday,D.

(Fall 2013)

### **ARTW B266 Screenwriting**

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Doayne,N.

(Fall 2013)

### **ARTW B268 Writing Literary Journalism**

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Kjellberg,A.

(Spring 2014)

### **ARTW B269 Writing for Children**

In this course, students have the opportunity to write imaginatively for children and young adults. Through reading and in-class discussion, we will examine the specific requirements of the picture book, the chapter book and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students' creative work through the discoveries they make about style and structure, creating compelling characters, the roles of illustration and page composition in story narration, and the ever-evolving fairy tale. Students will receive guidance for their creative work through in-class exercises, peer review and private conferences with the instructor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Mosier,E.

(Fall 2013)

### **ARTW B360 Writing Short Fiction II**

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshoping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Prerequisite: ARTW 260 or work demonstrating equivalent expertise in writing short fiction. A writing sample of 5-10 pages in length (prose fiction) must be submitted to the Creative Writing Program during the preregistration period to be considered for this course.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Mosier,E.

(Spring 2014)

### **ARTW B361 Writing Poetry II**

This course assumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, including an anthology prepared by the instructor, and may include working in forms such as ekphrastic poems (i.e. poems about works of visual art or sculpture), dramatic monologues, prose poems, translations, imitations and parodies. Prerequisite: ARTW 261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. A writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Kirchwey,K.

(Spring 2014)

### **ARTW B364 Longer Fictional Forms**

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words. Students will examine the craft of their work and of published prose. Prerequisite: ARTW 260 or proof of interest and ability.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Torday,D.

(Spring 2014)

### **ARTW B403 Supervised Work**

Students who have had a Creative Writing Major approved through the Independent Major Program will work with a member of the Creative Writing Program faculty on a semester-long 403 (Independent Study) as a final project their senior year. Highly qualified Creative Writing minors and concentrators may petition the program to complete an independent study, subject to the availability of faculty to supervise such projects.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

### **ARTW B403 Supervised Work**

Students who have had a Creative Writing Major approved through the Independent Major Program will work with a member of the Creative Writing Program faculty on a semester-long 403 (Independent Study) as a final project their senior year. Highly qualified Creative Writing minors and concentrators may petition the program to complete an independent study, subject to the availability of faculty to supervise such projects.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

### **ARTW B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

## **DANCE**

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of ballet and modern and jazz as well as a full range of technique courses in diverse genres and various traditions. Several performance opportunities are available to students ranging from our Dance Outreach Project, which travels to schools throughout the Philadelphia region, to our Spring Concert in which students work with professional choreographers or reconstructors and perform in our newly renovated theater. We also offer lecture/seminar courses designed to introduce students to dance as a vital area of

academic inquiry. These include courses that examine dance within western practices as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or submit an application to major through the independent major program. The core academic curriculum that serves as the basis for our minor or our independent major includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

### Minor and Major Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD 140, 142, and one credit which may be distributed among the following: 138, 139, 230, 231, 232, 330, 331 or 345); three approved electives; and requisite attendance at a prescribed number of performances/events. The major requires eleven credits, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD 142; one 0.5 technique course each semester after declaring the major distributed among ARTD 230, 231, 232, 330, and 331). The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance, and a senior capstone experience. With the advisor's approval, one elective in the minor and two electives in the major may be selected from allied Tri-College departments. In both the minor and the major, students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

### Technique Courses and Performance Ensemble Courses

The Dance Program offers a full range of dance instruction including courses in ballet, modern, jazz, and African as well as techniques developed from other cultural art and social forms such as flamenco, Classical Indian, hip-hop, Latin social dance, and tap dance, among others. Performance ensembles, choreographed or re-staged by professional artists, are by audition only and are given full concert support. Dance Outreach ensemble tours regional schools. Technique courses in Ballet, Modern, Jazz, African and Hip-hop are offered for a full semester; other courses may be offered for a half-semester. All technique courses and ensemble courses may be taken for Physical Education credit (see listing below). Technique courses ARTD 138, 139, 230, 231, 232, 330, 331, as well as ARTD B345, Dance Ensembles, may be taken instead for academic credit.

### TECHNIQUE/ENSEMBLE COURSES FOR PE CREDIT

PE B101 F/S Ballet I  
 PE B102 F/S Ballet II  
 PE B103 F/S Ballet III  
 PE B104 F/S Ballet Workshop  
 PE B105 F/S Modern I  
 PE B106 F/S Modern II  
 PE B107 F/S Modern III  
 PE B108 F/S Jazz I  
 PE B110 F/S Jazz  
 PE B111 F/S Hip-hop Technique  
 PE B112 F/S African Dance  
 PE B113T Modern Ensemble  
 PE B114T Ballet Ensemble  
 PE B115T Jazz Ensemble  
 PE B116F/S Salsa  
 PE B117 F/S Classical Indian Dance  
 PE B118 F/S Movement Improvisation  
 PE B119T African Ensemble  
 PE B120 F/S Intro. to Flamenco  
 PE B121 F/S Tap I  
 PE B122 F/S Intro to Social Dance  
 PE B123 F/S Tap II  
 PE B125 F/S Swing Dance  
 PE B131T Hip-hop Ensemble  
 PE B145T Dance Outreach Ensemble  
 PE B195 Movement for Theater  
 PE B196 Dance Composition Lab  
 PE B197 Directed Work in Dance

### COURSES FOR ACADEMIC CREDIT

ARTD B138 001 Intro to Dance Techniques I - Modern  
 ARTD B138 002 Intro to Dance Techniques I - Ballet  
 ARTD B139 001 Intro to Dance Techniques II – Modern  
 ARTD B139 002 Intro to Dance Techniques II – Ballet  
 ARTD B140 Approaches to Dance: Themes and Perspectives  
 ARTD B142 Dance Composition I  
 ARTD B145 Dance: Close Reading  
 ARTD/ANTH B223 Anthropology of Dance  
 ARTD B230 Intermediate Technique: Modern

ARTD B231 Intermediate Technique: Ballet  
ARTD B232 Intermediate Technique: Jazz  
ARTD B240 Dance History I: Roots of Western Theater Dance  
ARTD B241 Dance History II: A History of Contemporary Western Theater Dance  
ARTD B242 Dance Composition II  
ARTD B250 Performing the Political Body  
ARTD B265 Dance, Migration and Exile  
ARTD/ANTH B310 Performing in the City: Theorizing Bodies in Space  
ARTD B330 Advanced Technique: Modern  
ARTD B331 Advanced Technique: Ballet  
ARTD B342 Advanced Choreography  
ARTD B345 Dance Ensembles (001-005)  
ARTD B390 Senior Project/Thesis  
ARTD B403 Supervised Work

### COURSES

#### **ARTD B136 Introduction to Dance Techniques I: Modern**

Students enrolling in this course will be taking two dance technique courses. The two courses together constitute .5 credit. They must contact the Dance Program to secure their place in the Modern: Beginning Technique course and in a course that they select from among approved beginning and open level courses offered that semester by the Dance Program. These typically include courses such as Ballet: Beginning Technique, Hip-hop, or African Dance. The schedule of courses offered each semester can be found on the Dance Program website at [www.brynmawr.edu/dance/courses/schedule.html](http://www.brynmawr.edu/dance/courses/schedule.html) and, at the beginning of the semester, on VBM under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments.

Offered on a Pass/Fail basis only.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B105

Units: 0.5

Instructor(s): Caruso Haviland,L., Cantor,M.

*(Spring 2014)*

#### **ARTD B137 Introduction to Dance Techniques I: Ballet**

Students enrolling in this course will be taking two dance technique courses. The two courses together constitute .5 credit. They must contact the Dance Program to secure their place in the Ballet: Beginning Technique

course and in a course that they select from among approved beginning and open level courses offered that semester by the Dance Program. These typically include courses such as Modern: Beginning Technique, Hip-hop, or African Dance. The schedule of courses offered that semester can be found on the Dance Program website at [www.brynmawr.edu/dance/courses/schedule.html](http://www.brynmawr.edu/dance/courses/schedule.html) and, at the beginning of the semester, on VBM under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at two mandatory lectures and one live dance performance and completion of three short writing assignments.

Offered on a Pass/Fail basis only.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B101

Units: 0.5

Instructor(s): Caruso Haviland,L., Cantor,M., White,A.  
*(Spring 2014)*

#### **ARTD B138 Introduction to Dance Techniques II: Modern**

Students enrolling in this course will be taking two dance technique courses. The two courses together constitute .5 credit. They must contact the Dance Program to secure their place in the Modern: Beginning Technique course and in a course that they select from among approved beginning and open level courses offered that semester by the Dance Program. These typically include courses such as Ballet: Beginning Technique, Hip-hop, or African Dance. The schedule of courses offered that semester can be found on the Dance Program website at [www.brynmawr.edu/dance/courses/schedule.html](http://www.brynmawr.edu/dance/courses/schedule.html) and, at the beginning of the semester, on VBM under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only.

Prerequisite: ARTD B136 or B137.

Requirement(s): Division III: Humanities

Units: 0.5

Instructor(s): Caruso Haviland,L., Cantor,M.

*(Spring 2014)*

#### **ARTD B139 Introduction to Dance Techniques II: Ballet**

Students enrolling in this course will be taking two dance technique courses. The two courses together constitute .5 credit. They must contact the Dance Program to secure their place in the Ballet: Beginning Technique course and in a course that they select from among approved beginning and open level courses offered that semester by the Dance Program. These typically include courses such as Modern: Beginning Technique, Hip-hop, or African Dance. The schedule of courses offered that semester can be found on the Dance



Program website at [www.brynmawr.edu/dance/courses/schedule.html](http://www.brynmawr.edu/dance/courses/schedule.html) and, at the beginning of the semester, on VBM under Physical Education. Students must attend the required number of technique class sessions; additional requirements for a passing grade include attendance at and critique of one live dance event and a short paper on a topic selected in consultation with the faculty coordinator. Offered on a Pass/Fail basis only. Prerequisite: ARTD B136 or B137. Requirement(s): Division III: Humanities Units: 0.5 Instructor(s): Caruso Haviland,L., Cantor,M., White,A. (Spring 2014)

### **ARTD B140 Approaches to Dance: Themes and Perspectives**

This course introduces students to dance as a multi-layered, significant and enduring human behavior that ranges from art to play to ritual to politics and beyond. It engages students in the creative, critical and conceptual processes that emerge in response to the study of dance. It also explores the research potential that arises when other areas of academic inquiry, including criticism, ethnology, history and philosophy, interact with dance and dance scholarship. Lectures, discussion, film, video, and guest speakers are included. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI) Units: 1.0 (Not Offered 2013-14)

### **ARTD B142 Dance Composition I**

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent attendance in any level technique course is required. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI) Crosslisting(s): ARTT-B142 Units: 1.0 (Fall 2013)

### **ARTD B145 Focus: Dance: Close Reading**

This is a focus course. Students will engage in a closer reading of dance, using live dance performances as primary texts and setting these performances in critical and historical contexts through readings in dance criticism and theory, lectures and discussion,

and media. Each week, students will consider focused questions and work through practical and analytical tasks related to critical seeing. They will apply their findings in organized field trips, where they will view a live performance, selected from a range of genres, and work through their responses in discussion and writing. Praxis I course.

Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI) Counts towards: Praxis Program Units: 0.5 (Not Offered 2013-14)

### **ARTD B223 Anthropology of Dance**

This course surveys ethnographic approaches to the study of global dance in a variety of contemporary and historical contexts. Recognizing dance as a kind of shared cultural knowledge and drawing on theories and literature in anthropology, dance and related fields such as history, and ethnomusicology, we will examine dance's relationship to social structure, ethnicity, gender, spirituality and politics. Lectures, discussion, media, and guest speakers are included. Prerequisite: a course in anthropology or related discipline, or a dance lecture/seminar course, or permission of the instructor. Requirement(s): Division I or Division III Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI) Crosslisting(s): ANTH-B223 Units: 1.0 (Not Offered 2013-14)

### **ARTD B230 Modern: Intermediate Technique**

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field. Requirement(s): Division III: Humanities Crosslisting(s): PE-B106 Units: 0.5 Instructor(s): Stortz,M. (Spring 2014)

### **ARTD B231 Ballet: Intermediate Technique**

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are

also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B102

Units: 0.5

Instructor(s): Moss,C.

*(Spring 2014)*

### **ARTD B232 Jazz: Intermediate Technique**

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motion dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B110

Units: 0.5

*(Fall 2013)*

### **ARTD B240 Dance History I: Roots of Western Theater Dance**

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to global interchange in the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Caruso Haviland,L.

*(Spring 2014)*

### **ARTD B241 Dance History II: A History of Contemporary Western Theater Dance**

This course investigates the history of dance with particular emphasis on its development in the twentieth and twenty-first centuries as a Western Theatre Art form within a broader context of global art and culture. The course investigates the historical and cultural forces that shape both the form and function of dance as well as the reciprocal relationship of dance to or impact on those same forces. Dance will be considered both chronologically and theoretically as cultural, social, aesthetic, and personal phenomena. The course will provide students with an introduction to both traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **ARTD B242 Dance Composition II**

This course builds on work accomplished in Composition I and develops an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on projects and will have some opportunity to revise and expand work. Readings and viewings will be assigned and related production problems will be considered. Concurrent attendance in any level technique course is required. Pre-requisite: ARTD B142. Div: III; Approach: Critical Interpretation (CI); Haverford: Humanities (HU).

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Spring 2014)*

### **ARTD B265 Dance, Migration and Exile**

Highlighting aesthetic, political, social and spiritual powers of dance as it travels, transforms, and is accorded meaning both domestically and transnationally, especially in situations of war and social and political upheaval, this course investigates the re-creation of heritage and the production of new traditions in refugee camps and in diaspora. Prerequisite: a Dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or Peace, Conflict, and Social Justice Studies, or permission of the instructor.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B265

Units: 1.0

(Fall 2013)

### **ARTD B310 Performing the City: Theorizing Bodies in Space**

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 field trips are included. Prerequisites: One Dance lecture/ seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ARTT-B310

Units: 1.0

(Not Offered 2013-14)

### **ARTD B318 Argentine Tango**

This course examines Argentine tango in anthropological perspective, from its origins among disenfranchised populations in late 19th century Río de la Plata society, its journey to the dance salons of Europe and New York, and ultimate transformation into local/ national symbol. Topics include: the performance of gender roles in tango lyrics, movement vocabulary, advertising images, stage performances, and films; the impact of globalization, fusion, and improvisation upon the development of tango music and dance; debates surrounding authenticity and cultural ownership; the commodification of memory and nostalgia in Argentine government, tourism, and industry promotional campaigns. Students will be introduced to basic tango dance vocabulary and etiquette in class, as well as through participant observation at Argentine tango events in the Philadelphia area. Prerequisites: ANTH B102, or permission of the instructor.

Requirement(s): Division I: Social Science

Crosslisting(s): ANTH-B318

Units: 1.0

Instructor(s): Merritt, C.

(Spring 2014)

### **ARTD B330 Modern: Advanced Technique**

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly

challenging movement phrases and repertory.

Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B107

Units: 0.5

(Spring 2014)

### **ARTD B331 Ballet: Advanced Technique**

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. These courses continue to focus on both the intellectual and kinesthetic understanding and command of technical challenges and their actual performance. The last half hour of this class includes optional pointe work with permission of the instructor.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B103

Units: 0.5

Instructor(s): Mintzer, L.

(Spring 2014)

### **ARTD B342 Advanced Choreography**

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. Concurrent attendance in any level technique course is required. Prerequisite: ARTD 242

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 0.5, 1.0

Instructor(s): Caruso Haviland, L., Cantor, M.

(Spring 2014)

### **ARTD B345 Dance Ensemble: Modern**

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed

and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B145

Units: 0.5

*(Spring 2014)*

**ARTD B346 Dance Ensemble: Ballet**

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B146

Units: 0.5

*(Fall 2013)*

**ARTD B347 Dance Ensemble: Jazz**

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B147

Units: 0.5

*(Not Offered 2013-14)*

**ARTD B348 Dance Ensemble: African**

Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged

from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B148

Units: 0.5

*(Not Offered 2013-14)*

**ARTD B349 Dance Ensemble: Dance Outreach**

Dance ensembles are offered in Ballet, Modern, Jazz, African, and Dance Outreach and are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

Requirement(s): Division III: Humanities

Crosslisting(s): PE-B149

Units: 0.5

Instructor(s): Cantor, M.

*(Fall 2013)*

**ARTD B350: Dance Ensemble: Special Topics**

This is a topics course. Topics vary. The genre or style content of this ensemble varies. Dance ensembles are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed / restaged from classic or contemporary repertoires are rehearsed and performed in concert. Students are evaluated on their participation in rehearsals, their demonstration of full commitment and openness to the choreographic and performance processes both in terms of attitude and technical practice, and their achieved level of performance. This course is suitable for intermediate and advanced level dancers.

**ARTD B390 Senior Project/Thesis**

Majors develop, in conjunction with a faculty advisor, a senior capstone experience that is complementary to and will expand and deepen their work and interests within the field of dance. This can range from a significant research or expository paper to a substantial

choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall semester and should be completed by the middle of the Spring semester. One outside evaluator will be invited to offer additional comment.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **ARTD B390 Senior Project/Thesis**

Majors develop, in conjunction with a faculty advisor, a senior capstone experience that is complementary to and will expand and deepen their work and interests within the field of dance. This can range from a significant research or expository paper to a substantial choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall semester and should be completed by the middle of the Spring semester. One outside evaluator will be invited to offer additional comment.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### **ARTD B403 Supervised Work**

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project. Permission of the instructor is required. Permission of the instructor is required.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **ARTD B403 Supervised Work**

Research in a particular topic of dance under the guidance of an instructor, resulting in a final paper or project. Permission of the instructor is required. Permission of the instructor is required.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

## **FINE ARTS**

Students may complete a major in Fine Arts at Haverford College.

The fine arts courses offered by the department are structured to accomplish the following: (1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

## **Major Requirements**

Fine arts majors are required to concentrate in either painting, drawing, sculpture, photography or printmaking: four 100-level foundation courses in each discipline from each faculty member; two different 200-level courses outside the area of concentration; two 200-level courses and one 300-level course within that area; three art history courses to be taken at Bryn Mawr College or equivalent, and Senior Departmental Studies 499. For majors intending to do graduate work, it is strongly recommended that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr College.

## **MUSIC**

The Department of Music is located at Haverford and offers well-qualified students a major and minor in music. For a list of requirements and courses offered, see Music at Haverford.

### **Music Performance**

The following organizations are open to all students by audition. For information on academic credit for these groups, and for private vocal or instrumental instruction, see Music at Haverford.

- The Haverford-Bryn Mawr Orchestra, with more than 70 members, rehearses once a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity.
- The Chamber Music Program is open to all members of the Haverford-Bryn Mawr Orchestra and to pianists who have passed an audition that includes sight reading. Students rehearse once a week on their own, in addition to once-weekly coaching. Performances, rehearsals and coachings are held on both campuses depending on students' schedules and preferences.
- The Haverford-Bryn Mawr Chamber Singers is a select ensemble that demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.
- The Haverford-Bryn Mawr Chorale is a large auditioned chorus that gives concerts with the Haverford-Bryn Mawr Orchestra each year.
- The Haverford-Bryn Mawr Women's Ensemble emphasizes music for women's voices and trebles and performs several times in the academic year.
- Chamber Ensemble Groups are formed within the context of the Chamber Music Seminar (MUSC

215). Performances are held both on and off campus; students have the opportunity to perform in master classes with internationally known chamber musicians.

- The Bryn Mawr Chamber Music Society offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

## THEATER

The curricular portion of the Bryn Mawr and Haverford Colleges' Theater Program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and practical work (creative exercises, scene study and performance) to provide viable theater training within a liberal-arts context.

## Minor Requirements

Requirements for the minor in Theater are six units of course work, three required (ARTT 150, 251 and 252) and three elective. Students must consult with the Theater faculty to ensure that the necessary areas in the field are covered. Students may submit an application to major in Theater through the independent major program.

## Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

## COURSES

### ARTT B142 Dance Composition I

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent attendance in any level technique course is required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ARTD-B142

Units: 1.0

(Fall 2013)

### ARTT B150 Introduction to Theater

An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### ARTT B230 Topics in American Drama

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ENGL-B230

Units: 1.0

Instructor(s): Hemmeter, G.

(Spring 2014)

### ARTT B232 Technical Theater I: Fundamentals of Lighting Techniques and Technology

The course is an introduction to how lights and lighting technologies are implemented in a theatrical context. Different from lighting design, this course is on the fundamental skills of instrument operation, installation, programming, and troubleshooting. Collaboration is the key to the successful implementation of these skills and students will work with designers to properly execute their concepts. Students will be required to attend outside performances and provide written analysis on how the techniques they've learned may have been used.

Units: 0.5

Instructor(s): Allen, K.

(Spring 2014)

### ARTT B233 Technical Theater II: Fundamentals of Scenic Carpentry

The course is an introduction to the basic principles of scenic carpentry and set construction. It is meant to offer a hands-on approach to the craft as well as the underlying concepts behind how sets are built. Students will begin with a safety course in the use of hand and power tools, then learn how to translate

design drawings into fully realized sets. Fundamental set elements such as flats, jacks, and cubes will be built, as well as individual projects. Students can expect to leave the class empowered by a project based learning experience that will translate into a practical skill set useful in both theater and the outside world. This is a quarter course.

Units: 0.5

Instructor(s): Allen, K.  
(Spring 2014)

### **ARTT B250 Twentieth-Century Theories of Acting**

An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic, and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Lord, M.  
(Fall 2013)

### **ARTT B251 Fundamentals of Acting**

An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature.

Requirement(s): Division III: Humanities

Units: 1.0

(Fall 2013)

### **ARTT B253 Performance Ensemble**

An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half-unit of credit.

Requirement(s): Division III: Humanities

Units: 0.5

(Fall 2013)

### **ARTT B254 Fundamentals of Theater Design**

An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social, and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume, and lighting while emphasizing their aesthetic integration.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **ARTT B255 Fundamentals of Costume Design**

Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design.

Requirement(s): Division III: Humanities

Units: 1.0

(Fall 2013)

### **ARTT B262 Playwriting I**

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play.

Requirement(s): Division III: Humanities

Crosslisting(s): ARTW-B262

Units: 1.0

(Spring 2014)

### **ARTT B265 Acting Across Culture**

This course examines how we access Shakespeare across culture and across language, as performers and audience members. We will explore the role of creator/performer using traditional and non-traditional means (text work and scansion, investigation of objective and actions, and first-folio technique). With a focus on language and both multilingual and non-verbal communication, students will prepare for a fall break intensive of student-led workshops and a performance.

Prerequisites: Fundamentals of Acting or its equivalent.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2013-14)

### **ARTT B310 Performing the City: Theorizing Bodies in Space**

Building on the premise that space is a concern in performance, choreography, architecture and urban planning, this course will interrogate relationships between (performing) bodies and (city) spaces. Using perspectives from dance and performance studies, urban studies and cultural geography, it will introduce space, spatiality and the city as material and theoretical concepts and investigate how moving and performing bodies and city spaces intersect in political, social and cultural contexts. Lectures, discussion of assigned readings, attendance at live performance and 2-3 fieldtrips are included. Prerequisites: One Dance lecture/seminar course or one course in relevant discipline e.g. cities, anthropology, sociology or permission of the instructor.

## 102 Arts Program

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Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ARTD-B310

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B332 The Actor Creates: Performance Studio in Generating Original**

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent her own work. Building on skills introduced in Fundamentals of Acting, we will introduce new methodologies of training to construct a framework in which students can approach making original solo and group work. Students will use processes employing visual art, found dialogue, music, autobiography, and more. Emphasizing guided, individual, and group collaboration, we will examine the role of the actor/creator through exercises and readings that relate the actor's creative process to an understanding of self and the artist's role in communities. Prerequisite: ARTT B251 (Fundamentals of Acting)

Units: 1.0

*(Fall 2013)*

### **ARTT B351 Acting II**

A continuation of the methods of inquiry in Fundamentals of Acting, this course is structured as a series of project-based learning explorations in acting. Students will supplement their study, rehearsal, and performance work by exploring principals of directing, dramaturgy, and design as applied to class projects as well as with advanced training in movement and voice. Readings will be drawn from the acting texts of Stanislavski, Michael Chekhov and others, with reflections and critiques recorded in a journal. Prerequisite: permission of instructor.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B353 Advanced Performance Ensemble**

An advanced, intensive workshop in theater performance. Students explore a range of performance techniques in the context of rehearsing a performance project, and participate in weekly seminars in which the aesthetic and theatrical principles of the play and production will be developed and challenged. The course may be repeated. Prerequisites: ARTT B253 or permission of the instructor.

Requirement(s): Division III: Humanities

Units: 1.0

*(Fall 2013)*

### **ARTT B354 Shakespeare on the Stage**

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B356 Endgames: Theater of Samuel Beckett**

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques.

Requirement(s): Division III: Humanities

Crosslisting(s): ENGL-B356

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B359 Directing for the Stage**

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARTT B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **ARTT B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*



## ASTRONOMY

Students may complete a major or minor in Astronomy at Haverford College.

### Faculty

Stephen P. Boughn, Professor

R. Bruce Partridge, Professor Emeritus

Beth Willman, Assistant Professor

The astronomy department's curriculum is centered on studying the phenomena of the extraterrestrial Universe and on understanding them in terms of the fundamental principles of physics. We emphasize student research with faculty members and upper level courses contain substantial project- and/or research-based investigation. Our department offers two majors: astronomy or astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom. The astronomy major is appropriate for students that desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy. The astrophysics major is appropriate for students who wish to pursue the study of astronomy with additional attention to the physical principles that underlie astrophysical phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue a career in astronomy or astrophysics, or to enter graduate study in astronomy or astrophysics. The department also offers a minor in astronomy.

Although a variety of pathways can lead to a major in the department, prospective astronomy or astrophysics majors are advised to study physics (Physics 105 and 106, or 101 and 102, or Bryn Mawr equivalents) beginning in their first year, and to enroll in Astronomy 205/206 and Physics 213/214 in their sophomore year. It is also recommended to take Astronomy/Physics 152 in the second semester of the first year.

The department offers three courses, Astronomy 101a, Astronomy 112, and Astronomy 114b, which can be taken with no prerequisites or prior experience in astronomy. The department also offers a half-credit course, Astronomy/Physics 152, intended for first-year students who are considering a physical science major and wish the opportunity to study some of the most recent developments in astrophysics.

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either

physics or astronomy. Astronomy majors may pursue a double major or a minor in physics. A concentration in scientific computing is available for astronomy and astrophysics majors. The department coordinator for this concentration is Beth Willman.

### Major Requirements

1. Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214.
2. Two mathematics courses; Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
3. Astronomy 205, Astronomy 206, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course.
4. Astronomy 404, which may be replaced by approved independent research either at Haverford or elsewhere.
5. Written comprehensive examinations.

Bryn Mawr equivalents may be substituted for the nonastronomy courses. Astronomy/Physics 152 is recommended but not required.

### Astrophysics Major Requirements

1. Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214, Physics 211 (usually taken concurrently with Physics 213).
2. Two mathematics courses. Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
3. Astronomy 205, Astronomy 206, and any two 300-level astronomy courses.
4. Physics 302, Physics 303, and Physics 309.
5. The Senior Seminar, Physics 399, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics or Astronomy departments or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member. Bryn Mawr equivalents may be substituted for the nonastronomy courses.

Bryn Mawr equivalents may be substituted for the nonastronomy courses. Astronomy/Physics 152 and Physics 308 are recommended but not required.

### Minor Requirements

1. Physics 105 (or 101); Physics 106 (or 102)
2. Astronomy 205; Astronomy 206; one 300-level astronomy course. Astronomy/Physics 152 is recommended but not required.

Astronomy/Physics 152 is recommended but not required.

### Requirements for Honors

All astronomy and astrophysics majors are regarded as candidates for Honors. For both majors, the award of Honors will be made in part on the basis of superior work in the departmental courses and in certain related courses. For astronomy majors, the award of Honors will additionally be based on performance on the comprehensive examinations, with consideration given for independent research. For astrophysics majors, the award of Honors will additionally be based on the senior thesis and talk.

### COURSES

#### ASTR 101 Astronomical Ideas NA/QU

Fundamental concepts and observations of modern astronomy, such as the properties of planets, the birth and death of stars, and the properties and evolution of the Universe. Not intended for students majoring in the physical sciences.  
B. Willman

#### ASTR 112 Survey of the Cosmos NA/QU

Properties and evolution of the Universe and of large systems within it. The qualitative aspects of general relativity including black holes and of mathematical models for the geometry of the Universe are studied, along with the history of the Universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the Universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. No prerequisites but Astronomy 101 is useful. Typically offered in alternate years.  
Staff

#### ASTR 114 Planetary Astronomy NA

A survey of the overall structure of the Solar System, the laws governing the motions of the planets and the evolution of the Solar System. Next, we study general processes affecting the surface properties of planets. This takes us to a detailed treatment of the properties of several planets. We end by studying the (surprising)

properties of planets found in other stellar systems. Typically offered in alternate years.  
J. Bochanski

#### ASTR 152 Freshman Seminar in Astrophysics NA (Cross-listed in Physics)

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's relativity theories. Prerequisite: Physics 101a or 105a and concurrent enrollment in Physics 102b or 106b (or Bryn Mawr equivalents). Typically offered every Spring.  
D. Narayanan

#### ASTR 205 Introduction to Astrophysics I NA

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes. Prerequisite: Physics 105 and 106 & Math 114 or equivalent. Typically offered every Fall.  
B. Willman

#### ASTR 206 Introduction to Astrophysics II NA

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model. Prerequisite: Astr 205a and Math 114b or equiv or consent. Typically offered every Spring.  
S. Boughn

#### ASTR 341 Advanced Topics: Observational Astronomy NA

A project-based course focusing on observational techniques as used in modern astronomy, which may include CCD imaging or spectroscopy at optical, near infrared, or radio wavelengths. Students will acquire and analyze data obtained with on-campus telescopes and with off-campus, research-grade facilities. Typically offered in alternate years. Prerequisite: Astronomy 205 and 206. Typically offered in alternate years.  
S. Boughn/B. Willman

#### ASTR 342 Advanced Topics: Modern Galactic Astronomy NA

The study of the structure, formation, and evolution of the Milky Way Galaxy using a number of observational tools including stellar populations and the interstellar medium. Students will conduct individual research

projects. Prerequisite: Astronomy 205 and 206. Typically offered in alternate years.

B. Willman

### **ASTR 343 Advanced Topics: Stellar Structure and Evolution NA**

The theory of the structure of stellar interiors and atmospheres and the theory of star formation and stellar evolution, including compact stellar remnants.

Prerequisite: Astronomy 205 and Physics 214. Typically offered in alternate years.

S. Boughn

### **ASTR 344 Computational Astrophysics NA**

This course will survey general methods utilized in computational physics and astrophysics. The course will focus on coding techniques, numerical recipes, and both abstract and practical concepts in utilizing computers to solve physical problems. No prior coding experience is necessary. Prerequisite: Phys 214. Typically offered in alternate years. Typically offered in alternate years.

D. Narayanan

### **ASTR 404 Research in Astrophysics NA**

Prerequisite: Consent of instructor.

S. Boughn/B. Willman

### **ASTR 480 Independent Study NA**

Prerequisite: Astronomy 206.

B. Willman

## **BIOLOGY**

Students may complete a major or minor in Biology. Within the major, students may complete minors in computational methods, environmental studies or neural and behavioral sciences.

### **Faculty**

#### **Tamara Davis, Chair and Associate Professor**

Peter D. Brodfuehrer, Eleanor A. Bliss Professor

Joshua Caplan, Bucher-Jackson Postdoctoral Fellow in the Sciences

Monica Chander, Associate Professor (on leave semesters I and II)

Gregory K. Davis, Assistant Professor

Stephen L. Gardiner, Senior Lecturer Emeritus

Karen F. Greif, Professor

Tom Mozdzer, Assistant Professor

Joshua Shapiro, Assistant Professor

Jennifer N. Skirkanich, Lecturer

Michelle W. Wien, Lecturer

The programs of the department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent research. Introductory- and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of a senior paper. Opportunities for supervised research with faculty are available and highly encouraged.

### **Major Requirements**

Course requirements for a major in Biology include two semesters of introductory biology (BIOL 110-111), six courses at the 200 and 300 level (excluding BIOL 390-399), of which at least two must be at the 300-level and three must be laboratory courses, and one senior seminar course (BIOL 390-399). Two semesters of supervised laboratory research, BIOL 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in allied sciences, to be selected from Anthropology, Chemistry,

Computer Science, Geology, Mathematics, Physics or Psychology are required for all majors. Selection of the three additional allied science courses must be done in consultation with the student's major adviser and be approved by the department.

Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry. In addition, all biology students are encouraged to take courses that employ quantitative reasoning or computational approaches; such courses can be taken within the Biology Department or in other departments.

A score of 5 on the Advanced Placement examination, or equivalent International Baccalaureate scores, can be used to satisfy one semester of the introductory biology requirement for the major. One additional semester of BIOL 110-111 is required to fulfill the introductory biology requirement. The department, however, highly recommends both semesters of introductory biology for majors. Placement out of one semester of introductory biology does not satisfy the introductory biology prerequisite for 200/300-level courses.

## Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. Final selection for honors is made by the Biology faculty.

## Minor Requirements

A minor in Biology consists of six semester courses in Biology.

## Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences

Minors in Environmental Studies, Computational Methods, and Neural and Behavioral Sciences are available for students interested in interdisciplinary exploration in these areas. Check relevant sections of the course catalog for complete descriptions of the minors.

## Teacher Certification

The College offers a certification program in secondary teacher education.

## Animal Experimentation Policy

Students who object to participating directly in laboratory activities involving the use of animals in a course required for the major are required to notify the faculty

member of her or his objections at the beginning of the course. If alternative activities are available and deemed consistent with the pedagogical objectives of the course by the faculty member, then a student will be allowed to pursue alternative laboratory activities without penalty.

## COURSES

### BIOL B101 Introduction to Biology I: Genetics & the Central Dogma

For post-baccalaureate premedical students only. A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week.  
Requirement(s): Division II with Lab  
Units: 1.0  
Instructor(s): Wien, M.  
(Fall 2013)

### BIOL B102 Introduction to Biology II: Biochemistry & Human Physiology

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. BIOL B101 is strongly recommended.  
Requirement(s): Division II with Lab  
Units: 1.0  
Instructor(s): Wien, M.  
(Spring 2014)

### BIOL B110 Biological Exploration I

This is a topics course. Topics vary. BIOL B110 is an introductory-level courses designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.  
Requirement(s): Division II with Lab  
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Greif, K., Davis, T., Skirkanich, J., Shapiro, J.

*Fall 2013:* Current topic description: Biology B110-001 will explore areas of biology through a unifying theme. It will center on the reading of "The Emperor of All Maladies: A Biography of Cancer" by Siddhartha Mukherjee and will examine the biology of Cancer from perspectives of biochemistry, cell biology, genetics and genomics and physiology.

*Fall 2013:* Current topic description: Biology B110-002 will investigate the relationship between genotype and phenotype through analysis of inheritance patterns

in families and populations and examination of the regulation and decoding of genetic information that ultimately produces whose structure/function dictates cellular activity.

*Fall 2013:* Current topic description: Biology B110-003, this course will explore the ways that the genomes of various organisms have been altered by nature and by human interventions, focusing on the mechanisms and effects of those genetic modifications.

### **BIOL B111 Biological Exploration II**

This is a topics course. Topics vary. BIOL 110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Brodfuehrer, P., Skirkanich, J., Davis, G., Mozdzer, T.

*Spring 2014:* Current topic description: Biology B111-001, taking an ecological approach, we will use invasive species as our central theme in order to predict how organisms can affect multiple levels for biological organization from the organismal to the ecosystem level.

*Spring 2014:* Current topic description: Biology B111-002, this course will examine the underlying physiology associated with specific animal behaviors such as bat echolocation, and thermoregulation and bee foraging.

*Spring 2014:* Current topic description: Biology B111-003, this course will introduce the basic principles underlying the development of organisms and how development evolves to meet various environmental challenges.

### **BIOL B201 Genetics**

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population and developmental genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, *Drosophila*, *C. elegans* and humans. Lecture three hours. Prerequisites: One semester of BIOL 110-111 and CHEM 103, 104.

Requirement(s): Division II: Natural Science

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Davis, T.  
(Fall 2013)

### **BIOL B202 Introduction to Neuroscience**

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisites: One semester of Bio 110-111 or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Greif, K.

(Fall 2013)

### **BIOL B210 Biology and Public Policy**

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Greif, K.

(Spring 2014)

### **BIOL B214 The Historical Roots of Women in Genetics and Embryology**

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

Requirement(s): Division II: Natural Science

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HIST-B214

Units: 1.0

(Not Offered 2013-14)

### **BIOL B215 Experimental Design and Statistics**

An introductory course in designing experiments and analyzing biological data. This course is structured

to develop students' understanding of when to apply different quantitative methods, and how to implement those methods using the R statistics environment. Topics include summary statistics, distributions, randomization, replication, parametric and nonparametric tests, and introductory topics in multivariate and Bayesian statistics. The course is geared around weekly problem sets and interactive learning.

Requirement(s): Division II w/Lab and Quant

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Shapiro, J.

(Spring 2014)

### **BIOL B216 Genomics**

An introduction to the study of genomes and genomic data. This course will examine the types of biological questions that can be answered using large biological data sets and complete genome sequences as well as the techniques and technologies that make such studies possible. Topics include genome organization and evolution, comparative genomics, and analysis of transcriptomes and proteomes. Prerequisite: One semester of BIOL 110-111. BIOL 201 highly recommended.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Shapiro, J.

(Spring 2014)

### **BIOL B220 Ecology**

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Mozdzer, T.

(Fall 2013)

### **BIOL B223 The Story of Evolution and the Evolution of Stories**

In this course we will experiment with two interrelated and reciprocal inquiries—whether the biological concept of evolution is a useful one in understanding the

phenomena of literature (in particular, the generation of new stories), and whether literature contributes to a deeper understanding of evolution. We will begin with science texts that explain and explore evolution and turn to stories that (may) have grown out of one another, asking where they come from, why new ones emerge, and why some disappear. We will consider the parallels between diversity of stories and diversity of living organisms. Lecture three hours a week.

Requirement(s): Division II or Division III

Approach: Critical Interpretation (CI)

Crosslisting(s): ENGL-B223

Units: 1.0

(Not Offered 2013-14)

### **BIOL B225 Biology of Plants**

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they, as individuals and communities, respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems.

Requirement(s): Division II and Quantitative

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Caplan, J.

(Spring 2014)

### **BIOL B236 Evolution**

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Crosslisting(s): GEOL-B236; ANTH-B236

Units: 1.0

Instructor(s): Davis, G.

(Spring 2014)

### **BIOL B244 Behavioral Endocrinology**

An interdisciplinary-based analysis of the nature of hormones, how hormones affect cells and systems, and how these effects alter the behavior of animals. Topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisites: One semester of BIOL 110-111 or one of the following courses: B202, PSYC B218 or PSYC H217.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2013-14)

**BIOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B250; CMSC-B250

Units: 1.0

*(Not Offered 2013-14)*

**BIOL B255 Microbiology**

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture and three hours of laboratory per week.

Prerequisites: One semester of BIOL 110 and BIOL 111 or permission of the instructor.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Units: 1.0

*(Not Offered 2013-14)*

**BIOL B262 Urban Ecosystems**

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisites: BIOL B110 or B111 or ENV5 B101.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B262

Units: 1.0

Instructor(s): Caplan, J.

*(Fall 2013)*

**BIOL B271 Developmental Biology**

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and

fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisites: one semester of BIOL 110-111 or permission of instructor.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Davis, G.

*(Fall 2013)*

**BIOL B303 Human Physiology**

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal and human function. Homeostasis, control systems and the structural basis of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course.

Units: 1.0

Instructor(s): Brodfuehrer, P.

*(Spring 2014)*

**BIOL B310 Philosophy of Science**

An examination of positivistic science and its critics. The topics of this course will include: the demarcation between science and non-science; falsificationism vs. verificationism; the structure of scientific revolutions and research programs; criticism and growth of scientific knowledge; interpretive ideals in science; scientific explanation; truth and objectivity; the effect of interpretation upon that which is interpreted in modern physics; constructivism vs. realism in philosophy of science.

Requirement(s): Division III: Humanities

Crosslisting(s): PHIL-B310

Units: 1.0

*(Not Offered 2013-14)*

**BIOL B313 Integrative Organismal Biology I**

The first semester of a two-semester course focusing on how organisms cope with environmental challenges by investigating the requirements for life at the level of individual cells and multi-cellular organisms, the anatomical and physiological properties of cells, tissues and organ systems, and how these properties allow organisms to interact successfully with their environment. Two three-hour lecture/laboratory sessions per week. Prerequisites: one semester of BIOL 110-111 and one 200-level biology course.

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B314 Integrative Organismal Biology II**

The second semester of Integrative Organismal Biology.

Two three-hour lecture/laboratory sessions per week.

Prerequisite: BIOL 313 or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B320 Evolutionary Ecology**

This course will examine how phenotypic variation in organisms is optimized and constrained by ecological and evolutionary factors. We will cover concepts and case studies in life history evolution, behavioral ecology, and population ecology with an emphasis on both mathematical and experimental approaches.

Recommended Prerequisites: One semester of BIOL B110-111 or BIOL 220.

Requirement(s): Quantitative

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B321 Neuroethology**

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved neural solutions to specific problems posed to them by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Brodfuehrer, P.

*(Fall 2013)*

### **BIOL B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

Counts towards: Neuroscience

Crosslisting(s): PSYC-B326

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B327 Evolutionary Genetics and Genomics**

This seminar course will discuss evolution primarily at the level of genes and genomes. Topics will include

the roles of selection and drift in molecular evolution, evolution of gene expression, genomic approaches to the study of quantitative variation, evolutionary history of humans, and evolutionary perspectives on the study of human disease. Students will read papers from the primary literature, lead and participate in class discussions and debates, and write reviews of research articles. Quantitative proficiency required.

Pre-requisites: One semester of BIOL 110-111 and BIOL 201, or BIOL 236, or permission of instructor.

Requirement(s): Division II: Natural Science

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Crosslisting(s): CITY-B328; GEOL-B328; ARCH-B328

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B332 Global Change Biology**

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change in depth using the primary literature. Prerequisites: Biology B220 (Ecology) or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Mozdzer, T.

*(Spring 2014)*

### **BIOL B340 Cell Biology**

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity and cell signaling. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture and immunocytochemistry. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry, BIOL 201 or 271, or permission of instructor.

Units: 1.0

Instructor(s): Greif, K.

*(Spring 2014)*

### **BIOL B354 Basic Concepts and Special Topics in Biochemistry**

For post-baccalaureate premedical students and non-majors who meet the prerequisites. Course does not count toward the biology major, majors should take BIOL B375. Prerequisites: one semester of BIOL 110 or equivalent, CHEM 211 or permission of the instructor.



Units: 1.0  
 Instructor(s): Kung, Y.  
 (Spring 2014)

### **BIOL B361 Emergence**

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions.

Crosslisting(s): CMSC-B361

Units: 1.0  
 Instructor(s): Blank, D.  
 (Fall 2013)

### **BIOL B364 Developmental Neurobiology**

A lecture/discussion course on major topics in the development of the nervous system. Some of the topics to be addressed are cell generation, cell migration, cell survival and growth, axon guidance and target specificity, synapse formation and behavioral development. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.

Counts towards: Neuroscience

Units: 1.0  
 (Not Offered 2013-14)

### **BIOL B375 Integrated Biochemistry and Molecular Biology I**

The first semester of a two-semester course that focuses on the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme kinetics, metabolic pathways, gene regulation and recombinant DNA techniques. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week.

Prerequisite: one semester of BIOL 110, and two semesters of organic chemistry.

Requirement(s): Division II with Lab

Crosslisting(s): CHEM-B242

Units: 1.0  
 Instructor(s): White, S., Porello, S.  
 (Fall 2013)

### **BIOL B376 Integrated Biochemistry and Molecular Biology II**

This second semester of a two-semester sequence will continue with analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201, BIOL B375 or permission of instructor.

Requirement(s): Division II with Lab

Units: 1.0  
 Instructor(s): Davis, T.  
 (Spring 2014)

### **BIOL B391 Senior Seminar in Biochemistry**

Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: BIOL 375 or permission of instructor.

Units: 1.0  
 (Not Offered 2013-14)

### **BIOL B392 Senior Seminar**

An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students.

Units: 1.0  
 (Not Offered 2013-14)

### **BIOL B393 Senior Seminar in Molecular Genetics**

This course focuses on topics of current interest and significance in molecular genetics, such as chromatin structure and mechanisms of gene regulation. Students critically read, present and discuss in detail primary literature relevant to the selected topic. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201 or 376, or permission of instructor.

Units: 1.0  
 (Not Offered 2013-14)

### **BIOL B394 Senior Seminar in Evolutionary Developmental Biology**

Topics of current interest and significance in evolutionary developmental biology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present a research paper based on their readings. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201, 236 or 271, or permission of instructor.

Units: 1.0  
 Instructor(s): Davis, G.  
 (Fall 2013)

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### **BIOL B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research.

Counts towards: Neuroscience

Crosslisting(s): PSYC-B396

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B398 Senior Seminar in Science and Society**

A seminar that addresses a variety of topics at the interface of biology and society. Students write, defend and publicly present a major scholarly work. Three hours of discussion a week, supplemented by frequent meetings with individual students.

Units: 1.0

Instructor(s): Greif, K.

*(Fall 2013)*

### **BIOL B399 Senior Seminar in Laboratory Investigations**

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Co-requisite: enrollment in BIOL403.

Units: 0.5

Instructor(s): Brodfuehrer, P., Davis, T.

*(Spring 2014)*

### **BIOL B403 Supervised Laboratory Research in Biology**

Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **BIOL B403 Supervised Laboratory Research in Biology**

Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **BIOL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

## CHEMISTRY

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Students may complete a major or minor in Chemistry. Within the major, students may complete a minor in computational methods or education. Concentrations in biological chemistry, environmental studies or geochemistry may be completed within the major. Students may complete an M.A. in the combined A.B./M.A. program.

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### Faculty

Sharon Burgmayer, Interim Dean of Graduate Studies and W. Alton Jones Professor of Chemistry (on leave semester I)

#### Michelle Francl, Chair and Professor

Jonas I. Goldsmith, Associate Professor

Yan Kung, Assistant Professor

Krynn Lukacs, Senior Lecturer

#### Bill Malachowski, Chair and Professor (on leave semester II)

Maryellen Nerz-Stormes, Senior Lecturer

Silvia L. Porello, Lecturer

Jason Schmink, Assistant Professor

Susan A. White, Professor (on leave semester II)

### Chemistry Program Requirements and Opportunities

The Chemistry major is offered with several different options:

- American Chemical Society Certified A.B., recommended for graduate school
- Chemistry major, A.B. Only
- Chemistry minor
- Chemistry major with concentration in biochemistry
- Chemistry major with concentration in geochemistry

For all degree options, merit level work is expected in every chemistry, math, biology, geology, and physics course.

See also:

#### More Information About Majors/ Concentrations

[www.brynmawr.edu/chemistry/documents/MajorRequirements.pdf](http://www.brynmawr.edu/chemistry/documents/MajorRequirements.pdf)

#### FAQ About The Chemistry Major.

[brynmawr.edu/chemistry/undergraduate/FAQ.html](http://brynmawr.edu/chemistry/undergraduate/FAQ.html)

### ACS Certified A.B. Major Requirements

A student may qualify for a major in chemistry by completing a total of 13 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211, 212
- Chem 221, 222
- Chem 231
- Chem 242
- Chem 251, 252
- Chem 398, 399
- two other Chem 3xx

Other required courses: Math 101, 102, 201; Physics 121/122 (preferred) or 101/102. Students who plan to do graduate work in chemistry should also consider taking Physics 201.

### Major, A.B. only

A non-ACS certified major requires all of the above coursework except Chem 398, 399.

### TIMETABLES FOR MEETING MAJOR REQUIREMENTS

Students may follow various schedules to meet their major requirements. However, a fairly typical one is:

- freshman year: Chem 103 and 104, Math 101 and 102
- sophomore year: Chem 211 and 212, Math 201, Physics 121/122 or 101/102
- junior year: Chem 221, 222, 231, 242, 251, 252
- senior year: two or more Chem 3xx

In particular note that

- Math 201 must be completed before taking Chem 221, a required junior-year course. Math 201 is offered at Bryn Mawr only in the fall, but an equivalent course is offered at Haverford in the spring term.
- Every effort should be made to complete the two semesters of college physics by the end of the sophomore year.
- The required 300x courses all have prerequisites that generally include Chem 212 and/or Chem 222.

Students who wish to deviate from the usual schedule should consult with the major adviser as early as

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possible to devise an alternative.

### Honors

The requirements for departmental honors are:

- Complete one of the major plans.
- Maintain a chemistry GPA of 3.7 or better.
- Complete Chem 398 and 399 with a grade of 3.3 or better each semester.
- Participate in research oral/poster presentations.
- Write an acceptable thesis, and meet all department deadlines for submission of the thesis.
- Complete an additional unit of Chem 3xx (for a total of three 300-level chemistry units). With department approval, one unit of 300-level work in certain fields may be substituted.

### Minor

A student may qualify for a minor in chemistry by completing a total of 7.0 units in chemistry with the distribution:

- Chem 103, 104
- Chem 211, 212
- Chem 221\* or 222\*
- Chem 231 or 242\*\*
- Chem 251 or 252

\*Pre-/co-requisites: Math 201, Physics 121/122 or 101/102

\*\*Biol 375 may be substituted for Chem 242

Other required courses: Math 101, 102

At least two of the six courses must be taken at Bryn Mawr.

### Major with Concentration in Biochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221\*, 222\*, 231 or 242\*\* (choose 3 of 4)
- Chem 251, 252
- Chem 345
- Chem 3xx
- Biol 201
- Biol 376\*\*\*

\*Pre-/co-requisites: Math 201, Physics 121/122 or 101/102

\*\*Biol 375 may be substituted for Chem 242

\*\*\*Chem 242 satisfies the pre-requisite for this course

Other required courses: Math 101, 102

Equivalent biology courses at Haverford may be substituted.

### Major with Concentration in Geochemistry

- Chem 103, 104
- Chem 211, 212
- Chem 221\*, 222\*, 231 or 242\*\* (choose 3 of 4)
- Chem 251, 252
- Chem 322 or 332
- Chem 3xx
- Geol 101
- Geol 202
- Geol 302, 305, 350 (choose 2 of 3; Geol 350 requires Geology major adviser approval)

\*Pre-/co-requisites: Math 201, Physics 121/122 or 101/102

\*\*Bio 375 may be substituted for Chem 242

Other required courses: Math 101, 102

The Chemistry Major can also be combined with any of the Minors offered in the College. In particular, the Minors in Environmental Studies, Education and Computational Science offer attractive combinations with a Chemistry Major for future career paths that require competency in those allied fields. Detailed information about these Minors can be found in the appropriate section of the catalog.

### A.B./M.A. Program

- Chemistry major A.B. requirements
- four units of 5xx\*
- two units of 7xx
- M.A. thesis
- written final exam

\*two units may be 3xx

### 3-2 Program in Engineering and Applied Science

The 3-2 Program in Engineering and Applied Science is offered in cooperation with the California Institute of Technology and awards both an A.B. at Bryn Mawr and a B.S. at Cal Tech. For more information, see 3-2 Program in Engineering and Applied Science.

Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynyn Lukacs.

### 4+1 Program in Engineering at UPenn

The University of Pennsylvania 4+1 engineering program allows students to earn an A.B. at Bryn Mawr and an M.S. in Engineering (M.S.E) at UPenn. Students apply between the beginning of the sophomore year and end of the junior year. For more information, see Four Plus One Partnership with Penn's School of Engineering and Applied Science.

Chemistry students considering this program should contact Senior Laboratory Lecturer in Chemistry, Krynyn Lukacs. See also the description of the 4+1 Program in Engineering at UPenn.

## COURSES

### CHEM B100 The Stuff of Art

An introduction to chemistry through fine arts, this course emphasizes the close relationship of the fine arts, especially painting, to the development of chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count towards chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20.

Requirement(s): Division II with Lab

Crosslisting(s): HART-B100

Units: 1.0

*(Not Offered 2013-14)*

### CHEM B101 Focus: Chemistry Fundamentals

This is a half semester Focus course. For students with little background in Chemistry. Prepares students for Chemistry 103 by covering problem-solving techniques, mathematics needed for chemistry, atoms, molecules, chemical structures, chemical reactions and solutions. Depending on interest, there may be a topical focus such as drugs and doses, food and energy, or the environment. The course may include Individual student conferences and electronic resources. Offered in the second half of the Fall and Spring semesters. Enrollment is based on performance on a placement test or permission of the instructor. Prerequisite: Quantitative Methods (QM) requirement met or concurrent enrollment in a Quantitative Methods course. Requirement(s): Division II: Natural Science Approach: Quantitative Readiness Required (QR)

Units: 0.5

Instructor(s): Goldsmith, J.

*(Fall 2013)*

### CHEM B103 General Chemistry I

For students with some background in chemistry. Sections usually have a maximum of 50 students. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory workshop include environmental sciences, material sciences and biological chemistry. Lecture three hours and Chemistry workshop three hours a week. The laboratory workshop period will be used for traditional chemical experimentation or related problem solving. The course may include individual conferences, evening problem or peer-led instruction sessions. Pre-requisites: Satisfactory performances on the Chemistry Placement Test and on the Quantitative Reasoning Assessment. Requirement(s): Division II w/Lab and Quant Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI) Units: 1.0

Instructor(s): Lukacs, K., White, S., Goldsmith, J.

*(Fall 2013)*

### CHEM B104 General Chemistry II

A continuation of CHEM 103. Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; acid-base chemistry; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM 103 with a grade of at least 2.0, strong performance on the chemistry placement test.

Requirement(s): Division II w/Lab and Quant

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Lukacs, K., Francl, M., Kung, Y.

*(Spring 2014)*

### CHEM B105 Intimate Interactions Chemical Bonding

This half-semester course will focus on chemical bonding, starting with the simplest bonding models and describing how these develop into more complex bonding models. The aim is to integrate bonding concepts that are currently taught in separate courses to present a unified evolution of bonding theories. Prerequisite: CHEM B104 or equivalent.

Requirement(s): Division II: Natural Science

Approach: Quantitative Readiness Required (QR)

Units: 0.5

*(Not Offered 2013-14)*

**CHEM B116 Drugs and How They Work**

An introductory half course exploring fundamental structure-related principles in chemistry through a study of drug action. Prerequisite: CHEM B103 or equivalent or permission of the instructor. This is a half-semester, half-credit course.

Requirement(s): Division II: Natural Science

Units: 0.5

(Not Offered 2013-14)

**CHEM B125 Writing Science**

How does scientific research make its way out of the lab? Science translates from research experience to journals written for the expert and is often translated again for more general audiences—appearing in venues such as newspapers, essays and memoirs. What is gained and what is lost when science is translated? This is a half-semester, half-credit course.

Crosslisting(s): ARTW-B125

Units: 0.5

(Not Offered 2013-14)

**CHEM B206 The Science of Renewable Energy**

In this course the chemistry and physics of renewable energy, including solar, wind, geothermal and others, will be explored. Methodologies for energy storage will also be discussed. Quantitative tools will be developed to enable students to make effective and accurate comparisons between various types of energy generation processes. Prerequisites: completion of CHEM 103 and CHEM 104 with merit grades in both, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

**CHEM B211 Organic Chemistry I**

An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Nerz-Stormes, M., Malachowski, B., Schmink, J.

(Fall 2013)

**CHEM B212 Organic Chemistry II**

A continuation of CHEM 211 with an exploration of complex chemical reactions and syntheses utilizing structure-reactivity principles. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Nerz-Stormes, M., Schmink, J.

(Spring 2014)

**CHEM B221 Physical Chemistry I**

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours.

Prerequisites: CHEM B104, PHYS B121 or B101 and MATH B201. May be taken concurrently with CHEM B211 and PHYS B121 or B101. Some classes will be held during the recitation hour.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Francl, M.

(Fall 2013)

**CHEM B222 Physical Chemistry II**

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisites: CHEM 104, PHYS 122 or 102 and MATH 201. May be taken concurrently with CHEM 212 and PHYS 122 or 102.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Goldsmith, J.

(Spring 2014)

**CHEM B231 Inorganic Chemistry**

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212.

Requirement(s): Division II: Natural Science

Units: 1.0

Instructor(s): Burgmayer, S.

(Spring 2014)

**CHEM B242 Biological Chemistry**

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; protein synthesis. Lecture three hours a week. Prerequisite: CHEM 212.

Requirement(s): Division II: Natural Science

Units: 1.0

Instructor(s): White, S.

(Fall 2013)

**CHEM B251 Research Methodology in Chemistry I**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping and writing. Prerequisite: CHEM B212. Co-Requisite: CHEM B221 or B231 or B242. Approach: Quantitative Readiness Required (QR)  
Units: 1.0  
Instructor(s): Schmink, J., Kung, Y.  
(Fall 2013)

**CHEM B252 Research Methodology II**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, quantitative data analysis, record-keeping, and writing. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242  
Approach: Quantitative Readiness Required (QR)  
Units: 1.0  
Instructor(s): Burgmayer, S., Goldsmith, J.  
(Spring 2014)

**CHEM B311 Advanced Organic Chemistry**

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
Instructor(s): Malachowski, B.  
(Fall 2013)

**CHEM B312 Advanced Organic Chemistry**

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
(Not Offered 2013-14)

**CHEM B321 Advanced Physical Chemistry**

Topics vary. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar three hours per week.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
Instructor(s): Goldsmith, J.  
(Spring 2014)

**CHEM B332 Advanced Inorganic Chemistry**

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
Instructor(s): Burgmayer, S.  
(Spring 2014)

**CHEM B345 Advanced Biological Chemistry**

This is a topics course. Topics vary. Prerequisite: Any course in Biochemistry.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
Instructor(s): Kung, Y.

*Fall 2013:* Current topic description: Biochemical pathways involved in cellular metabolism and natural product biosynthesis will be explored in molecular detail, including fatty acid metabolism and the biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Particular attention will be paid to the biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine.

**CHEM B350 Selected Topics in Current Chemical Research**

A combination lecture/seminar course on the physical, structural, chemical, photochemical, mechanistic and spectroscopic properties of novel organic compounds, including oral presentations by students on very recently published research articles. Lecture three hours a week. Prerequisites: CHEM 211-212, CHEM 221-222, and any 300/500 level course in organic, physical, inorganic or biological chemistry.  
Requirement(s): Division II: Natural Science  
Units: 1.0  
(Not Offered 2013-14)

**CHEM B398 Senior Seminar**

Units: 1.0  
Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Schmink, J., Kung, Y.  
(Fall 2013)

**CHEM B399 Senior Seminar**

Units: 1.0  
Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Schmink, J., Kung, Y.  
(Spring 2014)

**CHEM B403 Supervised Research**

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**CHEM B403 Supervised Research**

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor.

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**CHEM B511 Advanced Organic Chemistry I**

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222.

Units: 1.0

Instructor(s): Malachowski, B.

(Fall 2013)

**CHEM B512 Advanced Organic Chemistry**

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, stereochemistry, and qualitative molecular orbital theory reasoning. Prerequisites: a standard two-semester course in organic chemistry (such as BMC Chemistry 211/212), and some coursework in physical chemistry.

Units: 1.0

(Not Offered 2013-14)

**CHEM B515 Topics in Physical Organic Chemistry**

A survey of topics related to drug discovery including lead discovery, target interactions, structural optimization, drug metabolism and drug synthesis. The course will engage in an advanced treatment of these topics with particular attention to an understanding of drug design and development on the molecular level. Case studies will be used to illustrate the application of these principles. Discussions may include OxyContin and related opiate analgesics; aspirin and related NSAIDs; penicillin and other antibacterial agents; Tamiflu and related anti-virals; Alzheimer's disease drugs; and anti-depressants. Prerequisites: CHEM B212 or the equivalent

Units: 1.0

(Not Offered 2013-14)

**CHEM B521 Advanced Physical Chemistry**

Quantum mechanics and its application to problems in chemistry. Topics will include molecular orbital theory, density functional theory. Readings and problem sets will be supplemented with material from the current research literature. Students will gain experience with programming in Mathematica. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar three hours per week.

Units: 1.0

Instructor(s): Goldsmith, J.

(Spring 2014)

**CHEM B532 Advanced Inorganic Chemistry**

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor.

Units: 1.0

Instructor(s): Burgmayer, S.

(Spring 2014)

**CHEM B534 Organometallic Chemistry**

Fundamental concepts in organometallic chemistry, including structure and bonding, reaction types, and catalysis, and applications to current problems in organic synthesis. Lecture three hours a week. Course is open to graduate students and those undergraduates with CHEM B231 or permission from the instructor.

Units: 1.0

(Not Offered 2013-14)

**CHEM B535 Inorganic Seminar: Group Theory**

Fundamental concepts of mathematical groups, their derivation and their application to problems in bonding, spectroscopy and chemical reactivity.

Units: 1.0

(Not Offered 2013-14)

**CHEM B545 Advanced Biological Chemistry**

In this course, biochemical pathways involved in cellular metabolism and natural product biosynthesis will be explored in molecular detail, including fatty acid metabolism and the biosynthesis of antibiotics, anticancer agents, vitamins, and other secondary metabolites. Particular attention will be paid to the biochemical mechanisms employed, the role of cofactors, coenzymes, and metals, and emerging applications to biotechnology and medicine. A strong emphasis will also be placed on critical evaluations of the primary literature. Students will complete problem sets, deliver oral presentations, and contribute to in-class discussions in this seminar-style course. Prerequisite: Any course in Biochemistry.



Units: 1.0  
 Instructor(s): Kung, Y.  
 (Fall 2013)

### **CHEM B550 Selected Topics in Chemistry**

A combination lecture/seminar course on physical, structural and spectroscopic properties of organic compounds, including oral presentations by students on very recently published research articles.

Units: 1.0  
 (Not Offered 2013-14)

### **CHEM B701 Supervised Work**

Units: 1.0  
 Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Schmink, J., Kung, Y.  
 (Spring 2014)

## **CHILD AND FAMILY STUDIES MINOR**

Students may complete a Child and Family Studies minor as an adjunct to any major at Bryn Mawr or Haverford, pending approval of the student's coursework plan by the Child and Family Studies adviser in the student's major department.

### **Affiliated Faculty**

Marissa Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Director of Africana Studies

Mary Osirim, Interim Provost and Professor of Sociology

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute

Janet Shapiro, Professor of Social Work and Director for the Center for Child and Family Wellbeing (on leave semester II)

The Child and Family Studies (CFS) minor provides a curricular mechanism for inter-disciplinary work focused on the contributions of biological, familial, psychological, socioeconomic, political, and educational factors to child and family well-being. The minor will not only address the life stages and cultural contexts of infancy through adolescence but will also include issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, the representation, and the voice of children in society and culture.

General inquiries concerning the minor should go to the CFS Director Leslie Rescorla (lrescorl@brynmawr.edu). Specific questions can be addressed to the advisor for the CFS minor in the student's major department: Leslie Rescorla (Psychology), Alice Lesnick (Education), Marissa Golden (Political Science), Philip Kilbride (Anthropology), and Mary Osirim (Sociology). Students in other departments wishing to enroll in the CFS minor should confer with Leslie Rescorla so that a departmental advisor can be selected.

### **Requirements for the Child and Family Studies Minor**

The minor comprises six courses: one gateway course (PSYCH 206 Developmental Psychology, PSYCH 203 Educational Psychology, EDUC 200 Critical Issues in

Education, or SOCL B201 Study of Gender in Society), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Advanced Haverford and Swarthmore courses typically taken by juniors and seniors that are more specific than introductory and survey courses will count as 300 level courses. No more than two courses may be double-counted with each major, minor, or other degree credential.

Students will craft a pathway in the minor as they engage in course selection through ongoing discussions with their advisor. Sample pathways might include: political science/child and family law; sociology/educational policy; child and family mental health; depictions of children/families in literature and film; child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender issues affecting children and families; social justice/diversity issues affecting children and families; economic factors affecting children and families.

The minor also requires participation in at least one semester or summer of volunteer, practicum, praxis, community-based work study, or internship experience related to Child and Family Studies, with reflections to be recorded in a journal, which will be part of the student's portfolio. Students are expected to discuss their placement choices with their minor advisor. For further information about field-based experiences, consult the Child and Family Studies website: [brynmawr.edu/tricochildfamily/minor.html](http://brynmawr.edu/tricochildfamily/minor.html).

To foster the inter-disciplinary nature of child and family studies, students enrolled in the minor must also complete the following requirements:

- Attendance at a minimum of two CFS-related formal events per year, for which reflections/comments will be recorded in a journal, which will be part of the student's portfolio.
- Attendance four times per semester for two semesters at a "brownbag" 1-hour seminar, comprised of individual workshop/discussion sessions facilitated by a range of individuals, including the students themselves, affiliated faculty and staff, and guest speakers
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

### **Courses that can be counted toward the Child and Family Studies Minor**

(Note: it is important to check the Trico course guide for updated course information. In some cases, courses relevant to the CFS minor will have changed, or been added. Students should explore freely and consult with their advisor on curricular choices)

#### **BRYN MAWR COLLEGE COURSES AND SEMINARS**

ANTH 212 Primate Evolution and Behavior  
ANTH 253 Childhood in the African Experience  
ANTH 281 Language in the Social Context  
ANTH 312 Anthropology of Reproduction  
ANTH 341 Cultural Perspectives on Marriage and Family  
EDUC 200 Critical Issues in Education  
EDUC 250 Literacies and Education  
EDUC 266 Schools in American Cities  
EDUC 275 Teaching English Learners in U.S. Schools  
EDUC 301 Curriculum and Pedagogy  
EDUC 302 Practice Teaching Seminar  
EDUC 310 Defining Educational Practice  
EDUC 311 Field Work Seminar  
POLS 375 Women, Work and Family  
PSYC 203 Educational Psychology  
PSYC 206 Developmental Psychology  
PSYC 209 Abnormal Psychology  
PSYC 220 Autism Spectrum Disorders  
PSYC 256 Culture and Development  
PSYC 340 Women and Mental Health  
PSYC 346 Pediatric Psychology  
PSYC 351 Developmental Psychopathology  
PSYC 352 Advanced Topics I Developmental Psychology  
SOCL 201 Study of Gender in Society  
SOCL 205 Social Inequality  
SOCL 217 The Family in Social Context  
SOCL 225 Women in Contemporary Society  
SOCL 258 Sociology of Education  
SOCL 266 Schools in American Cities

SOWK 302 Poverty and Inequality  
 SOWK 352 Child Welfare Policy, Practice, and Research  
 SOWK 306 Social Determinants of Health and Health Equity  
 SOWK 336D Public Education: Issues in School Social Work Practice  
 SOWK 338 Education Law for Social Workers  
 SOWK 354 To Protect the Public Health

**HAVERFORD COLLEGE COURSES AND SEMINARS**

ANTH H209 Anthropology of Education  
 ANTH H263 Anthropology of Space: Housing and Society  
 BIOL H217 Biological Psychology  
 COML H289 Children’s Literature  
 EDUC H200 Critical Issues in Education  
 EDUC H210 Perspectives on Special Education  
 EDUC H260 Multicultural Education  
 PSYC H213 Memory and Cognition  
 PSYC H215 Introduction to Personality Psychology  
 PSYC H224 Social Psychology  
 PSYC H225 Self and Identity  
 SOCL H235 Class, Race and Education

**SWARTHMORE COLLEGE COURSES AND SEMINARS**

ED 14 Introduction to Education  
 ED 17 Curriculum and Methods Seminar  
 ED 21/Psych 21 Educational Psychology  
 ED 23/Psych 23 Adolescence  
 ED 23A Adolescents and Special Education  
 ED 26/Psych 26 Special Education  
 ED 41 Educational Policy  
 ED 42 Teaching Diverse Young Learners  
 ED 45 Literacies and Social Identities  
 ED 53 Language Minority Education

ED 61 Gender and Education  
 ED 64 Comparative Education  
 ED 68 Urban Education  
 ED 70 Outreach Practicum  
 ED 121 Psychology and Practice Honors Seminar  
 ED 131 Social and Cultural Perspectives Honors Seminar  
 ED 151 Literacies Research Honors Seminar  
 ED 162 Sociology of Education  
 ED 167 Identities and Education Honors Seminar  
 HIST 079 Women, Family, and the State in China  
 PSYC 27 Language Acquisition and Development  
 PSYC 35 Social Psychology  
 PSYC 39 Developmental Psychology  
 PSYC 41 Children at Risk  
 PSYC 42 Human Intelligence  
 PSYC 43 Developmental Cognitive Neuroscience  
 PSYC 50 Developmental Psychopathology,  
 PSYC 55 Family Systems Theory and Psychological Change  
 PSYC 135 Advanced Topics in Social and Cultural Psychology

**COURSES**

**ANTH B212 Primate Evolution and Behavior**

An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood.

Requirement(s): Division I: Social Science  
 Counts towards: Child and Family Studies  
 Units: 1.0

*(Not Offered 2013-14)*

**ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected

regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships, and gender identity are included. Modern concerns such as child abuse, street children, and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana studies minor, or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ANTH B281 Language in Social Context**

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): LING-B281

Units: 1.0

*(Not Offered 2013-14)*

### **ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Pashigian, M.

*(Fall 2013)*

### **ANTH B341 Cultural Perspectives on Marriage and Family**

This course considers various theoretical perspectives that inform our understanding of cross-cultural

constructions of marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches will be compared using primarily anthropological-ethnographic case examples. Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B200 Critical Issues in Education**

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). Writing intensive.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Lesnick, A.

*(Spring 2014)*

### **EDUC B210 Perspectives on Special Education**

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners—those considered typical learners as well as those considered “special” learners. Students will learn more about: how students' learning profiles affect their learning in school from a functional perspective; how and why students' educational experience is affected by special education law; major issues in the field of special education; and atypical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two hours of fieldwork per week required.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

*(Fall 2013)*

### **EDUC B250 Literacies and Education**

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore both their own and others

experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. (Writing Intensive Praxis I). Priority given first to those pursuing certification or a minor in educational studies. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Child and Family Studies; Praxis Program Units: 1.0  
(Not Offered 2013-14)

### **EDUC B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required) Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Africana Studies; Child and Family Studies; Praxis Program Crosslisting(s): SOCL-B266; CITY-B266 Units: 1.0 Instructor(s):Curl,H.  
(Fall 2013)

### **EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course (weekly fieldwork in a school or other educational setting). Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies; Praxis Program Units: 1.0 Instructor(s):Martin,R.  
(Fall 2013)

### **EDUC B301 Curriculum and Pedagogy Seminar**

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach.

Requirement(s): Division I: Social Science Counts towards: Child and Family Studies; Praxis Program Units: 1.0  
(Not Offered 2013-14)

### **EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. Counts towards: Child and Family Studies Units: 1.0 Instructor(s):Dept. staff, TBA  
(Fall 2013)

### **EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. Counts towards: Child and Family Studies Units: 1.0 Instructor(s):Dept. staff, TBA  
(Spring 2014)

### **EDUC B311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five hours of fieldwork are required per week. Counts towards: Child and Family Studies; Praxis Program Units: 1.0  
(Not Offered 2013-14)

### **POLS B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family. Counts towards: Child and Family Studies; Gender and Sexuality Studies Crosslisting(s): SOCL-B375 Units: 1.0 Instructor(s):Golden,M.  
(Fall 2013)

**PSYC B203 Educational Psychology**

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. Prerequisite: Introductory Psychology (PSYC 105)  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies; Praxis Program  
Units: 1.0  
Instructor(s): Cassidy, K.  
(Fall 2013)

**PSYC B206 Developmental Psychology**

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYCB105 or PSYCH100  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies  
Units: 1.0  
Instructor(s): Egan Brad, L.  
(Spring 2014)

**PSYC B209 Abnormal Psychology**

This course will cover the main psychological disorders manifested by individuals as they develop across the life span. The semester will begin with an historical overview of how psychopathology has been conceptualized and treated across many centuries of Western history. The course will then review the assumptions of the major models which have been formulated to explain psychopathology: the biological, the psychodynamic, the behavioral, and the cognitive. We will begin with childhood and adolescent disorders and then cover the main disorders of adults. Among the disorders covered will be: attention deficit disorder, anorexia/bulimia, conduct disorder/antisocial personality, borderline personality disorder, anxiety disorders, psychophysiological disorders, substance abuse, depression, and schizophrenia. For each disorder, we will explore issues of classification, theories of etiology, risk and prevention factors, research on prognosis, and studies of treatment. Prerequisite: Introductory Psychology (PSYC 105).  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies;

Neuroscience

Units: 1.0  
Instructor(s): Neeren, A.  
(Spring 2014)

**PSYC B250 Autism Spectrum Disorders**

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).  
Counts towards: Child and Family Studies  
Units: 1.0  
Instructor(s): Wozniak, R.  
(Fall 2013)

**PSYC B322 Culture and Development**

This course focuses on development and enculturation within nested sets of interacting contexts (e.g. family, village, classroom/work group, peer group, culture). Topics include the nature of culture, human narrativity, acquisition of multiple literacies, and the way in which developing mind, multiple contexts, cultures, narrativity, and literacies help forge identities. Prerequisites: PSYC 105 and PSYC 206, or Permission of the Instructor  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies  
Units: 1.0  
Instructor(s): Wozniak, R.  
(Spring 2014)

**PSYC B340 Women's Mental Health**

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

**PSYC B346 Pediatric Psychology**

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping, adherence to medical regimens, and pain management. The course will consider the ways in which cultural beliefs and values shape medical experiences. Prerequisite: PSYC B206 highly recommended. Requirement(s): Division I: Social Science Counts towards: Child and Family Studies Units: 1.0 Instructor(s): Tynan, W. (Fall 2013)

**PSYC B350 Developmental Cognitive Disorders**

This course uses a developmental and neuropsychological framework to study major development cognitive disorders manifested by children and adolescents, such as language delay/impairment, specific reading disability, math disability, nonverbal learning disability, intellectual disability, executive function disorder, autism, and traumatic brain injury. Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, quantitative abilities, and executive functions. Students enrolled in the course will learn about the assessment, classification, outcome, remediation, and education of the major cognitive disorders manifested by children and adolescents. Students will participate in a course-related Praxis placement approximately 3 - 4 hours a week. Counts towards: Child and Family Studies; Praxis Program Units: 1.0 (Not Offered 2013-14)

**PSYC B351 Developmental Psychopathology**

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209. Counts towards: Child and Family Studies Units: 1.0 (Not Offered 2013-14)

**PSYC B352 Advanced Topics in Developmental Psychology**

This is a topics course. Topics vary. Prerequisite: PSYC 206 or the consent of the instructor.

Requirement(s): Division II with Lab Counts towards: Child and Family Studies Units: 1.0 (Not Offered 2013-14)

**SOCL B217 The Family in Social Context**

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies Units: 1.0 (Not Offered 2013-14)

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies Units: 1.0 (Not Offered 2013-14)

**SOCL B258 Sociology of Education**

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis I course; placements are in local schools. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Child and Family Studies; Praxis Program Units: 1.0 (Not Offered 2013-14)

**SOCL B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary

America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Crosslisting(s): EDUC-B266; CITY-B266

Units: 1.0

Instructor(s):Curl,H.

(Fall 2013)

### **SOWK B575 Global Public Health**

This course will use three overarching concepts of globalization, social justice and community to help students to define and explore the idea of public health and to decide for themselves where responsibilities for the public health lie. The first half of the course will have a global focus with an exploration of the evolution of some public health policy infrastructures in parts of Africa, India, the former Soviet Union and the United States. The second half will focus on the attempts of the United States to manage the public health through an exploration of examples of federal health legislation and the populations that they are intended to address. Major health legislation includes: soldiers' and veterans' benefits, Maternal and Child Health, Medicaid, Medicare, and laws related to the protection of the frail elderly. The subject of HIV/AIDS will be used to review all of the concepts and issues of the course.

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s):Kerson,T.

(Fall 2013)

## **CLASSICAL AND NEAR EASTERN ARCHAEOLOGY**

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Students may complete a major or minor in Classical and Near Eastern Archaeology.

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### **Faculty**

Mehmet-Ali Ataç, Associate Professor

**Alice A. Donohue, Chair and Rhys Carpenter Professor of Classical and Near Eastern Archaeology**

Astrid Lindenlauf, Assistant Professor

Peter Magee, Professor

James C. Wright, Professor of Classical and Near Eastern Archaeology Department on the William R. Kenan, Jr. Chair

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method and interpretation.

### **Major Requirements**

The major requires a minimum of 10 and 1/2 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome (of which two half-credit courses, e.g., ARCH 105, 106, 130, may count as one), the half-credit course ARCH 135 (Archaeological Fieldwork and Methods), and two semesters of the senior conference. At least two upper-level courses should be distributed between classical and Near Eastern subjects and one other should concern method and theory in archaeology (ARCH 330 or ANTH 220). Additional requirements are determined in consultation with the major adviser. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major adviser; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art. In consultation with the major adviser, one course taken in study abroad may be accepted for credit in the major.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year, at which time a written plan will be designed. Students considering majoring in the department are encouraged to take the introductory courses early in their undergraduate career and should



also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

## Minor Requirements

The minor requires six courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome (of which two half-credit courses, e.g., ARCH 105, 106 or 130, may count as one) in addition to four other courses selected in consultation with the major adviser.

## Concentration in Geoarcheology

The Departments of Anthropology, Classical and Near Eastern Archaeology, and Geology offer a concentration in geoarchaeology for existing majors in these departments. Please consult with Professor Magee regarding this program. Please note that these requirements are separate from those for the major and cannot be double counted unless they first meet the above-described requirements for the major.

### REQUIREMENTS FOR THE CONCENTRATION:

Two 100-level units from Anthropology, Classical and Near Eastern Archaeology (including ARCH 135, a half-credit course) or Geology, of which one must be from the department outside the student's major.

ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).

BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).

Two elective courses, to be chosen in consultation with the major adviser, from among current offerings in Anthropology, Classical and Near Eastern Archaeology and Geology. One of these two courses must be from outside the student's major. Suggested courses include but are not limited to ARCH 135 (HALF-CREDIT: Archaeological Fieldwork and Methods), ANTH 203 (Human Ecology), ANTH 220 (Methods and Theory), ARCH 330 (History of Archaeology and Theory), ANTH 225 (Paleolithic Archaeology), ANTH 240 (Traditional Technologies), ARCH 308 (Ceramic Analysis), ARCH 332 (Field Techniques), GEOL 202 (Mineralogy), GEOL 205 (Sedimentology), GEOL 310 (Geophysics), and GEOL 312 (Quaternary Climates).

## Honors

Honors are granted on the basis of academic performance as demonstrated by a cumulative average of 3.5 or better in the major.

## Independent Research

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, must arrange with a professor who is willing to advise them, and consult with the major adviser. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration. Students planning to do such research should consult with professors in the department in the spring semester of their junior year or no later than the beginning of the fall semester of the senior year.

## Languages

Majors who contemplate graduate study in classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study in classical and Near Eastern archaeology should study French and German.

## Study Abroad

A semester of study abroad is encouraged if the program is approved by the department. Students are encouraged to consult with faculty, since some programs the department may approve may not yet be listed at the Office of International Programs. Students who seek major credit for courses taken abroad must consult with the major adviser before enrolling in a program. Major credit is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Credit will not be given for more than one course and not for courses that are ordinarily offered by the department.

## Fieldwork

The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in which undergraduates may be invited to participate.

Professor Peter Magee conducts a for-credit field school at Muweilah, al-Hamriya and Tell Abraq in the United Arab Emirates. Undergraduate and graduate students in archaeology participate in this project, which usually takes place during the winter break. He sends an announcement about how to apply for a position in the fall of each year. Students who participate for credit sign up for a 403 independent study with Professor Magee.

Professor James Wright directs the Nemea Valley Archaeological Project in Greece, which has finished fieldwork and is currently under publication.

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The department is collaborating with Professor Asli Özyar (Ph.D., Bryn Mawr College, 1991) of Bogaziçi University in Istanbul, in the Tarsus Regional Project, Turkey, sponsored by Bogaziçi University. This is a long-term investigation of the mound at Gözlükule at Tarsus, in Cilicia, which was first excavated by Hetty Goldman, A.B. 1903. Both undergraduate and graduate students in archaeology participate in this project and an announcement inviting applications is sent to all majors in the fall of each year.

### Museum Internships

The department is awarded annually two internships by the Nicholas P. Goulandris Foundation for students to work for a month in the Museum of Cycladic Art in Athens, Greece, with an additional two weeks at an archaeological field project. This is an all-expense paid internship for which students may submit an application. An announcement inviting applications is sent by the undergraduate adviser in the late fall or beginning of the second semester.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult Marianne Weldon, Collections Manager for Art and Artifacts.

### Funding for Internships and Special Projects

The department has two funds that support students for internships and special projects of their own design. One, the Elisabeth Packard Fund for internships in Art History and Archaeology is shared with the Department of the History of Art, while the other is the Anna Lerah Keys Memorial Prize. Any declared major may apply for these funds. An announcement calling for applications is sent to majors in the spring, and the awards are made at the annual college awards ceremony in April.

## COURSES

### ARCH B101 Introduction to Egyptian and Near Eastern Archaeology: Egypt and Mesopotamia

A historical survey of the archaeology and art of the ancient Near East and Egypt.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### ARCH B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Donohue, A.

*(Spring 2014)*

### ARCH B104 Archaeology of Agricultural and Urban Revolutions

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Geoarchaeology; Middle East Studies

Crosslisting(s): CITY-B104

Units: 1.0

Instructor(s): Magee, P.

*(Fall 2013)*

### ARCH B105 Introduction to Greek Art and Archaeology

This course examines the visual arts and material culture of the ancient Greek world, and reviews past and present approaches to archaeological and art historical research in the area. We will focus on the time span of roughly 1,000 years from the so-called Dark Age through the Archaic, Classical, and Hellenistic periods, circa 1100 to 31 B.C.E. Proceeding more or less in chronological order, we will explore major excavated sites, such as Athens, Delphi, Olympia, and Pergamon, and discuss key examples of architecture, sculpture, painting, mosaics, and portable arts as documents of social, religious, and cultural history. This is a half-semester, half-credit course.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 0.5

*(Not Offered 2013-14)*

### ARCH B106 Introduction to Roman Art and Archaeology

From its emergence in central Italy in the 8th century B.C.E., Rome developed into an empire extending from western Europe through the Near East. This course surveys Roman material culture through the 4th century C.E. Emphasis is on the interpretation of monuments and artifacts in historical and social context. This is a half-semester, half-credit course.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 0.5

*(Not Offered 2013-14)*

**ARCH B110 The World Through Classical Eyes**

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the oikoumene, the "inhabited world."

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CSTS-B110; CITY-B110

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B125 Classical Myths in Art and in the Sky**

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): HART-B125; CSTS-B125

Units: 1.0

Instructor(s): Lindenlauf, A.

*(Fall 2013)*

**ARCH B130 The Bronze Age**

This short course is about the notion of the Bronze Age and its archaeological manifestation in the Aegean, Eastern Mediterranean and the Near East. It explores the notion that the discovery of metals and the development of metallurgy spurred the formation of "metal economies," which led to the expansion of civilizations in the 3rd and 2nd millennia B.C.E. This is a half-semester, half-credit course.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 0.5

*(Not Offered 2013-14)*

**ARCH B135 Focus: Archaeological Fieldwork and Methods**

The fundamentals of the practice of archaeology through readings and case studies and participatory demonstrations. Case studies will be drawn from the archives of the Nemea Valley Archaeological Project and material in the College's collections. Each week there will be a 1-hour laboratory that will introduce students to a variety of fieldwork methods and forms of analysis. This is a half semester Focus course.

Approach: Inquiry into the Past (IP)

Counts towards: Geoarchaeology

Units: 0.5

*(Not Offered 2013-14)*

**ARCH B136 Focus: Archaeological Science**

This is a half-semester Focus course offered as an introduction to the role of science in the contemporary practice of archaeology. Although it will often be sequential to another Focus course, ARCH 135: Archaeological Fieldwork and Methods, it is a stand alone offering that will be of interest to a broad range of students. Topics covered in the course will include: radiometric dating (especially 14c), palaeo-environmental reconstruction, sedimentary analysis and geochemical provenience methodologies. This course will include a 1 hour lab.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Geoarchaeology

Units: 0.5

*(Not Offered 2013-14)*

**ARCH B140 The Visual Culture of the Ancient Near East**

The visual culture of ancient Mesopotamia, a region with its heartland in modern Iraq, from the first city to the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals.

Requirement(s): Division III: Humanities

Counts towards: Middle East Studies

Crosslisting(s): HART-B140

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B203 Ancient Greek Cities and Sanctuaries**

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CITY-B203

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B205 Greek Sculpture**

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks

devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): HART-B204

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B206 Hellenistic and Roman Sculpture**

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period beginning with the death of Alexander the Great that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): HART-B206

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B209 Aegean Archaeology**

The prehistoric cultures of the Aegean area beginning with the origins of agriculture (circa 6500 B.C.E.) and ending with the end of the Late Bronze Age (circa 1100 B.C.E.) with a focus on the palaces of Crete (Knossos, Phaistos, Mallia), Troy, the Aegean Islands (Akrotiri on Thera), and Mycenaean Greece (Mycenae, Tiryns, Thebes, Athens, Pylos).

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B211 The Archaeology and Anthropology of Rubbish and Recycling**

This course serves as an introduction to a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types of recycling.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): ANTH-B211

Units: 1.0

Instructor(s): Lindenlauf, A.  
*(Fall 2013)*

### **ARCH B216 Hittite Archaeology**

A survey of the art and archaeology of Hittite Anatolia from the Assyrian Trade Colony period through the Iron Age Syro-Hittite or Late Hittite cultures. The Early Bronze Age background and the interconnections with the Syro-Mesopotamian world are also addressed.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Ataç, M.  
*(Spring 2014)*

### **ARCH B220 Araby the Blest: The Archaeology of the Arabian Peninsula from 3000 to 300 B.C.E.**

A survey of the archaeology and history of the Arabian peninsula focusing on urban forms, transport, and cultures in the Arabian peninsula and Gulf and their interactions with the world from the rise of states in Mesopotamia down to the time of Alexander the Great.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B224 Women in the Ancient Near East**

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts and more indirect archaeological evidence are the basis for discussion.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Magee, P.  
*(Spring 2014)*

### **ARCH B226 Archaeology of Anatolia**

One of the cradles of civilization, Anatolia witnessed the rise and fall of many cultures and states throughout

its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Counts towards: Middle East Studies Units: 1.0  
(Not Offered 2013-14)

### **ARCH B228 The Archaeology of Iran: From the Neolithic to Alexander the Great**

This course examines the archaeology of Iran from circa 6000 BC to the coming of Alexander the Great at the end of the fourth century BC. Through the course we examine the beginnings of agriculture, pastoralism and sedentary settlement in the Neolithic and Chalcolithic periods; Bronze Age interaction between Iran, Mesopotamia, south Asia and the Arabian Gulf; developments within the Iron Age; and the emergence of the Achaemenid Empire (538-332BC). Approach: Inquiry into the Past (IP) Units: 1.0 Instructor(s): Magee,P.  
(Fall 2013)

### **ARCH B231 Medicine, Magic and Miracles in the Middle Ages**

An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West. Using methods from intellectual cultural and social history, themes include: theories of health and disease; varieties of medical practice; rationalities of various practices; views of the body and disease; medical practitioners. No previous course work in medieval history is required. This course is a writing intensive (W) course. Requirement(s): Division I or Division III Approach: Critical Interpretation (CI); Inquiry into the Past (IP) Crosslisting(s): HIST-B231; CSTS-B231 Units: 1.0  
(Not Offered 2013-14)

### **ARCH B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI); Inquiry into the Past (IP) Counts towards: Gender and Sexuality Studies Crosslisting(s): HART-B234; CSTS-B234 Units: 1.0  
(Not Offered 2013-14)

### **ARCH B236 The Archaeology of Syria**

Recent excavations in Syria have contributed important data to the major issues in ancient Near Eastern archaeology, including the onset of agriculture, the emergence of social stratification, and the rise of urbanism and empire. From the Palaeolithic period to the end of the Iron Age (circa 16,000-300 B.C.E.), this course will present the material culture of Syria and its parallels in neighboring regions. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Units: 1.0  
(Not Offered 2013-14)

### **ARCH B240 Archaeology and History of Ancient Mesopotamia**

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship, and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Counts towards: Middle East Studies Units: 1.0  
(Not Offered 2013-14)

### **ARCH B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran. Requirement(s): Division III: Humanities Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Counts towards: Middle East Studies Crosslisting(s): POLS-B244; HIST-B244; CITY-B244 Units: 1.0 Instructor(s): Ataç,M.  
(Spring 2014)

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### **ARCH B245 The Archaeology of Water**

This course examines the distribution of water throughout the Middle East and Mediterranean and the archaeology of water exploitation and management over the last 12,000 years. Recent anthropological models that challenge the concept of "hydraulic civilization" are emphasized as are contemporary attempts to revive traditional and ancient technologies to preserve and better manage modern water resources.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Environmental Studies; Geoarchaeology

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B255 Show and Spectacle in Ancient Greece and Rome**

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CSTS-B255; HIST-B285; CITY-B260

Units: 1.0

Instructor(s): Baertschi,A.

*(Fall 2013)*

### **ARCH B260 Daily Life in Ancient Greece and Rome**

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CSTS-B260; CITY-B259; ANTH-B260

Units: 1.0

Instructor(s): Donohue,A.

*(Spring 2014)*

### **ARCH B268 Greek and Roman Architecture**

A survey of Greek and Roman architecture taking into account building materials, construction techniques, various forms of architecture in their urban and religious

settings from an historical and social perspective.

Approach: Inquiry into the Past (IP)

Crosslisting(s): HART-B268; CITY-B268

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B270 Geoarchaeology**

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Geoarchaeology

Crosslisting(s): GEOL-B270; ANTH-B270

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B301 Greek Vase-Painting**

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B303 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HART-B305; COML-B313

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B305 Topics in Ancient Athens**

This course is an introduction to the Acropolis of Athens, perhaps the best-known acropolis in the world. We will explore its history, understand and interpret specific

monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.

Crosslisting(s): CITY-B305

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B308 Ceramic Analysis**

Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor.

Counts towards: Geoarchaeology

Units: 1.0

Instructor(s): Magee,P.

*(Spring 2014)*

### **ARCH B312 The Eastern Mediterranean in the Late Bronze Age**

This course will cover economic and cultural interactions among the Levant, Cyprus, Anatolia, Egypt, and the Aegean. We will study the politics and powers in the Eastern Mediterranean circa 1500 to 1100 B.C.E.—the Egyptian and Hittite empires, the Mitanni, Ugarit and Syro-Palestinian polities, Cyprus and the Mycenaeans. Topics include: metallurgy, mercantile systems, seafaring, the Sea Peoples, systems collapse, and interpretive issues when working with archaeological and historical sources.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B316 Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Requirement(s): Division III: Humanities

Crosslisting(s): CITY-B316

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B323 On the Trail of Alexander the Great**

This course explores the world of Alexander the Great and the Hellenistic world on the basis of a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in classical archaeology or permission of the instructor.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Lindenlauf,A.

*(Spring 2014)*

### **ARCH B324 Roman Architecture**

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B324; HART-B324

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Crosslisting(s): CITY-B328; GEOL-B328; BIOL-B328

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B330 Archaeological Theory and Method**

A history of archaeology from the Renaissance to the present with attention to the formation of theory and method; special units on gender and feminist theory and post-modern approaches.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): ANTH-B330

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B352 Ancient Egyptian Architecture: The New Kingdom**

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with. Prerequisites: ARCH B101 or B230 or B244.

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Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B355 Archaeology of the Achaemenid Empire in Cross Cultural Context**

The Achaemenid Empire (538-332 B.C.E.) ruled the largest landmass of any of the ancient Near Eastern Empires. Attempts by archaeologists to understand the manner in which authority was asserted over this area have suffered from a reliance on biased historical sources, largely from the Classical World. This course uses archaeological data to re-examine the Achaemenid Empire in a global context. This data is examined through a methodological framework that emphasizes comparative studies of ancient and more recent Empires in Africa, the Americas, South Asia, and the Mediterranean.

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B359 Topics in Classical Art and Archaeology**

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology or art history.

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B358; CSTS-B359

Units: 1.0

Instructor(s): Donohue,A.

*Fall 2013:* Current topic description: The topic is "illustration," broadly construed, and considered as both a subject of and a tool for study. The course will include discussions of common readings and individual reports. Emphasis will be on primary materials and their interpretation. The course will involve a wide range of ancient and modern cognitive, technical, and historical issues such as the visual presentation of information, the documentation of artifacts, and the evidentiary value of illustrations.

### **ARCH B398 Senior Seminar**

A weekly seminar on topics to be determined with assigned readings and oral and written reports.

Units: 1.0

Instructor(s): Lindenlauf,A.

*(Fall 2013)*

### **ARCH B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

Units: 1.0

Instructor(s): Ataç,M.

*(Spring 2014)*

### **ARCH B403 Supervised Work**

Supervised Work

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **ARCH B403 Supervised Work**

Supervised Work

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **ARCH B501 Greek Vase Painting**

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B505 Topics in Ancient Athens**

This is a topics course. Topics vary. Previous topics include: Monuments and Art, Acropolis

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B508 Ceramic Analysis**

Pottery is fundamental for establishing the relative chronology of archaeological sites and past human behavior. Included are theories, methods and techniques of pottery description, analysis, and interpretation. Topics are typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory in the collections.

Units: 1.0

Instructor(s): Magee,P.

*(Spring 2014)*

### **ARCH B516 Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*



**ARCH B530 Archaeological Theory & Method**

A history of archaeology from the Renaissance to the present with attention to the formation of theory and method; special units on gender and feminist theory and post-modern approaches.

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B552 Egyptian Architecture: New Kingdom**

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B570 Geoarchaeology**

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B608 Mediterranean Landscape Archaeology**

This course explores a range of approaches to the study of landscapes that relates to core principles of the field of archaeology. It also discusses the construction of specific landscapes in the Mediterranean (e.g., gardens, sacred landscapes, and memoryscapes).

Units: 1.0

Instructor(s): Lindenlauf,A.

*(Spring 2014)*

**ARCH B622 Classical Conceptions of the Human Figure**

The representation of the human figure is so central to the art of the West that it is easy to accept it as a natural and inevitable concern and to overlook the problems it raises. This seminar will focus on some of the fundamental artistic, cultural, and ideological issues surrounding the conceptions of the human form in classically based representations. The material to be considered will range from the art and literature of classical antiquity through contemporary critical approaches. Post-antique, non-classical, and non-Western traditions perspectives are welcome. Proposed topics include: knowledge of the human body (including medical texts); individual and type; physiognomic analysis, proportions and canons; the

ideal; representations of mental states; representation of movement (including drama and dance); anthropomorphism and the divine; masks; costumes, and alterations.

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B623 On the Trail of Alexander the Great**

This course explores the world of Alexander the Great and the Hellenistic world based on a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world. Prerequisite: a course in Classical Archaeology or permission of the instructor.

Units: 1.0

Instructor(s): Lindenlauf,A.

*(Spring 2014)*

**ARCH B625 Historiography of Ancient Art**

Our understanding of the material culture of classical antiquity and related civilizations, including the post-antique West, rests on information and interpretive frameworks derived from ancient texts. This proseminar explores how the history of ancient art has been and continues to be written, with emphasis on the ancient texts, their historical and intellectual contexts, and the uses to which they have been put in a variety of historical formulations from antiquity through modern times.

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B634 Problems in Greek Art**

This is a topics course. Topics vary. A seminar dealing with current issues in the art of ancient Greece and related traditions.

Units: 1.0

Instructor(s): Donohue,A.

*Fall 2013:* Current topic description: The visual art of the classical cultures may be characterized as "representational" in both prevailing forms and content. Much of its representational content is classified as "narrative," a category that has long occupied historians of Western art and culture. This seminar examines narrative art in ancient Greek and Roman art and related traditions, with emphasis on primary materials and on the historiographic context of the associated scholarship.

**ARCH B636 Mycenaean Archaeology**

An intensive survey of the archaeology of Late Bronze Age Greece focusing on the sites of the Mycenaean culture.

Units: 1.0

*(Not Offered 2013-14)*

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### **ARCH B638 Archaeology of Assyria**

A seminar focused on the art and architecture of the Neo-Assyrian Empire (883-612 BCE). Emphasis will be on the cities, palaces, and decorative programs of the major Neo-Assyrian kings.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B639 The Iranian Iron Age**

In this course we examine the archaeology of Iran and its neighbors to the south, north and east from c. 1300 to 300 BC. Through an analysis of archaeological data, we will examine questions related to subsistence strategies, trade and the response to imperial powers. The course incorporates an examination of the archaeology of the Achaemenid Empire.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B669 Ancient Greece and the Near East**

Approaches to the study of interconnections between Ancient Greece and the Near East, mainly in the Iron Age, with emphasis on art, architecture, and intellectual perspective.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B672 Archaeology of Rubbish**

This course explores a range of approaches to the study of waste and dirt as well as practices and processes of disposal and recycling in past and present societies. Particular attention will be paid to understanding and interpreting spatial disposal patterns, identifying votive deposits (bothroi), and analyzing the use of dirt(y waste) in negotiating social differences.

Units: 1.0

*(Not Offered 2013-14)*

### **ARCH B680 Problems in the Archaeology of Mesopotamia**

We will look at the art of second-millennium BCE states and empires of North, especially Mari, Mitanni, Middle Assyrian, and their interconnections with Anatolia and Egypt.

Units: 1.0

Instructor(s): Ataç, M.

*(Fall 2013)*

### **ARCH B692 Archaeology of Achaemenid Era**

The course explores the archaeology of the Achaemenid Empire. It will be offered in conjunction with Professor Lauren Ristvet (UPENN) and will cover the archaeology of the regions from Libya to India from 538 to 332 BC. Students will be expected to provide presentations as well as written work.

Units: 1.0

Instructor(s): Magee, P.

*(Spring 2014)*

### **ARCH B701 Supervised Work**

Unit of supervised work

Units: 1.0

Instructor(s): Donohue, A., Ataç, M., Magee, P.,

Lindenlauf, A.

*(Spring 2014)*

## COMPARATIVE LITERATURE

Students may complete a major or minor in Comparative Literature.

### Co-Directors

Israel Burshatin, Professor and Co-Director of Comparative Literature (Haverford College)

Maria Cristina Quintero, Professor of Spanish and Co-Director of Comparative Literature (Bryn Mawr College)

### Steering Committee

*Bryn Mawr College*

Elizabeth Allen, Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Pim Higginson, Associate Professor of French and Francophone Studies (on leave semesters I and II)

Hoang Nguyen, Assistant Professor of English and Film Studies

Roberta Ricci, Chair and Associate Professor of Italian and Director of Film Studies

Azade Seyhan, Fairbank Professor in the Humanities, Professor of German and Comparative Literature, Interim Chair of German, and Director of Comparative Literature (on leave semester II)

*Haverford*

Maud McInerney, Associate Professor of English

Jerry Miller, Assistant Professor of Philosophy

Deborah Roberts, Professor of Classics and Comparative Literature

Roberto Castillo Sandoval, Associate Professor of Spanish & Comparative Literature

Ulrich Schoenherr, Associate Professor of German and Comparative Literature

David Sedley, Associate Professor of French

Travis Zadeh, Assistant Professor of Religion

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The structure of the program allows students to engage in such diverse areas of critical inquiry as East-West cultural relations, global censorship and human rights, diaspora studies, film history and theory,

and aesthetics of modernity. Therefore, interpretive methods from other disciplines also play a role in the comparative study of literature; among these are anthropology, ethnology, philosophy, history, history of art, religion, classical studies, area studies (Africana studies, Middle Eastern studies, Latin American studies, among others), gender studies, and other arts.

Comparative Literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that language. Some Comparative Literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in Comparative Literature should also study a second foreign language.

### Major Requirements

Requirements for the Comparative Literature major are COML 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one)\*—at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; COML 398: Theories and Methods in Comparative Literature and 399: Senior Seminar in Comparative Literature.

\*In the case of languages for which literature courses in the original language are not readily accessible, students may on occasion be allowed to count a course taught in English translation for which they do at least part of the reading in the original language.

### Honors

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

### Minor Requirements

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

NOTE: Please note that not all topics courses (B223, 299, 321, 325, 326, 340) count toward COML elective requirements. See adviser.

## COURSES

### COML B200 Introduction to Comparative Literature

This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to, and rewrite other texts from different historical periods and nations; translations; and readings in critical theory.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Seyhan,A.

(Fall 2013)

### COML B211 Primo Levi, the Holocaust and Its Aftermath

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): ITAL-B211; HEBR-B211

Units: 1.0

(Fall 2013)

### COML B212 Borges y sus lectores

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): SPAN-B211

Units: 1.0

Instructor(s): Sacerio-Garí,E.

(Fall 2013)

### COML B213 Theory in Practice:Critical Discourses in the Humanities

This is a topics course. Topics vary.

An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time. Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253; HART-B213

Units: 1.0

Instructor(s): Monserrati,M.

(Fall 2013)

### COML B220 Writing the Self in the Middle Ages

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women's writing and on feminist critiques of autobiographical practice.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): CSTS-B220

Units: 1.0

(Not Offered 2013-14)

### COML B222 Aesthetics: The Nature and Experience of Art

Prerequisite: One introductory course in philosophy.

Here are some questions we will discuss in this course:

What sort of thing is a work of art? Can criticism in the arts be objective? Do such cultural entities answer to more than one admissible interpretation? What is the role of a creator's intentions in fixing upon admissible interpretations? What is the nature of aesthetic experience? What is creativity in the arts? Readings will be drawn from contemporary sources.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): PHIL-B222

Units: 1.0

(Not Offered 2013-14)

### COML B223 Topics In German Cultural Studies

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): GERM-B223; CITY-B247

Units: 1.0

(Spring 2014)

### COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

This course examines the ban on books and art in the US, Latin America, the Middle East, and Eastern Europe through a study of the historical, political, and sociocultural conditions of censorship practices and the rhetorical strategies writers and artists use to translate repression and trauma into idioms of resistance.

Prerequisite: EMLY B001 or a 100-level intensive writing course.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle East Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **COML B230 Poéticas del deseo**

A study of the evolution of the love lyric in Spain beginning with the Renaissance and the Baroque periods in Spain and continuing to the present. Topics include the representation of women as objects of desire and pretexts for writing; the self-fashioning and subjectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the poetic tradition. Among the poets we will examine: Luis de Góngora, Sor Juana Inés de la Cruz, Gustavo Adolfo Bécquer, Rosalía de Castro, Federico García Lorca, and contemporary women poets such as Gloria Fuertes and Ana Rossetti.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): SPAN-B230  
 Units: 1.0  
 Instructor(s): Quintero, M.  
*(Spring 2014)*

#### **COML B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
 Crosslisting(s): GERM-B231; ANTH-B231  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **COML B234 Postcolonial Literature in English**

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ENGL-B234  
 Units: 1.0  
 Instructor(s): Tratner, M.  
*(Spring 2014)*

#### **COML B237 The Dictator Novel in the Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): ENGL-B237; SPAN-B237  
 Units: 1.0  
 Instructor(s): Harford Vargas, J.  
*(Spring 2014)*

#### **COML B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Film Studies  
 Crosslisting(s): ENGL-B238; RUSS-B238; HART-B238  
 Units: 1.0  
 Instructor(s): Harte, T.  
*(Fall 2013)*

#### **COML B240 Literary Translation Workshop**

Open to creative writing students and students of literature, the syllabus includes some theoretical readings, but the emphasis is practical and analytical. Syllabus reading includes parallel translations of certain enduring literary texts (mostly poetry) as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation, adaptation, and reimagining. Each student will be invited to work with whatever non-English language(s) s/he has, and to select for translation short works of poetry, prose, or drama. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" sound almost alike; throughout, the course concerns the impossibility and importance of literary translation.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): ARTW-B240  
 Units: 1.0  
 Instructor(s): Kirchwey, K.  
*(Spring 2014)*

#### **COML B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical

Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): GERM-B245; ENGL-B260

Units: 1.0

Instructor(s): Meyer, I.

(Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria's national self-image alternates between that of "Hitler's first victim" and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

**COML B248 The Reception of Classics in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CSTS-B248; SPAN-B248

Units: 1.0

(Not Offered 2013-14)

**COML B257 The Realist Novel Revisited**

This seminar undertakes the study of a deceptively simple cultural and literary historical concept—realism—by closely reading well-known 19th-century novels by George Eliot, Gustave Flaubert, Theodor Fontane, Henry James, Stendhal, Leo Tolstoy and Ivan Turgenev, all of which have traditionally been placed within realism's parameters. Critical essays exploring the nature of realism, either in general or in a particular author's works, are also discussed. The ethical implications of the realist enterprise and, more broadly, the possible relations between art and life receive special scrutiny.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

**COML B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B260

Units: 1.0

(Not Offered 2013-14)

**COML B261 The Russian Anti-Novel**

A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Bulgakov, Dostoevsky, Nabokov, Pushkin, and Tolstoy, are compared to Jane Austen's *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures, and discussions in English.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): RUSS-B261

Units: 1.0

(Not Offered 2013-14)

**COML B266 Travel and Transgression**

Examines ancient and medieval travel literature, exploring movement and cultural exchange, from otherworld odysseys and religious pilgrimages to trade expeditions and explorations across the Atlantic. Mercantile documents, maps, pilgrim's logbooks, and theoretical and anthropological discussions of place, colonization, and identity-formation will supplement our literary analysis. Emphasizes how those of the Middle Ages understood encounters with "alien" cultures, symbolic representations of space, and the development of national identities, exploring their influence on contemporary debates surrounding racial, cultural, religious, and national boundaries.

Requirement(s): Division III: Humanities

Crosslisting(s): ENGL-B266

Units: 1.0

(Not Offered 2013-14)

**COML B271 Literatura y delincuencia: explorando la novela picaresca**

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B270

Units: 1.0

(Not Offered 2013-14)

**COML B274 Topic: From Myth to Modern Cinema**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): CSTS-B274  
 Units: 1.0  
*(Not Offered 2013-14)*

**COML B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei Armah's *Fragments*, Mariama Bâ's *Si Longe une Lettre*, Tsitsi Danga-rembga's *Nervous Conditions*, Bessie Head's *Maru*, Sembène Ousmane's *Xala*, plays by Wole Soyinka and his *Burden of History*, The Muse of Forgiveness and Ngugi wa Thiong'o's *A Grain of Wheat*. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Crosslisting(s): ENGL-B279  
 Units: 1.0  
*(Not Offered 2013-14)*

**COML B293 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: International Studies Major  
 Crosslisting(s): PHIL-B293; ENGL-B292  
 Units: 1.0  
 Instructor(s): Seyhan, A.  
*(Fall 2013)*

**COML B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the *trobairitz*, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they

appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): FREN-B302  
 Units: 1.0  
*(Not Offered 2013-14)*

**COML B310 Genres of Italian Popular Fiction in a Comparative Context**

In English. This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and "high literature," but also the role of detective fiction as a mirror of social anxieties. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian.  
 Prerequisites: One literature course at the 200 level.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): ITAL-B310  
 Units: 1.0  
*(Not Offered 2013-14)*

**COML B312 Crimen y detectives en la narrativa hispánica contemporánea**

An analysis of the rise of the hard-boiled genre in contemporary Hispanic narrative and its contrast to classic detective fiction, as a context for understanding contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. This course will be given in conjunction with Cities 229. Division III.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): SPAN-B311  
 Units: 1.0  
 Instructor(s): Song, R.  
*(Spring 2014)*

**COML B313 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the

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formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ARCH-B303; HART-B305  
Units: 1.0  
(Not Offered 2013-14)

### **COML B321 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): GERM-B321; CITY-B319  
Units: 1.0  
(Not Offered 2013-14)

### **COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): SPAN-B322  
Units: 1.0  
(Not Offered 2013-14)

### **COML B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities  
Counts towards: International Studies Major  
Crosslisting(s): PHIL-B323  
Units: 1.0  
Instructor(s): Krausz, M.  
(Fall 2013)

### **COML B325 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.

Requirement(s): Division III: Humanities  
Crosslisting(s): FREN-B325  
Units: 1.0  
(Fall 2013)

### **COML B326 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.

Requirement(s): Division III: Humanities  
Units: 1.0  
(Not Offered 2013-14)

### **COML B340 Topics in Baroque Art**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): HART-B340  
Units: 1.0  
(Not Offered 2013-14)

### **COML B345 Topics in Narrative Theory**

This is a topics course. Topics vary.  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ENGL-B345  
Units: 1.0  
Instructor(s): Ricketts, R.  
(Spring 2014)

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### **COML B350 Voix médiévales et échos modernes**

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and



Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Included are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, Hugo, and Yourcenar.

Requirement(s): Division III: Humanities

Crosslisting(s): FREN-B350

Units: 1.0

*(Not Offered 2013-14)*

### **COML B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B365; POLS-B365; PHIL-B365

Units: 1.0

*(Not Offered 2013-14)*

### **COML B375 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B375

Units: 1.0

Instructor(s): Edmonds, R.

*(Fall 2013)*

### **COML B388 Contemporary African Fiction**

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from

the 90's serve as an introduction to very recent work.

Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): ENGL-B388

Units: 1.0

*(Not Offered 2013-14)*

### **COML B398 Theories and Methods in Comparative Literature**

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context.

Units: 1.0

*(Not Offered 2013-14)*

### **COML B399 Senior Seminar in Comparative Literature**

Thesis writing seminar. Research methods.

Units: 1.0

*(Not Offered 2013-14)*

### **COML B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **COML B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

## COMPUTER SCIENCE

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Students may complete a major or minor in Computer Science or a minor in computational methods.

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### Faculty

Douglas Blank, Associate Professor

Deepak Kumar, Professor

#### Dianna Xu, Chair and Associate Professor

Computer Science is the science of algorithms—their theory, analysis, design and implementation. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The department at Bryn Mawr is founded on the belief that computer science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Department is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The department welcomes students who wish to pursue a major in computer science. Additionally, the department also offers a minor in computer science, a concentration in computer science (at Haverford College) and a minor in computational methods (at Bryn Mawr College). The department also strives to facilitate evolving interdisciplinary majors. For example, students can propose a major in cognitive science by combining coursework from computer science and disciplines such as psychology and philosophy. Students can further specialize their majors by selecting elective courses that focus on specific disciplinary tracks or pathways within the discipline.

All majors, minors and concentrations offered by the department emphasize foundations and basic principles of information science with the goal of providing students with skills that transcend short-term trends in computer hardware and software.

### Major in Computer Science

Students are encouraged to prepare a major course plan in consultation with their academic adviser in Computer Science. The requirements for a major in computer science are three introductory courses (CMSC 110 or 205, 206 and 231), three core courses (CMSC 240, 245 and one of 330, 340 or 345), six electives of a student's choosing and a senior thesis. Students can specialize in specific disciplinary tracks or pathways by carefully choosing their elective courses. Such pathways can enable specialization in areas such as: computational theory, computer systems, software development, computer graphics, artificial intelligence,

robotics, computational media, computational linguistics, cognitive science, etc. Students should ensure that they have completed at least three courses in computer science by the end of their sophomore year (we highly recommend CMSC 110, 206 and 231).

### Minor in Computer Science

Students in any major are encouraged to complete a minor in computer science. Completing a minor in computer science enables students to pursue graduate studies in computer science, in addition to their own major. The requirements for a minor in computer science at Bryn Mawr are CMSC 110 or 205, 206, 231, any two of CMSC 240, 245, 246, 330, 340 or 345, and two electives chosen from any course in computer science, approved by the student's adviser in computer science. As mentioned above, these requirements can be combined with any major, depending on the student's interest and preparation.

### Minor in Computational Methods

This minor is designed to enable students majoring in any discipline to learn computational methods and applications in their major area of study. The requirements for a minor in computational methods are CMSC 110 or 205, 206, 231; one of CMSC 212, 225, 245, 246, 330, 340 or 361; any two computational courses depending on a student's major and interests (there are over 35 such courses to choose from in various departments).

Students can declare a minor at the end of their sophomore year or soon after. Students should prepare a course plan and have it approved by at least two faculty advisers. Students minoring in computational methods are encouraged to propose senior projects/theses that involve the application of computational modeling in their major field of study.

## COURSES

### CMSC B110 Introduction to Computing

The course is an introduction to computing: how we can describe and solve problems using a computer. Students will learn how to write algorithms, manipulate information, and design programs to make computers useful tools as well as mediums of creativity. Contemporary, diverse examples of computing in a modern context will be used and through lectures, class examples and weekly programming projects, students will learn about abstraction, how to divide and organize a process into appropriate components, how to describe such processes in a computer language, and how to analyze and understand the behavior of their programs. Requirement(s): Division II and Quantitative Approach: Quantitative Methods (QM); Quantitative

Readiness Required (QR); Scientific Investigation (SI)  
 Units: 1.0  
 Instructor(s): Kumar,D.  
 (Spring 2014)

### CMSC B201 Physical Computing

Physical Computing is the study of the integration of computing (software and hardware) into the traditionally non-digital world. This often includes the use of an embedded, low-cost microcomputer with sensors and actuators (such as motors) to build an interface between the physical, analog world with the digital world. This course explores all levels of computing, from the low-level software and electronics, to the higher-level to application development and use of computing in society. Of special interest is that DIY technology that empowers individuals via creative physical computing devices and uses. Prerequisite or Corequisite: CS110 Introduction to Computing (or equivalent); or approval from instructor.

Requirement(s): Division II: Natural Science  
 Approach: Quantitative Methods (QM)  
 Units: 0.5  
 (Not Offered 2013-14)

### CMSC B202 Mobile Computing

Mobile Computing is the study of the human-computer interaction between non-expert computer users and low-cost, richly-connected mobile devices controlled by software "apps." Because the user is considered to be non-expert, mobile computing has driven the development of intuitive interfaces (such as touch-based screens). Because the the device is small, relatively inexpensive, and richly connected (with computer servers and other mobile users), mobile computing has driven the development of novel apps, especially those involving non-centralized, distributed use (such as geo-tagging, microblogging, and interactive games). This course will explore these apps (including user interface design), networks (including security), and devices (including smart phones, PDAs, tablet computers, wearable computers, and "carputers"). We will also explore the interaction of software development, networking, and the mobile device especially in those areas of "disruptive technologies." Prerequisite or Corequisite: CS110 Introduction to Computing (or equivalent); or approval from instructor.

Requirement(s): Division II: Natural Science  
 Approach: Quantitative Methods (QM)  
 Units: 0.5  
 (Not Offered 2013-14)

### CMSC B206 Introduction to Data Structures

Introduction to the fundamental algorithms and data structures using Java. Topics include: Object-Oriented programming, program design, fundamental data structures and complexity analysis. In particular, searching, sorting, the design and implementation of

linked lists, stacks, queues, trees and hash maps and all corresponding complexity analysis. In addition, students will also become familiar with Java's built-in data structures and how to use them, and acquire competency using the shell, commandline scripting and a debugger without any IDE. Prerequisite: CMSC 110 or 205, or permission of instructor.

Requirement(s): Division II: Natural Science  
 Approach: Quantitative Methods (QM); Scientific Investigation (SI)  
 Units: 1.0  
 Instructor(s): Kumar,D.  
 (Spring 2014)

### CMSC B231 Discrete Mathematics

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Students are strongly encouraged to have taken CMSC B110 or B205 prior to registering for this course, or at least take CMSC B110 or B205 concurrently.

Requirement(s): Division II and Quantitative  
 Approach: Quantitative Methods (QM)  
 Crosslisting(s): MATH-B231  
 Units: 1.0  
 Instructor(s): Xu,D.  
 (Fall 2013)

### CMSC B240 Principles of Computer Organization

A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software.

Prerequisite: CMSC B206 and CMSC B231  
 Requirement(s): Division II: Natural Science  
 Units: 1.0  
 Instructor(s): Blank,D.  
 (Fall 2013)

### CMSC B245 Principles of Programming Languages

An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the run-time structure of programming languages, and programming in the large. The course has a strong lab component where students explore a variety of programming languages and concepts.

Requirement(s): Division II and Quantitative  
 Units: 1.0  
 (Not Offered 2013-14)

**CMSC B246 Programming Paradigms**

A more advanced programming course using C/C++. Topics include memory management, design and implementation of additional data structures and algorithms, including priority queues, graphs and advanced trees (space-partitioning and application-specific trees). In addition, students will be introduced to C++'s STL. There will be emphasis on more significant programming assignments, and in connection to that, program design and other fundamental software engineering principals. Make file and GDB will be used at least in the first half. Prerequisite: CMSC 206 and 231.

Requirement(s): Division II and Quantitative

Units: 1.0

*(Spring 2014)*

**CMSC B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative

Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B250; GEOL-B250

Units: 1.0

*(Not Offered 2013-14)*

**CMSC B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of on-line, filmic, fictional, and critical media; and what all of the above suggest for the technological engagement of everyone in today's world.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B257

Units: 1.0

*(Not Offered 2013-14)*

**CMSC B312 Computer Graphics**

An introduction to the fundamental principles of computer graphics: including 3D modeling, rendering, and animation. Topics cover: 2D and 3D transformations; rendering techniques; geometric algorithms; 3D object models (surface and volume); visible surface algorithms; shading and mapping; ray

tracing; and select others. Prerequisites: CMSC B110, CMSC B206, CMSC/MATH B231, and CMSC B246 or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

**CMSC B325 Computational Linguistics**

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: some background in linguistics or computer science. Prerequisite: CMSC 206 and CMSC 231 or permission of instructor.

Crosslisting(s): PHIL-B324; LING-B325

Units: 1.0

Instructor(s): Kumar,D.

*(Fall 2013)*

**CMSC B330 Algorithms: Design and Practice**

This course examines the applications of algorithms to the accomplishments of various programming tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include divide and conquer, approximations for NP-Complete problems, data mining and parallel algorithms. Prerequisites: CMSC 206 and 231.

Requirement(s): Division II and Quantitative

Units: 1.0

Instructor(s): Kumar,D.

*(Spring 2014)*

**CMSC B355 Operating Systems**

A practical introduction to modern operating systems, using case studies from UNIX, MSDOS and the Macintosh. Topics include computer and OS structures, process and thread management, process synchronization and communication, resource allocations, memory management, file systems, and select examples in protection and security.

Units: 1.0

Instructor(s): Xu,D.

*(Spring 2014)*

**CMSC B361 Emergence**

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers, and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions.

Prerequisite: CMSC 206 and CMSC 231 or permission of instructor.

Crosslisting(s): BIOL-B361

Units: 1.0

Instructor(s): Blank,D.  
(Fall 2013)

### **CMSC B371 Cognitive Science**

Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy, and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge or experience with any of the subfields is assumed or necessary. Prerequisite: permission of instructor.

Units: 1.0

(Not Offered 2013-14)

### **CMSC B372 Artificial Intelligence**

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots.

Requirement(s): Division II and Quantitative

Crosslisting(s): PHIL-B372

Units: 1.0

(Not Offered 2013-14)

### **CMSC B380 Recent Advances in Computer Science**

A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of instructor.

Requirement(s): Division II: Natural Science

Units: 1.0

(Not Offered 2013-14)

### **CMSC B399 Senior Conference**

An independent project in computer science culminating in a written report/thesis and oral presentation. Class discussions of work in progress and oral and written presentations of research results will be emphasized. Required for all computer science majors in the spring semester of their senior year.

Units: 1.0

(Spring 2014)

### **CMSC B403 Supervised Work/Independent Study**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **CMSC B403 Supervised Work/Independent Study**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### **CMSC B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

## EAST ASIAN STUDIES

Students may complete a major in East Asian Studies, a minor in Chinese language or Japanese language, or a (non-language) minor in East Asian Studies.

### Faculty

Tz'u Chiang, Senior Lecturer

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

**Yonglin Jiang, Chair and Associate Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies**

Shiamin Kwa, Assistant Professor

Changchun Zhang, Instructor of Chinese

The Bi-College Department of East Asian Studies links rigorous language training to the study of East Asian culture and society. In addition to our intensive programs in Chinese and Japanese languages, the departmental faculty offers courses in East Asian philosophy, linguistics, literature, religion, social and intellectual history. The East Asian Studies program also incorporates courses by affiliated Bi-College faculty on East Asian anthropology, cities, economics, philosophy, and sociology, as well as additional courses on East Asian culture and society by faculty at Swarthmore.

The intellectual orientation of the East Asian Studies Department is primarily historical and text-based; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of primary sources (in translation and in the vernacular) and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan, and (with special approval) Korea are encouraged to consider the East Asian Studies major.

But we also work closely with affiliated faculty in the Bi-Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as Anthropology, Economics, Political Science, Sociology, and the Growth and Structure of Cities, as well as with faculty in History, Music, Religion, and Philosophy. EAS majors are encouraged to take advantage of these programs to supplement their EAS coursework. Please consult the course guide, online or in print, for details on this year's offerings.

### Major Requirements

- Completion of at least the third-year level of (Mandarin) Chinese or Japanese (i.e. 101-102). Students who entered college with native fluency in

one East Asian language (including Korean) must complete this requirement with another East Asian language.

- EAST 200B (Major Seminar: Methods and Approaches to East Asian Studies), which highlights the emergence of East Asia as a coherent cultural region and introduces students to basic bibliographic skills and research approaches.
- Five additional courses in East Asian cultures, as follows: one 100-level Introduction (from among EAST 120, 129, 131, or 132); two 200-level courses; and two 300-level seminars.
- A senior seminar (EAST 398, 399, culminating in the completion of a senior thesis early in the spring semester.)

### Minor Requirements

The Department of East Asian Studies offers minors in both Chinese and Japanese. The requirement is six courses in either language. The department also offers a minor in East Asian Studies, requiring any six courses in EAS exclusive of languages but including cross-listed courses taught in other departments. Of the six courses taken in fulfillment of the EAS non-language minor, at least two must be at the 200 level and at least one must be at the 300 level.

### Language Placement Tests

Placement tests for first-time students at all levels are conducted in the week before classes start in the fall semester. To qualify for third-year language courses students need to finish Second-year courses with a score of 3.0 or above in all four areas of training: Listening, speaking, reading, and writing. In the event that students do not meet the minimum grade at the conclusion of Second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision. They must take a placement test before starting Third-year language study in the fall. (Similarly, students who finish Third-year with a score of less than 3.0 in any of the four areas must also take a placement exam before entering Fourth-year.)

### Requirements for Honors

Honors in East Asian studies will be awarded by the departmental faculty on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. A 3.7 average in major-related coursework is considered the minimum necessary for consideration for honors.

## Study Abroad

The East Asian Studies Department strongly recommends study abroad to maximize language proficiency and cultural familiarity. Formal approval is required by the study abroad advisor prior to the student's travel. Without this approval, credit for courses taken abroad will not be accepted by the East Asian studies department. Also, since procedures for study abroad are different for Bryn Mawr and Haverford, students should contact the relevant deans at their own colleges. Students majoring in EAS are discouraged from studying abroad during the spring of their junior year, since the Methods and Approaches Seminar EAST200, meets then and it is best to take it as a junior. Minors and other students may go abroad fall or spring semester or for the whole year.

If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the East Asian studies department. These plans must be worked out in concert with the program's study abroad advisor and the student's dean.

## COURSES

### EAST B110 Intro to Chinese Literature (in English)

Students will study a wide range of texts from the beginnings through the Qing dynasty. The course focuses on the genres of poetry, prose, fiction and drama, and considers how both the forms and their content overlap and interact. No knowledge of Chinese is assumed or expected.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Kwa,S.

(Spring 2014)

### EAST B131 Chinese Civilization

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HIST-B131

Units: 1.0

Instructor(s): Jiang,Y.

(Fall 2013)

### EAST B200 Major Seminar: Methods and Approaches in East Asian Studies

This course introduces current and prospective majors to the scope and methods of East Asian Studies. It

employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography and the formulation of research topics and approaches. It culminates in a substantial research essay. Required of East Asian Studies majors, but open to others by permission, the course should be taken before the senior year. Prerequisite: One year of Chinese or Japanese.

Requirement(s): Division I or Division III

Units: 1.0

(Not Offered 2013-14)

### EAST B210 Topics in Chinese Cultural History

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HART-B209

Units: 1.0

(Not Offered 2013-14)

### EAST B212 Introduction to Chinese Literature

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Kwa,S.

(Fall 2013)

*Fall 2013:* Current topic description: This semester, the course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film *As Tears Go By* and ending with the 2013 film *The Grandmaster*. Some topics that will be discussed include translation; brotherhoods, violence and criminality; nostalgia; the use of music; dystopia; translingualism; post-colonialism; and post-humanism.

### EAST B216 China and the World: Implications of China's Rise

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world. This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities

for China from its extraordinary economic growth.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): POLS-B216

Units: 1.0

Instructor(s): Oh,S.

(Fall 2013)

### **EAST B218 Topics in World Cities**

This is a topics course. Topics vary. An introduction to contemporary issues related to the urban environment.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): CITY-B218

Units: 1.0

Instructor(s): Zhang,J.

(Spring 2014)

*Spring 2014:* Current topic description: This course surveys a wide range of issues in urban China. We explore family and gender relations, economic activities, people at the margins, urban spatial and architectural transformation, and political activities that contest the reproduction of the state.

### **EAST B225 Topics in Modern Chinese Literature**

This a topics course. Topics vary. This course explores modern China from the early 20th century to the present through its literature, art and films, reading them as commentaries of their own time.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor(s): Kwa,S.

(Spring 2014)

*Spring 2014:* Current topic description: This course explores fiction from Mainland China in the twentieth-century, from the novels and short stories of the Republican era into the years after Tiananmen. Through an exploration of modern and contemporary Chinese fiction, we will consider the rapid cultural and literary transformations undergone during this incredibly eventful century.

### **EAST B229 Topics in Comparative Urbanism**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0

Instructor(s): McDonogh,G.

(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

### **EAST B250 Topics: GrowthOrg of Cities**

An introduction to growth & spatial organization of cities. Topics vary.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Crosslisting(s): CITY-B250

Units: 1.0

(Not Offered 2013-14)

### **EAST B260 The History and Rhetoric of Buddhist Meditation**

While Buddhist meditation is often seen as a neutral technology, free of ties to any one spiritual path or worldview, we will examine the practice through the cosmological and soteriological contexts that gave rise to it. This course examines a great variety of discourses surrounding meditation in traditional Buddhist texts.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Glassman,H.

(Fall 2013)

### **EAST B263 The Chinese Revolution**

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HIST-B262

Units: 1.0

Instructor(s): Jiang,Y.

(Fall 2013)

### **EAST B264 Human Rights in China**

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.



Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): HIST-B260  
 Units: 1.0  
 Instructor(s): Jiang, Y.  
 (Spring 2014)

### **EAST B267 The Development of the Modern Japanese Nation**

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): SOCL-B267; ANTH-B267  
 Units: 1.0  
 Instructor(s): Takenaka, A.  
 (Spring 2014)

### **EAST B304 Disaster, War and Rebuilding in the Japanese City**

Natural and man-made disasters have destroyed Japanese cities regularly. Rebuilding generally ensued at a very rapid pace, often as a continuation of the past. Following a brief examination of literature on disaster and rebuilding and a historical overview of architectural and urban history in Japan, this course explores the reasons for historical transformations large and small. It specifically argues that rebuilding was mostly the result of traditions, whereas transformation of urban space occurred primarily as a result of political and socio-economic change. Focusing on the period since the Meiji restoration of 1868, we ask: How did reconstruction after natural and man-made disasters shape the contemporary Japanese landscape? We will explore specifically the destruction and rebuilding after the 1891 Nobi earthquake, the 1923 Great Kanto earthquake that leveled Tokyo and Yokohama, the bombing of more than 200 cities in World War II and their rebuilding, as well as the 1995 Great Hanshin earthquake that destroyed Kobe and its reconstruction. In the context of the long history of destruction and rebuilding we will finally explore the recent disaster in Fukushima 2011. Through the story of disaster and rebuilding emerge different approaches to permanence and change, to urban livability, the environment and sustainability.

Approach: Inquiry into the Past (IP)  
 Crosslisting(s): CITY-B304  
 Units: 1.0  
 Instructor(s): Hein, C.  
 (Fall 2013)

### **EAST B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **EAST B325 Topics in Chinese History and Culture**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): HIST-B326  
 Units: 1.0  
 (Not Offered 2013-14)

### **EAST B334 Three Faces of Chinese Power: Money, Might, and Minds**

China's extraordinary growth for the past 30 years has confirmed the power of free markets, while simultaneously challenging our thoughts on the foundations and limits of the market economy. Moreover, China's ever-increasing economic freedom and prosperity have been accompanied by only limited steps toward greater political freedom and political liberalization, running counter to one of the most consistent patterns of political economic development in recent history. This course examines China's unique economic and political development path, and the opportunities and challenges it accompanies. This course has three aims: 1) to facilitate an in-depth understanding of the political and economic development with Chinese characteristics, 2) to conduct a comprehensive analysis of three dimensions of Chinese economic, political and cultural power, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary developmental path.

Requirement(s): Division I: Social Science  
 Crosslisting(s): POLS-B334  
 Units: 1.0  
 Instructor(s): Oh, S.  
 (Spring 2014)

### **EAST B336 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city

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(Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B335; CITY-B335

Units: 1.0

Instructor(s): Zhang, J.

(Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social relationships in specific political and historical context.

### **EAST B352 China's Environment**

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): HIST-B352

Units: 1.0

Instructor(s): Jiang, Y.

(Spring 2014)

### **EAST B362 Environment in Contemporary East Asia: China and Japan**

This seminar explores environmental issues in contemporary East Asia from a historical perspective. It will explore the common and different environmental problems in Japan and China, and explain and interpret their causal factors and solving measures in cultural traditions, social movements, economic growth, political and legal institutions and practices, international cooperation and changing perceptions. Prerequisite: Sophomore standing or above.

Requirement(s): Division I or Division III

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### **EAST B380 Readings in Advanced Chinese**

This is a topics course. Topics vary. This course prepares advanced readers of Chinese for the practice of reading, translating and analyzing primary source texts in early-modern and modern Chinese literature.

This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese or equivalent as a prerequisite. Majors are strongly encouraged to take this course.

Requirement(s): Division III: Humanities

Crosslisting(s): CNSE-B380

Units: 1.0

Instructor(s): Kwa, S.

(Fall 2013)

*Fall 2013:* Current topic description: The May Fourth and New Culture Movements. This semester we will be reading the essays, short stories and novels written around the May 4th Movement, a period that revolutionized and transformed literature in Chinese. We will address questions of freedom and democracy, modernity and native folk tradition, cosmopolitanism and nationalism, and how they relate to changes political, literary, social and otherwise.

### **EAST B398 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

Units: 0.5

Instructor(s): Glassman, H., Jiang, Y.

(Fall 2013)

### **EAST B399 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

Units: 0.5

Instructor(s): Glassman, H., Jiang, Y.

(Spring 2014)

### **EAST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

### **EAST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

## **EAST ASIAN LANGUAGES**

The East Asian Studies Program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the Co-Chair of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

## CHINESE LANGUAGE

The Bi-Co Chinese Program offers five years of instruction in Mandarin Chinese. In addition to First-Year, Second-Year, and Third-Year Chinese, we offer Advanced Chinese, which is a two-year, four-course series, covering topics such as food, music, and language in Chinese culture, as well as other contemporary topics. This curricular design maximizes our teaching resources to meet the needs of our students who, in increasing numbers, either arrive at college with multiple years of Chinese in secondary schools or who have accelerated their Chinese training by studying abroad in their junior year. We also offer a year-long course for those who have facility in speaking Chinese, but have had no or limited training in reading and writing (CNSE007-008).

The faculty in our program are seasoned and hard-working professionals dedicated to providing rigorous training in all four areas of Chinese language studies--speaking, listening, reading, and writing, in a caring and individually tailored environment. (Both First-Year and Second-Year Chinese have mandatory weekly one-on-one sessions between students and their teachers.) We take pride in our students, as our students take pride in their achievements. One indication of their level of proficiency is that we have trained true beginners (students with no prior training or knowledge of Chinese when they enter our program) who, in their senior year, can serve as peer tutors to our lower level students in various aspects of Chinese learning.

The Bi-Co Chinese program is nested within the Bi-Co East Asian Studies Department. We serve EAS majors, Chinese minors, and any student who wishes to study the Chinese language. The Chinese minor is currently very robust with many students coming from other departments, such as Economics, History, Linguistics, Anthropology, Growth and Structure of Cities, Psychology, Sociology, and other majors. We have students from the Natural Science departments in our classes and we would like to welcome more such students into our Minor.

### Chinese Minor

Students who major in East Asian Studies or any other discipline may consider minoring in Chinese. A Chinese minor must do the following:

- Take six semesters of Chinese language courses in our program.
- Receive a minimum grade of 3.0 for each course.
- Attain the minimum proficiency level of Third-Year Chinese.

Language credits from the approved Study-Abroad programs such as CET are acceptable if prior approval

by the director of the Chinese program is obtained. Students who have prior knowledge of the language and are placed into Second-Year or higher level Chinese courses when they enter college still have enough courses to take to complete the minor since our Advanced Chinese (200-level topic courses) can be repeated for credits as topics vary from semester to semester.

### Study Abroad

Our approved Study Abroad program is CET, which has a language programs in four cities in China: Beijing, which also has a Chinese Studies program, Harbin, Shanghai, and Kunming. CET is well-known for its language pledge and its rigorous implementation of this requirement. Our students have a strong reputation at CET for honoring their language pledge and therefore benefiting enormously from this practice.

Other highly regarded and rigorous study abroad programs in other Chinese speaking regions might be considered but prior approval by the director of the program is required.

### COURSES

#### CNSE B001 Intensive First-Year Chinese

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. (Offered at Haverford)  
Requirement(s): Language Level 1  
Units: 1.5  
(Not Offered 2013-14)

#### CNSE B002 Intensive First Year Chinese

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. (Offered at Haverford)  
Requirement(s): Language Level 1  
Units: 1.5  
(Not Offered 2013-14)

#### CNSE B003 Second-year Chinese

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003

and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.  
Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Chiang, T.  
(Fall 2013)

**CNSE B004 Second-Year Chinese**

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or a passing score on the Placement Exam.  
Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Chiang, T.  
(Spring 2014)

**CNSE B007 First-Year Chinese Non-Intensive**

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: Chinese Language Placement exam.  
Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Chiang, T.  
(Fall 2013)

**CNSE B008 First Year Chinese (Non-intensive)**

This course is designed for students who have some facility in listening, speaking, reading and writing Chinese but have not yet achieved sufficient proficiency to take Second Year Chinese. It is a year-long course that covers the same lessons as the intensive First Year Chinese, but the class meets only three hours a week. Prerequisite: CNSE B007  
Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Chiang, T.  
(Spring 2014)

**CNSE B101 Third-Year Chinese: Readings in the Modern Chinese Short Story and Theater**

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes of drama and films are used as study aids. Prerequisite: Second-Year Chinese or consent of instructor. (Offered at Haverford)

Requirement(s): Language Level 2  
Units: 1.0  
(Not Offered 2013-14)

**CNSE B102 Third-Year Chinese: Readings in the Modern Chinese Short Story and Theater**

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes of drama and films are used as study aids. Prerequisite: Second-Year Chinese or consent of instructor. (Offered at Haverford)  
Requirement(s): Language Level 2  
Units: 1.0  
(Not Offered 2013-14)

**CNSE B201 Advanced Chinese**

Development of language ability by readings in modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works. May be repeated as topics vary. Prerequisite: Third-year Chinese or permission of instructor. (Offered at Haverford)  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2013-14)

**CNSE B380 Readings in Advanced Chinese**

This is a topics course. Topics vary. This course prepares advanced readers of Chinese for the practice of reading, translating and analyzing primary source texts in early-modern and modern Chinese literature. This class is conducted in English, and all readings and screenings are in the original language. The course assumes advanced reading knowledge of Chinese and requires successful completion of 3rd year Chinese or equivalent as a prerequisite. Majors are strongly encouraged to take this course.  
Requirement(s): Division III: Humanities  
Crosslisting(s): EAST-B380  
Units: 1.0  
Instructor(s): Kwa, S.  
(Fall 2013)

*Fall 2013:* Current topic description: The May Fourth and New Culture Movements. This semester we will be reading the essays, short stories and novels written around the May 4th Movement, a period that revolutionized and transformed literature in Chinese. We will address questions of freedom and democracy, modernity and native folk tradition, cosmopolitanism and nationalism, and how they relate to changes political, literary, social and otherwise.

**CNSE B403 Supervised Work**

Units: 1.0

*(Not Offered 2013-14)***JAPANESE LANGUAGE**

The East Asian Studies Program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the Co-Chair of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

The Japanese Language Program offers a full undergraduate curriculum of courses in Modern Japanese. Students who will combine language study with focused work on East Asian society and culture may wish to consider the major in East Asian Studies. Information about specific study abroad opportunities can be obtained from the director.

**College Foreign Language Requirement**

The College's foreign language requirement may be satisfied by completing JNSE 003 and 004 with an average grade of at least 2.0 or with a grade of 2.0 or better in JNSE 004.

**ECONOMICS**


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Students may complete a major or minor in Economics.

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**Faculty**

Janet Ceglowski, Professor of Economics on the Harvey Wexler Chair of Economics

Michael T. Rock, Samuel and Etta Wexler Professor of Economic History

**David R. Ross, Chair and Associate Professor**

Richard Stahnke, Visiting Assistant Professor

The Economics curriculum is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures. The curriculum helps students master the methods used by economists to analyze economic issues and it enables them to make reasoned assessments of alternative public policies in a wide range of fields.

**Major Requirements**

The economics major consists of 10 semester courses in economics and one semester of college-level calculus. The required courses for the economics major are:

- ECON 105 Introduction to Economics
- ECON 200 Intermediate Microeconomics
- ECON 202 Intermediate Macroeconomics
- ECON 253 Introduction to Econometrics or ECON 304 Econometrics
- A research seminar in economics (ECON 390-399) that fulfills the thesis requirement. Each seminar focuses on a specific field in economics and requires that a student has successfully completed prior coursework in that field. For example, ECON 316 or 348 is a prerequisite for ECON 396. In exceptional cases, ECON 403 Independent Research may be substituted for this requirement; this requires preapproval of the instructor and the department chair.
- At least two 300-level electives for which ECON 200 or 202 is a prerequisite
- Three additional 200- and/or 300-level economics electives
- A minimum of one semester of college-level calculus (or its equivalent)

Majors are advised to complete ECON 200, 202, and 253 during sophomore year. They must be completed by the end of junior year or before any study away. These three courses should be taken at Bryn Mawr or Haverford. The department does not grant credit for Swarthmore's intermediate microeconomics course, ECON SW011, because it is not calculus-based.

Students who earn a grade below 2.7 in ECON 105 are advised not to major in Economics.

## Minor Requirements

The minor in economics consists of ECON 105; either ECON 200 or 202; either ECON 253 or 304 and three electives, one of which must have ECON 200 or 202 as a prerequisite.

A minor plan must be approved before the start of the senior year.

## MORE IMPORTANT INFORMATION FOR MAJORS AND MINORS

Students with questions about the Economics major or minor are encouraged to meet with an Economics faculty member.

- ECON 202 requires sophomore standing to enroll, and ECON 200 and 253 have a 200-level economics elective as a prerequisite. As such, majors are encouraged to enroll in a 200-level economics elective in the semester after they complete ECON 105.
  - Most courses offered by the Haverford economics department count toward the Bryn Mawr economics major and minor. Most courses offered by the Swarthmore economics department may also be counted toward the Bryn Mawr economics major and minor; two important exceptions are SW011 (Intermediate Microeconomics) and SW033 (Financial Accounting).
  - Students may substitute ECON H203 or H204 for ECON 253 as a major requirement if they also take ECON 304 as an elective.
  - Most of our 300-level electives assume that you have been exposed to the regression model, which is covered at some length in ECON 253 (Introduction to Econometrics), but not ECON 203 or 204 (Statistical Methods) at Haverford. Therefore, you should take ECON 253 unless you are confident you will be able to complete ECON 304 before taking of those other 300-level courses.
  - If a student has taken ECON 105 or H106, she cannot take another introductory course elsewhere for credit.
- No more than two of the following courses can be counted toward an economics major or minor at Bryn Mawr: ECON 105, B136, B140, H205, H224 and any other course that does not have ECON 105 as a prerequisite.
  - At least one semester of calculus (MATH 101) is a prerequisite for ECON B200, B202, and B304. Two semesters of calculus (MATH 102) are a prerequisite for ECON H300 and H302.

## Honors

An economics major with a minimum GPA of 3.70 in economics, including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

## Advanced Placement

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of ten and six courses in economics, respectively. Students qualifying for advanced placement should see the department chair to obtain approval for the waiver and for advice on planning their course work in economics.

## Study Away

Planning ahead is the key to successfully balancing a semester or year away with the economics major. Students planning a semester or year away must complete the statistical methods and intermediate theory courses (200, 202 and 253) before going away and must consult with the department chair well before the application deadline for study away. If a student wants a particular course to count toward the economics major or minor, she must obtain approval from the department chair before confirming registration at the host institution.

## COURSES

### ECON B105 Introduction to Economics

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. Prerequisites: Quantitative Readiness Required. Requirement(s): Division I: Social Science Approach: Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Stahnke,R., Miller,S., Ceglowski,J.  
(Spring 2014)

### **ECON B136 Working with Economic Data**

This is a topics course. Topics vary. Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance. Prerequisites: Quantitative Readiness Required.

Requirement(s): Division I or Quantitative

Approach: Quantitative Readiness Required (QR)

Crosslisting(s): CITY-B136

Units: 1.0

Instructor(s): Ross,D.  
(Spring 2014)

*Spring 2014:* Current topic description: Economists treat nature as providing environmental services that contribute to the production of goods and services that address human needs and desires. "Working with Economic Data" will focus on the measurement and valuation of those services as part of quantifying market outcomes. Within the discipline, environmental harm is seen as a failure of the market. We will consider how economists measure the magnitude of this deviation from the ideal, and assess efforts to ameliorate the failure.

### **ECON B200 Intermediate Microeconomics**

Systematic development of the analytical framework economists use to explain the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisites: ECON B105, BMATH 101 (or equivalent), one 200-level applied microeconomics elective.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ross,D.  
(Fall 2013)

### **ECON B202 Intermediate Macroeconomics**

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government stabilization policies. Models of output, inflation, unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic

effects of fiscal and monetary policies and to explore current macroeconomic issues and problems.

Prerequisites: ECON 105, MATH 101 (or equivalent), and sophomore standing or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ceglowski,J.  
(Spring 2014)

### **ECON B205 Financial Economics**

The class covers the economics of how people working in financial markets and intermediaries solve problems associated with: 1) fund raising and 2) risk management. The course covers the emergence of financial markets in history to understand the current financial system, the economics of intertemporal choice, the measurement and management of risk in asset allocation, the capital asset pricing model, the arbitrage pricing theory, derivatives, the economics of banking, capital structure and closes with historical perspectives on financial market crises. Prerequisites: ECON 105

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Miller,S.  
(Spring 2014)

### **ECON B207 Money and Banking**

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets, and financial intermediaries. May not be taken by students who have completed ECON 307. Prerequisites: ECON 105.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

### **ECON B208 Labor Economics**

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates, and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

### **ECON B213 Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising.

Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): CITY-B213

Units: 1.0

*(Not Offered 2013-14)*

### **ECON B214 Public Finance**

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): CITY-B214

Units: 1.0

Instructor(s): Stahnke,R.

*(Spring 2014)*

### **ECON B215 Urban Economics**

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services.

Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): CITY-B215

Units: 1.0

Instructor(s): Stahnke,R.

*(Fall 2013)*

### **ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies; International Studies Major

Crosslisting(s): CITY-B225

Units: 1.0

Instructor(s): Rock,M.

*(Fall 2013)*

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental

and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Writing Intensive. Course counts as Writing Intensive Course.

Prerequisites: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B234

Units: 1.0

Instructor(s): Rock,M.

*(Spring 2014)*

### **ECON B236 The Economics of Globalization**

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): CITY-B238

Units: 1.0

Instructor(s): Ceglowski,J.

*(Spring 2014)*

### **ECON B242 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies; Praxis Program

Crosslisting(s): CITY-B204

Units: 1.0

*(Not Offered 2013-14)*

### **ECON B243 Economic Inequality and Government Policy Choices**

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the



issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): CITY-B243

Units: 1.0

Instructor(s): Vartanian, T.

(Fall 2013)

### **ECON B253 Introduction to Econometrics**

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisites: ECON B105 or H101, and H102, and a 200-level elective.

Requirement(s): Quantitative

Approach: Quantitative Methods (QM)

Crosslisting(s): CITY-B206

Units: 1.0

Instructor(s): Stahnke, R.

(Fall 2013)

### **ECON B255 Financial Markets, Crises and the Public Response**

Analysis of macroeconomic financial crises and the effectiveness of alternative public responses through a variety of different perspectives including economic history, the history of economic thought, and recent developments in macroeconomic theory. May not be taken by students who have completed ECON H307.

Prerequisites: ECON B105

Requirement(s): Division I: Social Science

Approach: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2013-14)

### **ECON B304 Econometrics**

The econometric theory presented in ECON 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON 203 or 204 or 253; ECON 200 or both 202 and MATH 201.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Miller, S.

(Spring 2014)

### **ECON B313 Industrial Organization and Public Policy**

The study of the interaction of buyers, sellers and government in imperfectly competitive markets.

Prerequisites: ECON 200 and ECON B253 or 304.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ross, D.

(Fall 2013)

### **ECON B314 The Economics of Social Policy**

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.

Requirement(s): Division I: Social Science

Crosslisting(s): CITY-B314

Units: 1.0

(Not Offered 2013-14)

### **ECON B315 Economics of Information and Uncertainty**

A study of economic behavior under conditions of incomplete information and uncertainty. Topics include problems of moral hazard and adverse selection in agency theory and signaling model, sequential games of incomplete information, bilateral bargaining and reputation. Applications include optimal insurance contracts, financial bubbles, credit rationing, and the value of information. Prerequisite: ECON B200.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

### **ECON B316 International Macroeconomics**

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the role of international factors in macroeconomic performance; policy-making in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Prerequisites: ECON B202; ECON 253 or 304.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ceglowski, J.

(Fall 2013)

### **ECON B322 Issues in Macroeconomics: Theory, Policy, History**

Several timely issues in macroeconomic theory and policy-making are examined in depth. Possible topics include the implications of chronic deficit spending, the effectiveness of fiscal and monetary policies, growth and productivity. Prerequisites: ECON B253 or 304 and 202.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Miller, S.

(Fall 2013)

**ECON B324 The Economics of Discrimination and Inequality**

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200 or 202.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): CITY-B334

Units: 1.0

*(Not Offered 2013-14)*

**ECON B348 International Trade**

Study of the major theories offered to explain international trade. Includes analyses of the effects of trade barriers (tariffs, quotas, non-tariff barriers), trade liberalization, and foreign investment by multinational corporations on growth, poverty, inequality, and the environment. Prerequisite: ECON B200.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Stahnke,R.

*(Spring 2014)*

**ECON B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B385

Units: 1.0

Instructor(s): Ross,M., Rock,M.

*(Spring 2014)*

**ECON B393 Research Seminar in Industrial and Environmental Regulation**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics include the interaction of buyers, sellers, and government in imperfectly competitive markets. Prerequisite: ECON B200; B253 or B304; B234 or B313.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ross,D.

*(Spring 2014)*

**ECON B395 Research Seminar in Economic Development**

Thesis seminar. Each student is expected to engage in a semester long research project on a relevant topic in economic development. The major work product for the seminar is a senior research paper of refereed journal article length. Students are expected to participate in all group meetings and all one-on-one meetings with the professor. This is a course for majors writing a senior thesis in economic development. Prerequisites: ECON 225 or permission of the instructor; ECON B200 or B202; ECON 253 OR 304.

Units: 1.0

Instructor(s): Rock,M.

*(Fall 2013)*

**ECON B396 Research Seminar: International Economics**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in international trade or trade policy, international finance, international macroeconomics, and international economic integration are appropriate. Prerequisites: ECON 316 and 202 or ECON 348 and 200; ECON 253 or 304.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Ceglowski,J.

*(Spring 2014)*

**ECON B403 Supervised Work**

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**ECON B403 Supervised Work**

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

**EDUCATION**

Students may complete a minor in education, in which there are two tracks: the minor in educational studies and the minor in education leading to secondary teacher certification. Alumnae may also complete the requirements for secondary teacher certification after they graduate through the Post-baccalaureate Teacher Education Program.

**Faculty**

Jody Cohen, Term Professor (on leave semester I)

**Alison Cook-Sather, Mary Katherine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice Program (on leave semester II)**

Heather D Curl, Instructor

Debbie Flaks, Instructor

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Director of Africana Studies

Rachel Martin, Lecturer

The field of education is about teaching people how to teach and more. The Bryn Mawr/Haverford Education Program is built around four mutually-informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as reflective teachers, learners, researchers and change agents.

Courses in the Education Program address students interested in:

- The theory, process and reform of education
- Social justice, activism and working within and against systems
- Future work as educators in schools, public or mental health, community, or other settings
- Examining and reclaiming their own learning and educational goals
- Integrating field-based and academic learning

Each education course includes a field component through which instructors seek continuously to integrate theory and practice, asking students to bridge academic and experiential knowledge in the classroom and beyond it. Field placements in schools and other educational settings range from two hours per week in the introductory course to full-time student teaching in the certification program.

The Bi-College Education Program offers several options. Students may:

- Explore one or more aspects of education in areas of particular interest – such as urban schooling – by enrolling in single courses
- Pursue a minor in educational studies
- Pursue a minor in education leading to secondary teacher certification
- Complete the secondary teacher certification program after they graduate through the Post-baccalaureate Teacher Education Program

or

- In a five-year program, complete both the A.B./M.A. program in French, mathematics, physics, or possibly other departments that offer the AB/MA option and the secondary teaching certification program.

Students in the tri-college community may also apply to sub-matriculate as juniors or seniors into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program.

The requirements for the minor in education and teacher certification are described below. Students interested in these options, or the other options named above, should meet with the Education Program Adviser as early as possible for advice on scheduling, preferably by the sophomore year.

### **Requirements for the Minor in Educational Studies**

The bi-college minor in educational studies is an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as graduate study in education, pursuit of elementary or secondary certification after graduation, or careers that require educational expertise. Many professions and pursuits – management and training positions, research, administration and policy work, and careers in social work, health and law -- involve using an educator's skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn and change. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate to their major area of study and their anticipated futures.

Requirements for the minor in educational studies include:

- EDUC 200 Critical Issues in Education
- Four education courses, at least two of which must be offered by Education Program faculty
- EDUC 311 Field Work Seminar

### **Requirements for Secondary Certification**

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates and alumnae for certification in the following subject areas: English; languages, including French, Latin, and Spanish; mathematics; the sciences, including biology, chemistry, and physics; and social studies. Pursuit of certification in Chinese, German, and Russian is also possible but subject to availability of student teaching placements. Students certified in a language have K-12 certification.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification (or, in the case of social studies, students must major in history, political science, economics, anthropology, sociology, or Growth and Structure of Cities and take courses outside their major in the other areas). Within their major, students must select courses that help them meet the state standards for teachers in that subject area. Students must also complete the secondary teacher certification track of the minor in education, taking these courses:

- EDUC 200 Critical Issues in Education
- PSYC 203 Educational Psychology
- EDUC 210 Perspectives on Special Education
- EDUC 275 English Learners in U.S. Schools
- EDUC 301 Curriculum and Pedagogy Seminar (fall semester, prior to student teaching)
- EDUC 302 Practice Teaching Seminar and EDUC 303 Practice Teaching. These courses are taken concurrently for three credits.

Students preparing for certification must also take two courses in English and two courses in math, maintain a grade point average of 3.0 or higher, and pass a series of exams for beginning teachers (state requirements). To be admitted to the culminating student teaching phase of the program, students must earn a grade of a 2.7 or higher in both EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy) and be recommended by their major department and the director of the Education Program. To be recommended for certification, students must earn a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) and a grade of Satisfactory in EDUC 303 (Practice Teaching).

Note: Students practice-teach full time for 12 weeks in a local school during the spring semester of their senior year. Given this demanding schedule, students are not able to take courses other than the Practice Teaching Seminar and senior seminar for their major.

Graduates may complete the requirements for secondary teacher certification at Bryn Mawr in a post-baccalaureate program.

## Title II Reporting:

Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution's pass rate as well as the state's pass rate, be available to the public on request. Copies of the report may be requested from Ann Brown, Program Coordinator and Advisor, by e-mail at [abrown@brynmawr.edu](mailto:abrown@brynmawr.edu) or phone at (610) 526-5376.

## COURSES

### EDUC B200 Critical Issues in Education

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Fieldwork in an area school required (eight visits, 1.5-2 hours per visit). Writing intensive.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Africana Studies; Child and Family Studies  
 Units: 1.0  
 Instructor(s): Lesnick, A.  
*(Spring 2014)*

### EDUC B210 Perspectives on Special Education

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners—those considered typical learners as well as those considered “special” learners. Students will learn more about: how students' learning profiles affect their learning in school from a functional perspective; how and why students' educational experience is affected by special education law; major issues in the field of special education; and atypical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two hours of fieldwork per week required.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Child and Family Studies; Praxis Program  
 Units: 1.0  
*(Fall 2013)*

### EDUC B219 Writing in Theory/Writing in Practice

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on understanding the relationship between high school and college-level writing. Readings focus on the theory and pedagogy of writing, on literacy issues, and on writing culture.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ENGL-B220  
 Units: 1.0  
 Instructor(s): Hemmeter, G.  
*(Fall 2013)*

### EDUC B220 Changing Pedagogies in Mathematics and Science

This Praxis course will examine research-based approaches to teaching mathematics and science. What does research tell us about how people learn? How can one translate this learning theory into teaching approaches that will help all students learn mathematics and science? How are these new approaches, that often involve active, hands-on, inquiry based learning, being implemented in the classroom? What challenges arise when one tries to bring about these types of changes in education? How do issues of equity, discrimination, and social justice impact math and science education? The Praxis component of the course usually involves two visits per week each of two hours to a local math or science classroom.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Praxis Program  
 Units: 1.0  
 Instructor(s): Donnay, V.  
*(Fall 2013)*

### EDUC B225 Empowering Learners: Theory and Practice of Extra-Classroom Teaching

This Praxis course asks, “What are the challenges of education aiming to support learners' self-empowerment with respect to their health and well being? What knowledge and skills are necessary for educators seeking to take a strengths-based approach to the struggles and aspirations of learners and communities?” Students will explore the intersections of education and health and learn ways to move beyond a narrow “delivery model” in a range of community-based field placements. Focus is on learning to facilitate and assess learners' growth within cultural contexts, challenging prescribed roles and identifying structural barriers and opportunities.

Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Praxis Program  
 Units: 0.5  
 Instructor(s): Lesnick, A.  
*(Spring 2014)*

**EDUC B250 Literacies and Education**

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore both their own and others experiences of literacy through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. (Writing Intensive Praxis I). Priority given first to those pursuing certification or a minor in educational studies. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Praxis Program  
Units: 1.0  
(Not Offered 2013-14)

**EDUC B251 Arts Teaching in Educational and Community Settings**

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: at least an intermediate level of experience in an art form. Requirement(s): Division III: Humanities  
Counts towards: Praxis Program  
Crosslisting(s): ARTA-B251  
Units: 1.0  
Instructor(s): Cantor, M.  
(Fall 2013)

**EDUC B255 Technology, Education and Society Altering Environments**

This course will examine technology in education and consider its complex impact on teaching, learning, and social organization in a global context. In order to develop agency in using, creating and evaluating technology, students will learn via experience, critical examination, collaboration, and exploration of associated issues of power, knowledge, culture, access, and identity. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
Instructor(s): Lesnick, A.  
(Fall 2013)

**EDUC B258 Finding Knowledge Between the Leaves: 19th-Century Literature of Education**

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a

genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from novels by Catharine Maria Sedgwick and Louisa May Alcott to poetry and letters by Walt Whitman and Emily Dickinson to personal narratives by Henry David Thoreau and Booker T. Washington. Requirement(s): Division I or Division III  
Approach: Critical Interpretation (CI)  
Crosslisting(s): ENGL-B258  
Units: 1.0  
(Not Offered 2013-14)

**EDUC B260 Multicultural Education**

An investigation of education as a cultural event that engages issues of identity, difference, and power. The course explores a set of key tensions in the contested areas of multiculturalism and multicultural education: identity and difference; peace and conflict; dialogue and silence; and culture and the individual psyche. Students will apply theory and practice to global as well as specific, localized situations — communities and schools that contend with significant challenges in terms of equity and places where educators, students, and parents are trying out ways of educating for diversity and social justice. Fieldwork of two to three hours per week. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Praxis Program  
Units: 1.0  
Instructor(s): Cohen, J.  
(Spring 2014)

**EDUC B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required) Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Praxis Program  
Crosslisting(s): SOCL-B266; CITY-B266  
Units: 1.0  
Instructor(s): Curl, H.  
(Fall 2013)

**EDUC B270 Identity, Access, and Innovation in Education**

This course explores formal policies that attempt to address race, gender, and language in education and the informal ways that such policies play out in

access to education and in knowledge construction and production. Participatory action research involves students in working with an urban high school.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course (weekly fieldwork in a school or other educational setting).

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies; Praxis Program

Units: 1.0

Instructor(s): Martin, R.

*(Fall 2013)*

### **EDUC B280 Gender, Sex and Education: Intersections and Conflict**

This course explores the intersections and conflict between gender and education through focus on science/mathematics education and related academic domains. It investigates how gender complicates disciplinary knowledge (and vice-versa), the (de) constructing and reinforcing of genders (via science and schooling), and ways gender troubles negotiation of disciplines. Implications for teaching, society, and social justice, as well as relationships among different cultural categories, will be explored.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B285 Ecologies of Minds and Communities**

This course will attend to students' distinctive ways of seeing and being in the world, in the context of communitarian questions of identity, access, and power. How can we re-imagine ecological literacy more deeply and fruitfully with and for diverse students and communities?

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Cohen, J.

*(Spring 2014)*

### **EDUC B290 Learning in Institutional Spaces: Education in Dialogue**

This course considers how two "walled communities," the institutions of schools and prisons, operate as sites of learning. Beginning with an examination of the origins of educational and penitential institutions, we examine how these institutions both constrain and propel learning, and how human beings challenge and change their soundings.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B301 Curriculum and Pedagogy Seminar**

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach.

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

### **EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **EDUC B302 Practice Teaching Seminar**

Drawing on participants' diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching.

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **EDUC B303 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification.

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Units: 2.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **EDUC B303 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks).  
Two units of credit are given for this course. Open only  
to students preparing for state certification.

Units: 2.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### **EDUC B311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants  
complete their fieldwork, this seminar invites exploration  
and analysis of ideas, perspectives and different ways of  
understanding his/her ongoing fieldwork and associated  
issues of educational practice, reform, and innovation.  
Five hours of fieldwork are required per week.

Counts towards: Child and Family Studies; Praxis  
Program

Units: 1.0

(Not Offered 2013-14)

### **EDUC B320 Topics in German Literature and Culture**

This is a topics course. Topics vary. Previous topics  
include: Romantic Literary Theory and Literary  
Modernity; Configurations of Femininity in German  
Literature; Nietzsche and Modern Cultural Criticism;  
Contemporary German Fiction; No Child Left Behind:  
Education in German Literature and Culture.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): GERM-B320

Units: 1.0

(Not Offered 2013-14)

### **EDUC B374 Education Politics & Policy in the U.S.**

This course will examine education policy through the  
lens of federalism and federalism through a case study  
of education policy. The dual aims are to enhance  
our understanding of this specific policy area and our  
understanding of the impact that our federal system of  
government has on policy effectiveness.

Requirement(s): Division I: Social Science

Crosslisting(s): POLS-B374; SOCL-B374

Units: 1.0

Instructor(s): Golden, M.

(Fall 2013)

### **EDUC B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **EDUC B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### **EDUC B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and  
are developed by individual students, in collaboration  
with faculty and field supervisors. A Praxis course is  
distinguished by genuine collaboration with field site  
organizations and by a dynamic process of reflection  
that incorporates lessons learned in the field into the  
classroom setting and applies theoretical understanding  
gained through classroom study to work done in the  
broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

### **EDUC B433 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks) –  
for students enrolled in the Post-baccalaureate Teacher  
Education Program. Two units of credit are given for  
this course. Open only to non-matriculating students  
preparing for state certification.

Units: 2.0

(Not Offered 2013-14)

### **EMLY B001 Emily Balch Seminars**

Units: 1.0

(Fall 2013)



## ENGLISH

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Students may complete a major or a minor in English. Within the major, students may complete a concentration in Creative Writing. Students may also combine an English major with or minor in Africana Studies, Environmental Studies, or Gender and Sexuality Studies; alternatively, a concentration in Gender and Sexuality Studies is available.

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### Faculty

Linda-Susan Beard, Associate Professor of English

Peter M. Briggs, Professor of English (on leave semester II)

Jennifer Callaghan, Lecturer

Anne F. Dalke, Term Professor

Dipika Guha, Lecturer in Creative Writing

Jennifer Harford Vargas, Assistant Professor of English

Jane Hedley, K. Laurence Stapleton Professor of English (on leave semester I)

Gail Hemmeter, Senior Lecturer in English and Director of Writing

Betty Litsinger, Instructor

Hoang Tan Nguyen, Assistant Professor of English and Film Studies

Raymond Ricketts, Lecturer in English and Emily Balch Seminars

Katherine Rowe, Professor of English, Director of the Katharine Houghton Hepburn Center, and Director of Digital Research and Teaching (on leave semester II)

Matthew Ruben, Lecturer

Bethany Schneider, Associate Professor of English

Jamie K. Taylor, Associate Professor of English (on leave semesters I and II)

Kate Thomas, Chair and Associate Professor of English

J. C. Todd, Lecturer in Creative Writing and the Emily Balch Seminars

Michael Tratner, Mary E. Garrett Alumnae Professor of English

A rich variety of courses allows students to engage with all periods and genres of literature in English, as well as modern forms such as film and contemporary digital media. The department stresses critical thinking, incisive writing and speaking, and a sense of initiative and responsibility for the enterprise of interpretation. With their advisers, English majors design a program of study that deepens their understanding of diverse genres, textual traditions, and periods. We encourage

students to explore the history of cultural production and reception and also to question the presuppositions of literary study. The major culminates in an independently written essay of 30-40 pages, developed during a senior research seminar in the fall semester and individually mentored by a faculty member in the spring. Students are expected to take at least two English courses at Bryn Mawr before signing up for the major or minor.

As students construct their English major, they should seek to include courses that provide:

- Historical depth—a sense of the construction of traditions.
- Formal breadth—experience with more than one genre and more than one medium: poetry, prose fiction, drama, letters, film, epic, non-fiction, essays, documentary, etc.
- Cultural range—experience with the Englishes of more than one geographical location and more than one cultural tradition, and of the exchanges and transactions between them; a course from another language or literary tradition can be valuable here.
- Different critical and theoretical frameworks—the opportunity to experiment with several models of interpretation and the debates that animate them.

### Summary of the Major

- Eight courses, including at least three at the 300 level (exclusive of 398 and 399)
- ENGL B250 Methods of Literary Study (prerequisite: 2 200 level English courses)
- ENGL B398 Senior Seminar (offered Mondays in the fall, 2:30-4pm)
- ENGL B399 Senior Essay

### Summary of the Minor

- ENGL B250 Methods of Literary Study (prerequisite: 2 200-level English courses)
- Five English electives (at least one at the 300 level).

### Minor in Film Studies

There is no limit to the number of courses in film studies that may count toward the English major, except for a student majoring in English who is also seeking to declare a minor in film studies. In that case two (and only two) of the courses that comprise the six-course film studies minor may also count towards the 11-course English major. The minimum number of courses required to complete an English major and a minor in film studies will thus be 15 courses.

## Concentration in Creative Writing

Students may elect a concentration in creative writing. This option requires that, among the eight course selections besides ENGL 250, 398 and 399, three units will be in creative writing; one of the creative writing units may be at the 300 level and may count as one of the three required 300-level courses for the major. Students enrolling in this concentration must seek the approval of their major adviser in English and of the director of the Creative Writing Program; they must enroll in the concentration before the end of their sophomore year.

## Other Concentrations

The Department of English contributes courses toward minors in Africana Studies, in Environmental Studies, and in the Program in Gender and Sexuality.

## Students Going Abroad

Students should complete both English 250 and one 300-level course before leaving for a semester or year abroad.

## English Majors and the Education Certification Program

English majors planning to complete an education certification in their senior year should file a work plan with the chairs of the Education and English Departments no later than December 1 of their junior year. English majors on this path will follow an accelerated writing schedule in their senior year.

## Extended Research

Some students seek a longer horizon and a chance to dig deeper into their research interests. Rising juniors and seniors in English frequently apply for fellowship support from the Hanna Holborn Gray program, to pursue original research over the summer or through the year. The projects may be stand-alone or may lead to a senior essay. In either case, students work closely with faculty advisers to define the goals, methods, and potential outcomes of their research

## COURSES

### ENGL B125 Writing Workshop

This course offers students who have already taken an Emily Balch Seminar an opportunity to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of

writing issues: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, individually and in small groups, to discuss their work.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Todd,J., Ruben,M., Ladva,N., Callaghan,J. (Spring 2014)

### ENGL B126 Workshop for Multilingual Writers

This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion, and in-class collaborative activity, students will become familiar with the writing process and will learn to write for an academic audience. Student writers in the class will be guided through the steps of composing and revising college essays: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Writers will receive frequent feedback from peers and the instructor.

Units: 0.5

Instructor(s): Litsinger,B. (Fall 2013)

### ENGL B127 Workshop for Multilingual Writers (Advanced)

This course, which may be taken in place of or after English 126, offers more advanced instruction in writing essays in English. Designed for students who have some experience writing academic papers, English 127 helps students develop their argumentation technique and produce more sophisticated college-level essays. Students will practice writing for various academic audience, will refine their ability to use written sources to effectively support claims, and will improve their style in English. Writers will receive frequent feedback and individualized instruction. Students will be referred to English 127 on the advice of Writing Program instructors. Prerequisites: Placement in either the existing ENGL 126 or this new course, ENGL 127, will be done on the basis of a writing sample.

Units: 0.5

Instructor(s): Litsinger,B. (Spring 2014)

### ENGL B193 Critical Feminist Studies

Combines the study of specific literary texts with larger questions about feminist forms of theorizing: three fictional texts will be supplemented by a wide range of essays. Students will review current scholarship, identify their own stake in the conversation, and define a critical question they want to pursue at length.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Dalke,A.  
 (Fall 2013)

### **ENGL B202 Understanding Poetry**

This course is for students who wish to develop their skills in reading and writing critically about poetry. The course will provide grounding in the traditional skills of prosody (i.e., reading accentual, syllabic, and accentual-syllabic verse) as well as tactics for reading and understanding the breath-based or image-based prosody of free verse. Lyric, narrative, and dramatic poetry will be discussed and differentiated. We will be using close reading and oral performance to highlight the unique fusion of language, rhythm (sound), and image that makes poetry different from prose.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Hedley,J.  
 (Spring 2014)

### **ENGL B205 Introduction to Film**

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Crosslisting(s): HART-B205  
 Units: 1.0  
 Instructor(s): Nguyen,H.  
 (Spring 2014)

### **ENGL B209 Literary Kinds**

Beginning with a biological evolutionary model, we examine a range of explanations for how and why new genres evolve. Readings will consist of critical accounts of genre; three hybrid novel forms will serve as imaginative test cases for these concepts. Students will identify, compare, and write an exemplar of a genre that interests them.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B210 Renaissance Literature: Performances of Gender**

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries, and polemical writing of the period.  
 Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B213 Theory in Practice:Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253; HART-B213  
 Units: 1.0  
 Instructor(s): Monserrati,M.  
 (Fall 2013)

### **ENGL B216 Ecological Expression: Re-creating Our World**

This course will focus on the range, limits and possibilities of representation, asking what might be imagined that has not yet been experienced, and enabling students to create their own multi-modal representations of the spaces they occupy.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Environmental Studies; Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Dalke,A.  
 (Spring 2014)

### **ENGL B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.  
 Requirement(s): Division III: Humanities  
 Counts towards: Africana Studies; Gender and Sexuality

Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): SPAN-B217  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2013)

**ENGL B219 Facing the Facts/Essaying the Subjective**

The label “essay” commonly connotes a persuasive, argumentative, objective document. Yet the essay since its origins also performs individual subjectivity in myriad ways that veer wildly from its familiar academic associations. The essay, in fact, was marked from the start as a particularly indirect literary form, which could address any topic, including sexuality and gender, self-doubt, politics, class, race, and identity, in ways that synthesize subjective experience and objective facts, troubling the boundary between them. We'll explore the use-value of the category of non-fictional prose in organizing our experience of, and our thinking about, literature, asking along the way: What do we learn by focusing on a particular literary genre? Might our attending to such texts alter our sense of what literature is?

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Ricketts,R.  
(Fall 2013)

**ENGL B220 Writing in Theory/Writing in Practice**

This Praxis course is designed for students interested in teaching or tutoring writing at the high-school or college level. The course focuses on understanding the relationship between high school and college-level writing. Readings focus on the theory and pedagogy of writing, on literacy issues, and on writing culture.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Praxis Program  
Crosslisting(s): EDUC-B219  
Units: 1.0  
Instructor(s): Hemmeter,G.  
(Fall 2013)

**ENGL B223 The Story of Evolution and the Evolution of Stories**

In this course we will experiment with two interrelated and reciprocal inquiries—whether the biological concept of evolution is a useful one in understanding the phenomena of literature (in particular, the generation of new stories), and whether literature contributes to a deeper understanding of evolution. We will begin with science texts that explain and explore evolution and turn to stories that (may) have grown out of one another, asking where they come from, why new ones emerge, and why some disappear. We will consider the parallels between diversity of stories and diversity of living organisms. Lecture three hours a week.

Requirement(s): Division II or Division III  
Approach: Critical Interpretation (CI)  
Crosslisting(s): BIOL-B223  
Units: 1.0  
(Not Offered 2013-14)

**ENGL B225 Shakespeare**

This introductory seminar explores Shakespeare's language, sources, print and stage history, and cultural geography. We'll study form and performance, race and nationhood, authority and intimacy, gender and servitude, adaptation and revival. Playgoing and screenings outside of class are required.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2013-14)

**ENGL B228 Silence: The Rhetorics of Class, Gender, Culture, Religion**

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Praxis Program  
Units: 1.0  
(Not Offered 2013-14)

**ENGL B230 Topics in American Drama**

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Crosslisting(s): ARTT-B230  
Units: 1.0  
Instructor(s): Hemmeter,G.  
(Spring 2014)

**ENGL B233 Spenser and Milton**

The course is equally divided between Spenser's *Faerie Queene* and Milton's *Paradise Lost*, with additional short readings from each poet's other work.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B234 Postcolonial Literature in English**

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Crosslisting(s): COML-B234  
 Units: 1.0  
 Instructor(s): Tratner, M.  
*(Spring 2014)*

### **ENGL B235 Reading Popular Culture: Freaks**

This course traces the iconic figure of the “freak” in American culture, from 19th c. sideshows to the present. Featuring literature and films that explore “extraordinary Others”, we will flesh out the ways in which our current understandings of gender, sexuality, normalcy, and race are constituted through images of “abnormality.”

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies; Gender and Sexuality Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): SPAN-B237; COML-B237  
 Units: 1.0  
 Instructor(s): Harford Vargas, J.  
*(Spring 2014)*

### **ENGL B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Film Studies

Crosslisting(s): RUSS-B238; HART-B238; COML-B238  
 Units: 1.0  
 Instructor(s): Harte, T.  
*(Fall 2013)*

### **ENGL B240 Wit and Witness: English Literature 1660-1744**

The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Defoe, Dryden, early feminist writers, Pope, Restoration dramatists and Swift.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Briggs, P.  
*(Fall 2013)*

### **ENGL B242 Historical Introduction to English Poetry I**

This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes, and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, and Milton.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Briggs, P.  
*(Fall 2013)*

### **ENGL B243 Historical Introduction to English Poetry II**

The development of English poetry from 1700 to the present. This course is a continuation of ENGL 242 but can be taken independently. Featured poets: Wordsworth, Browning, Christina Rossetti, Yeats, Heaney, Walcott.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B245 Focus: “I remember Harlem”**

A transdisciplinary study of the famous Black metropolis as a historic, geo-political, and cultural center (from the Jazz Age to the Hip Hop revolution) this course acknowledges 400 years of history and analyzes the contemporary gentrification of Harlem. We interrogate closely the seismic changes in “Harlem” as a signifier.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 0.5

*(Not Offered 2013-14)*

### **ENGL B246 Medievalisms**

This course assesses how the “Middle Ages” has been and continues to be constructed as a period of history, an object of inquiry, and a category of analysis. It considers how the past is formulated and called upon to conduct the ideological and cultural work of the present, and it reads historical documents and literary texts in dialogue with one another.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B246

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B247 Multilingual Shakespeare**

This course explores recent theater experiments in translation, multilingual and cross-language performance, with Shakespeare as its test field. Works studied include: Hamlet and The Tempest; recent performances taped in London, Tokyo, and Cairo; selected critical essays on transnationalism, vernacularism, performance, and translation. Prerequisites: Course work on Shakespeare OR translational literature and culture strongly encouraged.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 0.5

*(Not Offered 2013-14)*

### **ENGL B250 Methods of Literary Study**

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. Limited to sophomores and juniors.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Tratner, M., Schneider, B., Beard, L.  
*(Spring 2014)*

### **ENGL B251 Food for Thought: Gastronomic Literatures and Philosophies**

Through the lens of “food and text,” this course will trace the philosophy of food and the history of food writing. We will study how food has been written about and how food writing has responded to and played a role in cultural change.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B253 Romanticism**

Through an emphasis on Romanticism’s history and its readers, this course will explore the Romantic movement in English literature, from its roots in Enlightenment thought and the Gothic to contemporary visions of Romanticism. By reading over the shoulders of writers such as Jane Austen, Mary Shelley, and Tom Stoppard, the course will explore fiction, prose, and especially poetry of the period 1745 to 1848. While these years mark revolution and expansion in almost every cultural sphere in Europe, America, and the Caribbean—politics, the arts, literature, and science—writers looked inward to the thoughts and passions of individuals as they never had before. Readings will also include poetry and prose by William Wordsworth, Samuel Taylor Coleridge, John Keats, Lord Byron, William Blake, Percy Bysshe Shelley, Mary Shelley, and Charlotte Smith, among others.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B254 American Literature 1750-1900**

This course explores the subject, subjection, and subjectivity of women and female sexualities in U.S. literatures between the signing of the Constitution and the ratification of the 19th Amendment. While the representation of women in fiction grew and the number of female authors soared, the culture found itself at pains to define the appropriate moments for female speech and silence, action and passivity. We will engage a variety of pre-suffrage literatures that place women at the nexus of national narratives of slavery and freedom, foreignness and domesticity, wealth and power, masculinity and citizenship, and sex and race “purity.”

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B256 Milton and Dissent**

John Milton’s epic poem, “Paradise Lost,” was written during a period of cultural turmoil and innovation. This renaissance poem has helped shape the way later writers understand their profession, especially their obligation to foster dissent as a readerly practice. Exploring this legacy, readings interleave “Paradise Lost” and Milton’s political writings with responses by

later revolutionary writers, from Blake to Philip Pullman.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of on-line, filmic, fictional, and critical media; and what all of the above suggest for the technological engagement of everyone in today's world.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): CMSC-B257  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B258 Finding Knowledge Between the Leaves: 19th-Century Literature of Education**

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from novels by Catharine Maria Sedgwick and Louisa May Alcott to poetry and letters by Walt Whitman and Emily Dickinson to personal narratives by Henry David Thoreau and Booker T. Washington.  
 Requirement(s): Division I or Division III  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): EDUC-B258  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B259 Victorian Literature and Culture**

Examines a broad range of Victorian poetry, prose, and fiction in the context of the cultural practices, social institutions, and critical thought of the time. Of particular interest are the revisions of gender, sexuality, class, nation, race, empire, and public and private life that occurred during this period.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B260 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): GERM-B245; COML-B245

Units: 1.0  
 Instructor(s): Meyer, I.  
 (Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria's national self-image alternates between that of "Hitler's first victim" and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

### **ENGL B261 Topics: Film and the German Literary Imagination**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): GERM-B262  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B262 Survey in African American Literature**

Pairing canonical African American fiction with theoretical, popular, and filmic texts from the late-19th Century through to the present day, we will address the ways in which the Black body, as cultural text, has come to be both constructed and consumed within the nation's imagination and our modern visual regime.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B263 Toni Morrison and the Art of Narrative Conjure**

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies; Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B264 Focus: Black Bards: Poetry in the Diaspora**

An interrogation of poetic utterance in works of the African diaspora, primarily in English, this course addresses a multiplicity of genres, including epic, lyric,

sonnet, rap, and mimetic jazz. The development of poetic theories at key moments such as the Harlem Renaissance and the Black Arts Movement will be explored. Prerequisite: Any course in poetry or African/American literature.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 0.5, 1.0

Instructor(s): Beard, L.

(Spring 2014)

### **ENGL B266 Travel and Transgression**

Examines ancient and medieval travel literature, exploring movement and cultural exchange, from otherworld odysseys and religious pilgrimages to trade expeditions and explorations across the Atlantic. Mercantile documents, maps, pilgrim's logbooks, and theoretical and anthropological discussions of place, colonization, and identity-formation will supplement our literary analysis. Emphasizes how those of the Middle Ages understood encounters with "alien" cultures, symbolic representations of space, and the development of national identities, exploring their influence on contemporary debates surrounding racial, cultural, religious, and national boundaries.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B266

Units: 1.0

(Not Offered 2013-14)

### **ENGL B268 Native Soil and American Literature: 1492-1900**

This course will consider the literature of contact and conflict between English-speaking whites and Native Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Schneider, B.

(Fall 2013)

### **ENGL B269 Vile Bodies in Medieval Literature**

The Middle Ages imagined the physical body as the site of moral triumph and failure and as the canvas to expose social ills. The course examines medical tracts, saint's lives, poetry, theological texts, and representations of the Passion. Discussion topics

range from plague and mercantilism to the legal and religious depiction of torture. Texts by Boccaccio, Chaucer, Dante, and Kempe will be supplemented with contemporary readings on trauma theory and embodiment.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B272 Queer of Color Critique**

Queer of color critique (QoCC) is a mode of criticism with roots in women of color feminism, post-structuralism, critical race theory, and queer studies. QoCC focuses on "intersectional" analyses. That is, QoCC seeks to integrate studies of race, sexuality, gender, class, and nationalism, and to show how these categories are co-constitutive. In so doing, QoCC contends that a focus on gay rights or reliance on academic discourse is too narrow. QoCC therefore addresses a wide set of issues from beauty standards to terrorism and questions the very idea of "normal." This course introduces students to the ideas of QoCC through key literary and film texts.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Nguyen, H.

(Fall 2013)

### **ENGL B276 Transnational American Literature**

This course asks students to re-imagine "American" literature through a transnational framework. We will explore what paradigms are useful for conceptualizing U.S. literature given shared political histories, aesthetic modes, racial discourses, and patterns of migration in the hemisphere. Reading canonical Anglo American writers alongside ethnic minority writers, we will examine how their aesthetic engagements and cultural entanglements with Latin America transform our understanding of what constitutes a national literary tradition.



Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B277 Nabokov in Translation**

A study of Vladimir Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): RUSS-B277  
 Units: 1.0  
 Instructor(s): Harte, T.  
*(Spring 2014)*

### **ENGL B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata Epic, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei Armah's *Fragments*, Mariama Bâ's *Si Longe une Lettre*, Tsitsi Danga-rembga's *Nervous Conditions*, Bessie Head's *Maru*, Sembène Ousmane's *Xala*, plays by Wole Soyinka and his *Burden of History*, *The Muse of Forgiveness* and Ngugi wa Thiong'o's *A Grain of Wheat*. We will address the "transliteration" of Christian and Muslim languages and theologies in these works.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Crosslisting(s): COML-B279  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B280 Video Practices: From Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): HART-B280  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B284 Women Poets: Giving Eurydice a Voice**

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B288 The Novel**

This course will explore the multi-vocal origins of the novel in English and the ways in which its rapid development parallels changes in reading, vision, thought, and self-perception. The course will trace the novel's evolution from its 17th-century beginnings in romance, spiritual autobiography, and travel literature; through its emergence as a middle-class mode of expression in the 18th century; to its period of cultural dominance in the Victorian era; and to modernist and postmodern experimentation. In studying the novel's historical, cultural, and formal dimensions, the course will discuss the significance of realism, parody, characters, authorship, and the reader.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Ricketts, R.  
*(Spring 2014)*

### **ENGL B290 Modernisms**

Between the two world wars—1918—1939—a revolution occurred in literature that is called "Modernism." While the phenomenon was worldwide, this course will focus on the major British writers of the period, novelists Virginia Woolf, James Joyce, E.M.Forster, and poets W.H.Auden, T.S.Eliot, and William Butler Yeats. Their work is experimental, demanding, and idiosyncratic. We will strive to define what they have in common, what historical, social, and scientific developments they are responding to, and why they wrote what they did. Kipling and Smith will help us contextualize their work as a response to what came before and a major influence on much more recent work.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ENGL B292 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship,

reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: International Studies Minor

Crosslisting(s): COML-B293; PHIL-B293

Units: 1.0

Instructor(s): Seyhan,A.

*(Fall 2013)*

### **ENGL B297 Terror, Pleasure, and the Gothic Imagination**

Introduces students to the 18th-century origins of Gothic literature and its development across genres, media and time. Exploring the formal contours and cultural contexts of the enduring imaginative mode in literature, film, art, and architecture, the course will also investigate the Gothic's connection to the radical and conservative cultural agendas.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B299 History of Narrative Cinema, 1945 to the Present**

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): HART-B299

Units: 1.0

Instructor(s): King,H.

*(Spring 2014)*

### **ENGL B303 Piers Plowman**

A contemporary of Chaucer, William Langland dedicated his life to writing and rewriting a moving poem that questions the relationship between artistic expression, social activism, and spiritual healing. We will read his great text, *Piers Plowman*, both as our subject and point of departure for thinking about the literary, political, and religious cultures in late 14th- and early 15th-century England. In addition, we will contextualize the poem using selections from penitential manuals, legal documents, treatises on translation, and rebel broadsides, as well as texts by contemporary authors (including Chaucer, Gower and Lydgate).

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B309 Native American Literature**

This course focuses on late-20th-century Native literatures that attempt to remember and redress earlier histories of dispersal and genocide. We will ask how various writers with different tribal affiliations engage in discourses of humor, memory, repetition, and cultural performance to refuse, rework, or lampoon inherited constructions of the "Indian" and "Indian" history and culture. We will read fiction, film, and contemporary critical approaches to Native literatures alongside much earlier texts, including oral histories, political speeches, law, and autobiography. Readings may include works by Sherman Alexie, Diane Glancy, Thomas King, N. Scott Momaday, Leslie Marmon Silko, and Gerald Vizenor.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B310 Confessional Poetry**

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness. Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this 'movement' on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Hedley,J.

*(Spring 2014)*

### **ENGL B311 Renaissance Lyric**

For roughly half the semester we will focus on the sonnet, a form that was domesticated in England during the sixteenth century. The other half of the course will focus on the "metaphysical" poetry of John Donne, George Herbert, and Andrew Marvell. There will be a strong component of critical and theoretical reading to contextualize the poetry, model ways of reading it, and

raise questions about its social, political and religious purposes.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B314 Troilus and Criseyde**

Examines Chaucer's magisterial *Troilus and Criseyde*, his epic romance of love, loss, and betrayal. We will supplement sustained analysis of the poem with primary readings on free will and courtly love as well as theoretical readings on gender and sexuality and translation. We will also read Boccaccio's *Il Filostrato*, Robert Henryson's *Testament of Cresseid* and Shakespeare's *Troilus and Cressida*.

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B315 Experimental Fictions, 1675 to 1800**

This course will examine a deliberately eclectic set of readings, mostly in prose, in order to explore different dimensions—*aesthetic, social, psychological, substantive*—of 18th-century creativity. Readings will range from Bunyan and Defoe to Fielding and Sterne, from Aphra Behn to William Hogarth to Frances Burney.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B322 Love and Money**

This course focuses on literary works that explore the relationship between love and money. We will seek to understand the separate and intertwined histories of these two arenas of human behavior and will read, along with literary texts, essays by influential figures in the history of economics and sexuality. The course will begin with *The Merchant of Venice*, proceed through *Pride and Prejudice* to *The Great Gatsby*, and end with Hollywood movies.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B323 Movies, Fascism, and Communism**

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B324 Topics in Shakespeare: Shakespeare on Film**

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B332 Novelas de las Américas**

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. Prerequisites: SPAN B110 and/or SPAN B120 and a 200-level course in Spanish.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B332

Units: 1.0

Instructor(s): Gaspar, M.

*(Fall 2013)*

### **ENGL B333 Lesbian Immortal**

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siècle manias for mummies and seances.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B334

Units: 1.0

Instructor(s): Rastegar, R.

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*,

Edward Said argued that Western representations of the “East” are constructed through an inverted mirror reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

### **ENGL B336 Topics in Film**

This course examines experimental film and video from the 1930’s to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): HART-B336

Units: 1.0

(Not Offered 2013-14)

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Topics vary.

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B345

Units: 1.0

Instructor(s): Ricketts, R.

(Spring 2014)

*Spring 2014:* Current topic description: Students in this course will explore the history of literary “realism” and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### **ENGL B346 Theories of Modernism**

This course will investigate a wide range of works that have been labeled “modernist” in order to raise the question, “Was there one modernism or were there many disparate and competing ones?”

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B351 Jane Austen: Contexts, Criticism, Adaptations**

This course will engage upper-level students in a close and rigorous examination of the writing of Jane Austen in its cultural contexts, as well as critical responses to and re-envisionings of her works. Situating her writing in the tradition of the “novel of manners,” the course

will explore the roots of Austen’s work in earlier literary forms—the romance, the “true history,” the novel of sentiment, and the gothic novel—many of which Austen herself read. We’ll then interpret her works in the light of critical perspectives that reveal connections between the form and cultural contexts of Austen’s work: formalist approaches; feminism, gender, and queer theory; postcolonialism; and cultural studies. The bulk of the reading will be from Austen’s own corpus of novels, and also include works like Samuel Richardson’s *Sir Charles Grandison*, Frances Burney’s *Evelina*, Henry MacKenzie’s *The Man of Feeling*, Ann Radcliffe’s *Sicilian Romance*, and the poetry of Byron. We’ll end by exploring several modern novelistic and film adaptations. Work for the course will include frequent short papers and in-class presentations, a mid-term essay, and a substantial final paper.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### **ENGL B353 Queer Diasporas: Empire, Desire, and the Politics of Placement**

Looking at fiction and film from the U.S. and abroad through the lenses of sexuality studies and queer theory, we will explore the ways that both current and past configurations of sexual, racial, and cultural personhood have inflected, infringed upon, and opened up spaces of local/global citizenship and belonging. Prerequisites: An introductory course in film, or GNST B290, or ENGL B250.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B354 Virginia Woolf**

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Tratner, M.

(Fall 2013)

### **ENGL B356 Endgames: Theater of Samuel Beckett**

An exploration of Beckett’s theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its

translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques.

Requirement(s): Division III: Humanities

Crosslisting(s): ARTT-B356

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B359 Dead Presidents**

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Schneider, B.

*(Fall 2013)*

### **ENGL B364 Slum Fiction**

David Simon's acclaimed television show *The Wire* has repeatedly been related to the Victorian novel. This course links Victorian London and 20th-century Baltimore by studying: literary relations between Dickens and Poe; slum writing; the rise of the state institution; a genealogy of serial fiction from the nineteenth century novel to television drama.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B365; PHIL-B365; COML-B365

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B367 Asian American Film Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists

from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B367

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B369 Women Poets: Gwendolyn Brooks, Adrienne Rich, Sylvia Plath**

In this seminar we will be playing three poets off against each other, all of whom came of age during the 1950s. We will plot each poet's career in relation to the public and personal crises that shaped it, giving particular attention to how each poet constructed "poethood" for herself.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B373 Masculinity in English Literature: From Chivalry to Civility**

This course will examine images and concepts of masculinity as represented in a wide variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on texts of the "long" 18th century to contextualize the relationships between masculinity and chivalry, civility, manliness, and femininity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Ricketts, R.

*(Fall 2013)*

### **ENGL B377 James Joyce**

Joyce's works lend themselves particularly well to critical disagreements: he has been called the most pessimistic nihilist and the greatest optimist; a misogynist and a radical feminist; a true Catholic and a great Jewish writer; the worst of elitists and a celebrator of the common man; a fascist and a socialist; the most boring writer and the writer providing the most intense, orgasmic pleasures. We will read one novel but that journey will be broken up with forays into Joyce's earlier works.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B378 Eating Culture: Food and Britain 1798 to 1929**

This class will explore British culinary culture across the long 19th century. One of our main goals will be to explore the role of matters culinary in the ordering and Othering of the world and its populations. We will pay particular attention to the relationship of food to 19th-century class and labor relations, colonial and imperial discourse, and analyze how food both traces and guides global networks of power, politics and trade. We will work towards theorizing food's materiality, considering the physiognomy of food, the aesthetics of a menu, and the hermeneutics of taste.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Spring 2014)*

**ENGL B379 The African Griot(te)**

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard,L.

*(Fall 2013)*

**ENGL B381 Post-Apartheid Literature**

South African texts from several language communities which anticipate a post-apartheid polity and texts by contemporary South African writers (Zoe Wicomb, Mark Behr, Nadine Gordimer, Mongane Serote) are read in tandem with works by Radical Reconstruction and Holocaust writers. Several films are shown that focus on the complexities of post-apartheid reconciliation.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): COML-B381

Units: 1.0

Instructor(s): Beard,L.

*(Spring 2014)*

**ENGL B385 Problems in Satire**

An exploration of the methodological and theoretical underpinnings of great satire in works by Blake, Dryden, Pope, Rabelais, Smiley, Swift, Wilde, and others.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B388 Contemporary African Fiction**

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies

Crosslisting(s): COML-B388

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B398 Senior Seminar**

Required preparation for ENGL 399 (Senior Essay).

Through weekly seminar meetings and regular writing and research assignments, students will design a senior essay topic or topics of their choice, frame exciting and practical questions about it, and develop a writing plan for its execution. Students will leave the course with a departmentally approved senior essay prospectus, an annotated bibliography on their chosen area of inquiry, and 10 pages of writing towards their senior essay.

Students must pass the course to enroll in ENGL 399.

Units: 1.0

Instructor(s): Hemmeter,G., Thomas,K.

*(Fall 2013)*

**ENGL B399 Senior Essay**

Supervised independent writing project required of all English majors. Students must successfully complete ENGL 398 (Senior Conference) and have their Senior Essay prospectus approved by the department before they enroll in ENGL 399.

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B403 Supervised Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**ENGL B403 Supervised Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**ENGL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

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## **TRI-CO ENVIRONMENTAL STUDIES MINOR WITH THE JOHANNA ALDERFER HARRIS ENVIRONMENTAL STUDIES PROGRAM**

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Students may complete a minor in Environmental Studies in conjunction with any major at Bryn Mawr, Haverford, or Swarthmore pending approval of the student's coursework plan by the home department and the home-campus Environmental Studies director.

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### **Faculty**

#### *Bryn Mawr College*

Victor Donnay, Mathematics, Environmental Studies  
Director

Don Barber, Geology, Alderfer Chair in Environmental Studies

Peter Briggs, English

Joshua Caplan, Biology, Bucher-Jackson Fellow

Rick Davis, Anthropology (on leave semester II)

Jonas Goldsmith, Chemistry

Karen Greif, Biology

Carol Hager, Political Science

Megan Heckert, Growth and Structure of Cities and Environmental Studies, Tri-Co GIS

Thomas Mozdzer, Biology

Michael Rock, Economics

David Ross, Economics

Bethany Schneider, English

**Ellen Stroud, Growth and Structure of Cities, Harris Chair in Environmental Studies (on leave semesters I and II)**

Nathan Wright, Sociology

#### *Faculty at Haverford College:*

**Helen White, Chemistry, Environmental Studies Director**

Kim Benston, English

Craig Borowiak, Political Science

Kaye Edwards, Interdisciplinary Programs

Steve Finley, English

Andrew Friedman, History

Megan Heckert, Independent Programs and  
Environmental Studies, Tri-Co GIS

Karl Johnson, Biology

Joshua Moses, Anthropology

Iruka Okeke, Biology

Rob Scarrow, Chemistry

Jonathan Wilson, Biology

*Faculty at Swarthmore College:*

**Peter Collings, Physics and Astronomy,  
Environmental Studies Director**

Elizabeth Bolton, English Literature

Timothy Burke, History

Erich Carr Everbach, Engineering

Giovanna Di Chiro, Political Science

Megan Heckert, Political Science and Environmental  
Studies, Tri-Co GIS

Alison Holliday, Chemistry and Biochemistry

Eric Jensen, Physics and Astronomy

José-Luis Machado, Biology

Arthur McGarity, Engineering

Rachel Merz, Biology

Carol Nackenoff, Political Science

Hans Oberdiek, Philosophy

Christine Schuetze, Sociology and Anthropology

Mark Wallace, Religion and Environmental Studies

**The Johanna Alderfer Harris  
Environmental Studies Program**

The Johanna Alderfer Harris Environmental Studies Program at Bryn Mawr College enables students and faculty to come together to explore academic interests in the environment. The program sponsors speakers, special events, and field trips, and offers support for student work during the summer, in the form of the college's competitive Green Grants. In addition, The Harris Environmental Studies Program is the Bryn Mawr campus home for the Tri-College Environmental Studies Minor. The program benefits from two endowed chairs in Environmental Studies, The Johanna Alderfer Harris and William H. Harris, M.D. Chair in Environmental Studies, currently held by Growth and Structure of Cities Associate Professor Ellen Stroud, and the Harold Alderfer Chair in Environmental Studies, currently held by Geology Associate Professor Donald Barber.

**The Tri-Co Environmental Studies  
Minor**

Bryn Mawr, Haverford and Swarthmore Colleges offer an interdisciplinary Tri-College Environmental Studies Minor, involving departments and faculty from the natural sciences, engineering, math, social sciences, the humanities, and the arts on all three campuses. The Tri-College Environmental Studies Minor aims to bring students and faculty together to explore interactions among earth systems, human societies, and local and global environments.

The Tri-Co ES Minor aims to cultivate in students the capacity to identify and confront key environmental issues through a blend of multiple disciplines, encompassing historical, cultural, economic, political, scientific, and ethical modes of inquiry. Acknowledging the reciprocal dimensions of materiality and culture in the historical formations of environments, this program is broadly framed by a series of interlocking dialogues: between the "natural" and the "built"; between the local and the global; and between the human and the nonhuman.

The minor consists of six courses, including an introductory course and capstone course, and the courses may be completed at any of the three campuses (or any combination thereof). To declare the minor, students should contact the Environmental Studies director at their home campus.

**Minor Requirements**

The Environmental Studies Interdisciplinary Minor consists of six courses, as follows:

1. A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Bryn Mawr or Haverford or the parallel course at Swarthmore College (ENVS 001). Any one of these courses will satisfy the requirement, and students may take no more than one such course for credit toward the minor.
2. Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following two categories (A and B). No more than one cognate course credit may be used for each category (see course list below for more information about core and cognate courses). Students are encouraged to count no more than one elective from their major field toward the minor, and to pay close attention to rules for double-counting on their home campuses and major departments.
  - a) Environmental Science, Engineering & Math: courses that build understanding and knowledge of scientific methods and theories, and that explore how these can be applied



in identifying and addressing environmental challenges. At least one of the courses in this category must have a laboratory component.

- b) Environmental Social Sciences, Humanities & Arts: courses that build understanding and knowledge of social and political structures as well as ethical considerations, and how these inform our individual and collective responses to environmental challenges.
- 3) A senior seminar with culminating work that reflects tangible research design and inquiry, but which might materialize in any number of project forms. Bryn Mawr College and Haverford College's ENVS 397 (Environmental Studies Senior Seminar, co-taught by faculty members from Bryn Mawr and Haverford Colleges) and Swarthmore College's ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

### Core Courses for the Environmental Studies Minor

- Every student should take an introductory course (101 or 001) before the senior year
- Every student should take a capstone course (397 or 091) during the senior year

#### Bryn Mawr

ENVS 101 Introduction to Environmental Studies  
ENVS 397 Environmental Studies Senior Seminar

#### Haverford

ENVS 101 Case Studies in Environmental Issues  
ENVS 397 Environmental Studies Senior Seminar

#### Swarthmore

ENVS 001 Introduction to Environmental Studies  
ENVS 091 Environmental Studies Capstone Seminar

### Approved Electives for the Environmental Studies Minor

- Two courses are required from each category (A and B).
- At least one course in Category A should have a lab.
- Only one course in each category may be a "cognate" course. Cognate courses, marked with an asterisk, are valuable for minor but are not as centrally focused on environmental studies methodologies and materials as other courses on the list.
- Pay close attention to "double-counting" rules for your major. You are encouraged to choose electives outside of your major.

### CATEGORY A) ENVIRONMENTAL SCIENCE, MATH AND ENGINEERING

#### Bryn Mawr

BIOL 210 Biology and Public Policy  
BIOL 220 (L) Ecology  
BIOL 225\* Biology of Plants  
BIOL 250\* Computational Methods  
BIOL 309 (L) Biological Oceanography  
BIOL 320 (L) Evolutionary Ecology  
CHEM 206 Chemistry of Renewable Energy  
GEOL 101 (L) How the Earth Works  
GEOL 103 (L) Earth Systems and the Environment  
GEOL 130\* Life in Earth's Future Climate (half-credit)  
GEOL 203 Paleobiology  
GEOL 206\* Energy Resources and Sustainability  
GEOL 209 Natural Hazards  
GEOL 230\* The Science of Soils  
GEOL 255 Problem Solving in the Environmental Sciences  
GEOL 298 Applied Environmental Science  
GEOL 302 Low Temperature Geochemistry  
GEOL 314 Marine Geology  
GEOL 328\* Geographic Information Systems  
MATH 210\* Differential Equations w/ Apps (Environmental Problems)  
MATH 295 Introduction to Math and Sustainability

#### Haverford

BIOL 123\* Perspectives in Biology: Scientific Literacy (half-credit)  
BIOL 124\* Perspectives in Biology: Tropical Infectious Disease (half-credit)  
BIOL 310\* Molecular Microbiology (half-credit)  
BIOL 314\* Photosynthesis (half-credit)  
CHEM 112\*(L) Chemical Dynamics  
CHEM 358 Topics in Environmental Chemistry (half-credit)  
PHYS 111b Energy Options and Science Policy

#### Swarthmore

BIOL 016\*(L) Microbiology  
BIOL 017\*(L) Microbial Pathogenesis and Immune Response

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BIOL 020\*(L) Animal Physiology  
BIOL 025\*(L) Plant Biology  
BIOL 026\*(L) Invertebrate Zoology  
BIOL 031\* History and Evolution of Human Food  
BIOL 034\*(L) Evolution  
BIOL 036 (L) Ecology  
BIOL 039 (L) Marine Biology  
BIOL 115E Plant Molecular Genetics - Biotechnology  
BIOL 116\* Microbial Processes and Biotechnology  
BIOL 137 Biodiversity and Ecosystem Function  
CHEM 001\*(L) Chemistry in the Human Environment  
CHEM 043\*(L) Analytical Methods and Instrumentation  
CHEM 103 Topics in Environmental Chemistry  
ENGR 003\* Problems in Technology  
ENGR 004A Environmental Protection  
ENGR 004B \* Swarthmore and the Biosphere  
ENGR 004E Introduction to Sustainable Systems Analysis  
ENGR 035\*(L) Solar Energy Systems  
ENGR 057\*(L) Operations Research  
ENGR 063 (L) Water Quality and Pollution Control  
ENGR 066 (L) Environmental Systems  
ENVS 090\* Directed Reading in Environmental Studies  
MATH 056\* Modeling  
PHYS 002E\* FYS: Energy  
PHYS 020\*(L) Principles of the Earth Sciences  
PHYS 024 (L) The Earth and Its Climate

### **CATEGORY B) ENVIRONMENTAL HUMANITIES, SOCIAL SCIENCES AND ARTS**

#### **Bryn Mawr**

ANTH 203 Human Ecology  
ANTH 210 Medical Anthropology  
ANTH 237 Environmental Health  
ANTH 263\* Anthropology and Architecture  
ARCH 245 The Archaeology of Water  
CITY 175 Environment and Society  
CITY 201 Introduction to GIS for Social and Environmental Analysis  
CITY 241 Building Green  
CITY 250\* U.S. Urban Environmental History  
CITY 278 American Environmental History  
CITY 279 Global Environmental Change

CITY 329 Advanced Topics in Urban Environmental Studies  
CITY 345 Advanced Topics in Environment and Society  
CITY 360 Brazil: City, Nature, Identity  
CITY 377 Global Architecture of Oil  
EAST 352 China's Environment: History, Policy, and Rights  
EAST 362 Environment in Contemporary East Asia  
ECON 225\* Economics of Development  
ECON 234 Environmental Economics  
ECON 242 Economics of Local Environmental Programs  
EDUC 268 Educating for Environmental Literacy  
ENGL 204\* Literatures of American Expansion  
ENGL 268 Native Soil: Indian Land & American Lit 1588-1840  
ENGL 275 Food Revolutions  
ENGL 251 Food For Thought  
ENGL 313 Ecological Imaginings  
HIST 212 Pirates, Travelers and Natural Historians  
HIST 237\* Urbanization in Africa  
PHIL 240 Environmental Ethics  
POLS 222 Intro to Environmental Issues  
POLS 278\* Oil, Politics, Society and Economy  
POLS 310\* Comparative Public Policy  
POLS 321\* Technology and Politics  
POLS 339\* The Policy-making Process  
POLS 354\* Comparative Social Movements  
SOCL 165 Problems in the Natural and Built Environment  
SOCL 247 Environmental Social Problems  
SOCL 316\* Science, Culture and Society

#### **Haverford**

ANTH 252\* State and Development in South Asia  
ANTH 263\* Anthropology of Space: Housing and Society  
ANTH 281 Nature/Culture: Introduction to Environmental Anthropology  
ENGL 217\* Humankind  
ENGL 257\* British Topographies  
ENGL 356 Studies in American Environment and Place  
HIST 119\* International History of the United States  
HIST 253 History of the US Built Environment  
POLS 261\* Global Civil Society  
POLS 370 Environmental Political Thought

**Swarthmore**

ECON 076 Environmental Economics  
 ENGL 009C FYS: Natural History and Imagination  
 ENGL 070G Writing Nature  
 ENGL 071H Natural History and the Imagination  
 ENVS 090\* Directed Reading in Environmental Studies  
 ENVS 092\* Research Project  
 HIST 089 Environmental History of Africa  
 LING 120\* Anthropological Linguistics: Endangered Languages  
 LITR 022G\* Food Revolutions: History, Politics, Culture  
 PHIL 035 Environmental Ethics  
 POLS 043 Environmental Policy and Politics  
 POLS 048\* The Politics of Population  
 POLS 049 Environmental Justice: Theory and Action  
 RELG 022 Religion and Ecology  
 SOAN 023C Anthropological Perspectives on Conservation

**COURSES****ANTH B203 Human Ecology**

The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: ANTH 101, 102, or permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

**ANTH B237 Environmental Health**

This course introduces principles and methods in environmental anthropology and public health used to analyze global environmental health problems globally and develop health and disease control programs. Topics covered include risk; health and environment; food production and consumption; human health and agriculture; meat and poultry production; and culture, urbanization, and disease. Prerequisite: ANTH 102 or permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

**ARCH B245 The Archaeology of Water**

This course examines the distribution of water throughout the Middle East and Mediterranean and the archaeology of water exploitation and management over the last 12,000 years. Recent anthropological models that challenge the concept of "hydraulic civilization" are emphasized as are contemporary attempts to revive traditional and ancient technologies to preserve and better manage modern water resources.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Environmental Studies; Geoarchaeology  
 Units: 1.0  
*(Not Offered 2013-14)*

**BIOL B210 Biology and Public Policy**

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, the Human Genome project, environmental health hazards, bioterrorism, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: One semester of BIOL 110-111, or permission of instructor.  
 Requirement(s): Division II: Natural Science  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s): Greif, K.  
*(Spring 2014)*

**BIOL B220 Ecology**

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts, are also discussed. Students will also become familiar with ecological principles and with the methods ecologists use. Students will apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: One semester of BIOL B110 or B111 or permission of instructor.  
 Requirement(s): Division II with Lab  
 Approach: Scientific Investigation (SI)  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s): Mozdzer, T.  
*(Fall 2013)*

**BIOL B225 Biology of Plants**

Plants are critical to numerous contemporary issues, such as ecological sustainability, economic stability, and

human health. Students will examine the fundamentals of how plants are structured, how they function, how they interact with other organisms, and how they, as individuals and communities, respond to environmental stimuli. In addition, students will be taught to identify important local species, and will explore the role of plants in human society and ecological systems.

Requirement(s): Division II and Quantitative

Counts towards: Environmental Studies

Units: 1.0

Instructor(s):Caplan,J.

(Spring 2014)

### **BIOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B250; CMSC-B250

Units: 1.0

(Not Offered 2013-14)

### **BIOL B262 Urban Ecosystems**

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisites: BIOL B110 or B111 or ENVS B101.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B262

Units: 1.0

Instructor(s):Caplan,J.

(Fall 2013)

### **BIOL B320 Evolutionary Ecology**

This course will examine how phenotypic variation in organisms is optimized and constrained by ecological and evolutionary factors. We will cover concepts and case studies in life history evolution, behavioral ecology, and population ecology with an emphasis on both mathematical and experimental approaches. Recommended Prerequisites: One semester of BIOL B110-111 or BIOL 220.

Requirement(s): Quantitative

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### **BIOL B332 Global Change Biology**

Global changes to our environment present omnipresent environmental challenges. We are only beginning to understand the complex interactions between organisms and the rapidly changing environment. Students will explore the effects of global change in depth using the primary literature. Prerequisites: Biology B220 (Ecology) or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s):Mozdzer,T.

(Spring 2014)

### **CHEM B206 The Science of Renewable Energy**

In this course the chemistry and physics of renewable energy, including solar, wind, geothermal and others, will be explored. Methodologies for energy storage will also be discussed. Quantitative tools will be developed to enable students to make effective and accurate comparisons between various types of energy generation processes. Prerequisites: completion of CHEM 103 and CHEM 104 with merit grades in both, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

### **CITY B103 Earth System Science and the Environment**

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development, and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B103

Units: 1.0

(Not Offered 2013-14)

### **CITY B175 Environment and Society: History, Place, and Problems**

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies beginning with definitions: what is nature? What is environment? And how do people and their settlements fit into each? The course then moves to distinct

disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts.

Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): SOCL-B175  
 Units: 1.0  
*(Not Offered 2013-14)*

### **CITY B201 Introduction to GIS for Social and Environmental Analysis**

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.

Requirement(s): Division I: Social Science  
 Approach: Quantitative Readiness Required (QR)  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s): Consiglio, D.  
*(Fall 2013)*

### **CITY B204 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): ECON-B242  
 Units: 1.0  
*(Not Offered 2013-14)*

### **CITY B210 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B209

Units: 1.0

Instructor(s): Elkins, L.  
*(Fall 2013)*

### **CITY B222 Introduction to Environmental Issues**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions. We also assess the prospects for international cooperation in solving global environmental problems such as climate change.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Crosslisting(s): POLS-B222  
 Units: 1.0  
*(Not Offered 2013-14)*

### **CITY B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Africana Studies; Environmental Studies  
 Crosslisting(s): HIST-B237  
 Units: 1.0  
 Instructor(s): Ngalamulume, K.  
*(Spring 2014)*

### **CITY B241 Building Green: Sustainable Design Past and Present**

At a time when more than half of the human population lives in cities, the design of the built environment is of key importance. This course is designed for students to investigate issues of sustainability in architecture. A close reading of texts and careful analysis of buildings and cities will help us understand the terms and practices of architectural design and the importance of ecological, economic, political, cultural, social sustainability over time and through space.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s): Hein, C.  
*(Fall 2013)*

**CITY B250 Topics: Growth & Spatial Organization of the City**

An introduction to growth & spatial organization of cities. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): HIST-B251

Units: 1.0

*(Not Offered 2013-14)*

**CITY B262 Urban Ecosystems**

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisites: BIOL B110/ B111 or ENVS B101.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B262

Units: 1.0

Instructor(s):Caplan,J.

*(Fall 2013)*

**CITY B278 American Environmental History**

This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): HIST-B278

Units: 1.0

*(Not Offered 2013-14)*

**CITY B279 Cities and the Human Dimensions of Global Environmental Change**

In this course, we focus on the human dimensions of global environmental change, especially as it relates to urban sustainability. While sustainability has often narrowly been viewed in environmental terms, we will analyze social and environmental justice as integral components of urban sustainability.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

**CITY B321 Technology and Politics**

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.

Counts towards: Environmental Studies

Crosslisting(s): POLS-B321

Units: 1.0

Instructor(s):Hager,C.

*(Fall 2013)*

**CITY B329 Advanced Topics in Urban Environments**

This is a topics course. Topics vary.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s):McDonogh,G.

*(Fall 2013)*

*Fall 2013:* Current topic description: The course focuses on exciting emergent debates in anthropology, history and social sciences that call into question the dominance of limited ways of perceiving and describing "the city." Combining readings and hands-on analyses, we will explore how sight, sound, taste, touch, smell, time and memory are constructed and used in various ways to explain cities but also to include, exclude or control populations and possibilities within the metropolis.

**CITY B345 Advanced Topics in Environment and Society**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): SOCL-B346; HIST-B345

Units: 1.0

*(Not Offered 2013-14)*

**CMSC B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies  
 Crosslisting(s): BIOL-B250; GEOL-B250  
 Units: 1.0  
*(Not Offered 2013-14)*

### **EAST B352 China's Environment**

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing. Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): HIST-B352  
 Units: 1.0  
 Instructor(s):Jiang,Y.  
*(Spring 2014)*

### **EAST B362 Environment in Contemporary East Asia: China and Japan**

This seminar explores environmental issues in contemporary East Asia from a historical perspective. It will explore the common and different environmental problems in Japan and China, and explain and interpret their causal factors and solving measures in cultural traditions, social movements, economic growth, political and legal institutions and practices, international cooperation and changing perceptions. Prerequisite: Sophomore standing or above. Requirement(s): Division I or Division III  
 Counts towards: Environmental Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### **ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105. Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies; International Studies Major  
 Crosslisting(s): CITY-B225  
 Units: 1.0  
 Instructor(s):Rock,M.  
*(Fall 2013)*

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Writing Intensive. Course counts as Writing Intensive Course. Prerequisites: ECON B105.  
 Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies  
 Crosslisting(s): CITY-B234  
 Units: 1.0  
 Instructor(s):Rock,M.  
*(Spring 2014)*

### **ECON B242 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105. Requirement(s): Division I: Social Science  
 Counts towards: Environmental Studies; Praxis Program  
 Crosslisting(s): CITY-B204  
 Units: 1.0  
*(Not Offered 2013-14)*

### **EDUC B285 Ecologies of Minds and Communities**

This course will attend to students' distinctive ways of seeing and being in the world, in the context of communitarian questions of identity, access, and power. How can we re-imagine ecological literacy more deeply and fruitfully with and for diverse students and communities? Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
 Instructor(s):Cohen,J.  
*(Spring 2014)*

### **ENGL B216 Ecological Expression: Re-creating Our World**

This course will focus on the range, limits and possibilities of representation, asking what might be imagined that has not yet been experienced, and enabling students to create their own multi-modal representations of the spaces they occupy. Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical

Interpretation (CI)

Counts towards: Environmental Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Dalke, A.  
(Spring 2014)

**ENGL B251 Food for Thought: Gastronomic Literatures and Philosophies**

Through the lens of “food and text,” this course will trace the philosophy of food and the history of food writing. We will study how food has been written about and how food writing has responded to and played a role in cultural change.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

**ENGL B268 Native Soil and American Literature: 1492-1900**

This course will consider the literature of contact and conflict between English-speaking whites and Native Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Schneider, B.  
(Fall 2013)

**ENVS B101 Introduction to Environmental Studies**

This interdisciplinary introduction to Environmental Studies Minor examines the ideas, themes and methodologies of humanists, social scientists, and natural scientists in order to understand what they have to offer each other in the study of the environment, and how their inquiries can be strengthened when working in concert.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Mozdzer, T., Heckert, M.  
(Fall 2013)

**ENVS B397 Senior Seminar in Environmental Studies**

This capstone Environmental Studies course is designed to allow Environmental Studies seniors to

actively engage in environmental problem solving by bringing the perspectives and skills gained from their majors and applying them to collaborative interdisciplinary projects. Prerequisite: Open only to Environmental Studies students who have completed all introductory work for the minor.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Ross, D.  
(Spring 2014)

**GEOL B101 How the Earth Works**

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR);

Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Elkins, L., Cull, S.  
(Fall 2013)

**GEOL B103 Earth Systems and the Environment**

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development, and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B103

Units: 1.0

(Not Offered 2013-14)

**GEOL B130 Focus: Life in the Hothouse - Earth's Future Climate**

An overview of Earth's climate in the 22nd century (year 2100 and beyond) based on the current scientific consensus. In addition to describing the forecast conditions, we discuss the scientific basis for these predictions and their associated uncertainties, and how climate forecasts have been communicated to the public to date. This is a half semester Focus course. Prerequisite: Freshman standing.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Units: 0.5

(Not Offered 2013-14)



**GEOL B203 Invertebrate Paleobiology**

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay.

Requirement(s): Division II with Lab  
 Approach: Scientific Investigation (SI)  
 Counts towards: Environmental Studies  
 Units: 1.0

Instructor(s):Marenco,K.  
 (Fall 2013)

**GEOL B206 Energy Resources and Sustainability**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of the geological framework that determines resource availability, and of the social, economic, and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science.

Requirement(s): Division II: Natural Science  
 Counts towards: Environmental Studies  
 Units: 1.0

Instructor(s):Barber,D.  
 (Fall 2013)

**GEOL B209 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.

Requirement(s): Division II and Quantitative  
 Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Environmental Studies  
 Crosslisting(s): CITY-B210  
 Units: 1.0

Instructor(s):Elkins,L.  
 (Fall 2013)

**GEOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will

design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative  
 Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
 Counts towards: Environmental Studies  
 Crosslisting(s): BIOL-B250; CMSC-B250  
 Units: 1.0

(Not Offered 2013-14)

**GEOL B302 Low-Temperature Geochemistry**

The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters, and pollution issues. Fundamental principles are applied to natural systems with particular focus on environmental chemistry. One required field trip on a weekend. Prerequisites: CHEM 103, 104 and GEOL 202, or permission of instructor.

Counts towards: Environmental Studies  
 Units: 1.0

(Not Offered 2013-14)

**GEOL B314 Marine Geology**

An introduction to the structure of ocean basins and the marine sedimentary record. Includes an overview of physical, biological, and chemical oceanography, and modern coastal processes such as shoreline erosion. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including one day-long field trip. Prerequisite: GEOL 101, 102 or 103, and 205, or permission of instructor.

Counts towards: Environmental Studies  
 Units: 1.0

(Not Offered 2013-14)

**GEOL B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Counts towards: Environmental Studies  
 Crosslisting(s): CITY-B328; BIOL-B328; ARCH-B328  
 Units: 1.0

(Not Offered 2013-14)

**HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement(s): Division I or Division III  
 Approach: Inquiry into the Past (IP)

## 192 Environmental Studies

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Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B251 Topics: Growth & Spatial Organization of the City**

An introduction to growth & spatial organization of cities. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B250

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B278 American Environmental History**

This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B278

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B352 China's Environment**

This seminar explores China's environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China's environmental changes, imperial times, Mao's socialist experiments during the first thirty years of the People's Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): EAST-B352

Units: 1.0

Instructor(s):Jiang,Y.

*(Spring 2014)*

### **PHIL B240 Environmental Ethics**

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Crosslisting(s): POLS-B240

Units: 1.0

Instructor(s):Dostal,R.

*(Spring 2014)*

### **POLS B222 Introduction to Environmental Issues: Policy Making in Comparative Perspective**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions. We also assess the prospects for international cooperation in solving global environmental problems such as climate change.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B222

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B240 Environmental Ethics**

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Crosslisting(s): PHIL-B240

Units: 1.0

Instructor(s):Dostal,R.

*(Spring 2014)*

### **POLS B278 Oil, Politics, Society, and Economy**

Examines the role oil has played in transforming societies, in shaping national politics, and in the distribution of wealth within and between nations. Rentier states and authoritarianism, the historical relationships between oil companies and states, monopolies, boycotts, sanctions and demands for succession, and issues of social justice mark the political economy of oil.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B310 Comparative Public Policy**

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures

on policy makers. Prerequisite is one course in Political Science or public policy.

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B321 Technology and Politics**

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.

Counts towards: Environmental Studies

Crosslisting(s): CITY-B321

Units: 1.0

Instructor(s): Hager, C.

*(Fall 2013)*

### **POLS B354 Comparative Social Movements**

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.

Counts towards: Environmental Studies

Crosslisting(s): SOCL-B354

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B165 Problems in the Natural and Built Environment**

This course situates the development of sociology as responding to major social problems in the natural and built environment. It demonstrates why the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist and are addressed or fail to be addressed.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B175 Environment and Society**

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies

beginning with definitions: what is nature? What is environment? And how do people and their settlements fit into each? The course then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B175

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B247 Environmental Social Problems**

This course examines environmental social problems from a constructionist perspective. We will examine how environmental problems become public problems that receive attention, money and widespread concern.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B316 Science, Culture and Society**

Science is a powerful institution in American life, with extensive political and personal consequences. Through case studies and cross-disciplinary readings, this course challenges students to examine the social forces that influence how science is produced and used in public (and private) debates. Prerequisite: one course in Sociology, or the consent of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B346 Advanced Topics in Environment and Society**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B345; HIST-B345

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B354 Comparative Social Movements**

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of

citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.

Counts towards: Environmental Studies

Crosslisting(s): POLS-B354

Units: 1.0

Instructor(s): Hager, C.

(Spring 2014)

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## FILM STUDIES

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Students may complete a minor in Film Studies.

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### Steering Committee

Timothy Harte, Associate Professor of Russian

Homay King, Associate Professor of History of Art

Hoang Tan Nguyen, Assistant Professor of English

Michael Tratner, Professor of English

Sharon Ullman, Professor of History (on leave semester I)

### Affiliated Faculty

Victoria Funari, Visiting Assistant Professor of History of Art (spring 2014)

Timothy Harte, Associate Professor of Russian

Steven Z. Levine, Professor of History of Art

Hoang Tan Nguyen, Assistant Professor of English

Roberta Ricci, Associate Professor of Italian

David Romberg, Visiting Assistant Professor of History of Art (fall 2013)

Azade Seyhan Fairbank Professor in the Humanities

H. Rosi Song, Associate Professor of Spanish

Michael Tratner, Professor of English

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film styles, directors, national cinemas, genres, areas of theory and criticism, video production, and issues in film and media culture add both breadth and depth to this program of study.

Film Studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor work plan when declaring the minor.

### Minor Requirements

In consultation with the program director, students design a program of study that includes a range of film

genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

- One introductory course in the formal analysis of film
- One course in film history or an area of film history
- One course in film theory or an area of film theory
- Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student's choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

## COURSES

### ARTW B266 Screenwriting

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Doyne, N.

(Fall 2013)

### COML B238 Topics: The History of Cinema 1895 to 1945

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): ENGL-B238; RUSS-B238; HART-B238

Units: 1.0

Instructor(s): Harte, T.

(Fall 2013)

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies

Units: 1.0

Instructor(s): Kwa, S.

(Fall 2013)

### EAST B212 Introduction to Chinese Literature

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Kwa, S.

*Fall 2013:* Current topic description: This semester, the course will focus on all of the full-length feature films of Hong Kong director Wong Karwai, beginning with the 1988 film *As Tears Go By* and ending with the 2013 film *The Grandmaster*. Some topics that will be discussed include translation; brotherhoods, violence and criminality; nostalgia; the use of music; dystopia; translingualism; post-colonialism; and post-humanism.

### EAST B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2013-14)

### EDUC B320 Topics in German Literature and Culture

This is a topics course. Topics vary. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; No Child Left Behind: Education in German Literature and Culture.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): GERM-B320

Units: 1.0

(Not Offered 2013-14)

### ENGL B205 Introduction to Film

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical

units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): HART-B205

Units: 1.0

Instructor(s): Nguyen, H.

*(Spring 2014)*

### **ENGL B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): RUSS-B238; HART-B238; COML-B238

Units: 1.0

Instructor(s): Harte, T.

*(Fall 2013)*

### **ENGL B261 Topics: Film and the German Literary Imagination**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): GERM-B262

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B280 Video Practices: From Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B280

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B299 History of Narrative Cinema, 1945 to the Present**

This course surveys the history of narrative film from

1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): HART-B299

Units: 1.0

Instructor(s): King, H.

*(Spring 2014)*

### **ENGL B323 Movies, Fascism, and Communism**

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B324 Topics in Shakespeare: Shakespeare on Film**

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B334

Units: 1.0

Instructor(s): Rastegar, R.

*(Fall 2013)*

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

### **ENGL B336 Topics in Film**

This course examines experimental film and video from the 1930's to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): HART-B336

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B353 Queer Diasporas: Empire, Desire, and the Politics of Placement**

Looking at fiction and film from the U.S. and abroad through the lenses of sexuality studies and queer theory, we will explore the ways that both current and past configurations of sexual, racial, and cultural personhood have inflected, infringed upon, and opened up spaces of local/global citizenship and belonging. Prerequisites: An introductory course in film, or GNST B290, or ENGL B250.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ENGL B367 Asian American Film Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B367

Units: 1.0

*(Not Offered 2013-14)*

### **GERM B262 Topics: Film and the German Literary Imagination**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): ENGL-B261

Units: 1.0

*(Not Offered 2013-14)*

### **GERM B320 Topics in German Literature and Culture**

This is a topics course. Topics vary. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; No Child Left Behind: Education in German Literature and Culture.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): EDUC-B320

Units: 1.0

*(Not Offered 2013-14)*

### **GNST B255 Video Production**

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

*(Fall 2013)*

### **GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses. This semester it will be taught at Bryn Mawr College by Professor Rosi Song, Spanish, Bryn Mawr

College and Professor Nilgun Uygun, Anthropology, Haverford College.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Song, R.

(Fall 2013)

### **GNST B302 Topics in Video Production**

This is a topics course. Topics vary. Prerequisite: GNST B255, ENGL/HART B205-001 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2013-14)

### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include *Psycho*, *Being John Malkovich*, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement.

Syllabus is subject to change at instructor's discretion.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Units: 1.0

Instructor(s): King, H.

(Fall 2013)

### **HART B205 Introduction to Film**

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and

history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): ENGL-B205

Units: 1.0

Instructor(s): Nguyen, H.

(Spring 2014)

### **HART B215 Russian Avant-Garde Art, Literature and Film**

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): RUSS-B215

Units: 1.0

Instructor(s): Harte, T.

(Spring 2014)

### **HART B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238

Units: 1.0

Instructor(s): Harte, T.

(Fall 2013)

### **HART B280 Video Practices: Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): ENGL-B280

Units: 1.0

(Not Offered 2013-14)



**HART B299 History of Narrative Cinema, 1945 to the present**

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): ENGL-B299

Units: 1.0

Instructor(s): King, H.

(Spring 2014)

**HART B306 Film Theory**

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example.

Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): ENGL-B306; COML-B306

Units: 1.0

(Not Offered 2013-14)

**HART B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): ENGL-B334

Units: 1.0

Instructor(s): Rastegar, R.

(Fall 2013)

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced

in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

**HART B336 Topics in Film**

This course examines experimental film and video from the 1930's to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): ENGL-B336

Units: 1.0

(Not Offered 2013-14)

**HART B367 Asian American Film, Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): ENGL-B367

Units: 1.0

(Not Offered 2013-14)

**HEBR B110 Israeli Cinema**

The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian societies and their impact on films' form and content.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies; Middle East Studies

## 200 Film Studies

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Units: 1.0

*(Not Offered 2013-14)*

### **HIST B284 Movies and America**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self-fashioning.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ITAL B212 Italy Today: New Voices, New Writers, New Literature**

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Monserrati, M.

*(Spring 2014)*

### **ITAL B225 Italian Cinema and Literary Adaptation**

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will “read” films as “literary images” and “see” novels as “visual stories.” The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close textual analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family in the Italian context.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia**

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference also to Italian-American films, starting from the ‘classical’ example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary perspective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Ricci, R.

*(Fall 2013)*

### **ITAL B299 Grief, Sexuality, Identity: Emerging Adulthood**

Adolescence is an important time of personality development as a result of changes in the self-concept and the formation of a new moral system of values. Emphasis will be placed on issues confronting the role of the family and peer relationships, prostitution, drugs, youth criminality/gangsters/violence, cultural diversity, pregnancy, gender identity, mental/moral/religious development, emotional growth, alcoholism, homosexuality, sexual behavior. Prerequisite: ITAL B102.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **RUSS B215 Russian Avant-Garde Art, Literature and Film**

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): HART-B215

Units: 1.0

Instructor(s): Harte, T.

*(Spring 2014)*

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies  
 Crosslisting(s): ENGL-B238; HART-B238; COML-B238  
 Units: 1.0  
 Instructor(s):Harte,T.  
*(Fall 2013)*

### **RUSS B258 Soviet and Eastern European Cinema of the 1960s**

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### **SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Prerequisite: A 200-level course in Spanish, SPAN 208.  
 Requirement(s): Division III: Humanities  
 Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
*(Not Offered 2013-14)*

## **FINE ARTS**

Students may complete a major in Fine Arts at Haverford College.

### **Faculty**

Markus Baenziger, Associate Professor  
 John Goodrich, Instructor  
 Hee Sook Kim, Associate Professor  
 Vita Litvak, Visiting Assistant Professor  
 Elizabeth Whalley, Visiting Assistant Professor  
 William E. Williams, Professor and Curator of Photography  
 Ying Li, Professor

The fine arts courses offered by the department are structured to accomplish the following: (1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

### **Major Requirements**

Fine arts majors are required to concentrate in either painting, drawing, sculpture, photography or printmaking: four 100 level foundation courses in each discipline; two different 200 level courses outside the area of concentration; two 200 level courses and one 300-level course within that area; three art history courses to be taken at Bryn Mawr College or equivalent; and Senior Departmental Studies 499. For majors intending to do graduate work, it is strongly recommended that they take an additional 300 level studio course within their area of concentration and an additional art history course at Bryn Mawr College.

### **COURSES**

#### **ARTS H101 Arts Foundation-Drawing (2-D)**

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork. Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

Y.Li

### **ARTS H102 Arts Foundation-Drawing**

This is a seven week course designed to provide an overview of basic drawing techniques addressing line, form, space, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and the landscape. Students will explore a range of materials, wet, dry, collage, and some projects are designed to expand on the idea of drawing with three-dimensional concepts. Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

M.Baenziger

### **ARTS H103 Arts Foundation-Photography**

Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

W.Williams

### **ARTS H104 Arts Foundation-Sculpture**

This is a seven week, half semester course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course. Important: ARTSH106(Foundation Drawing 3D) is the first half of each semester and ARTSH104 (Foundation Sculpture) is the second half of each semester. Students interested in taking Foundation Sculpture must attend the first day of ARTSH106 Foundation Drawing to enter lotto for Foundation Sculpture. If unable to attend first class of the semester email the professor. Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

M.Baenziger

### **ARTS H106 Arts Foundation-Drawing (3-D)**

This is a seven week, half semester course designed to provide an overview of basic drawing techniques addressing line, form, space, and composition. Various drawing methods will be introduced in class, and students will gain experience in drawing by working from still life, models, and the landscape. Students will explore a range of materials, wet, dry, collage, and some projects are designed to expand on the idea of drawing with three-dimensional concepts. ARTSH106 is only offered the first half of each semester with ARTSH104(Foundation Sculpture) offered the second half of each semester.If unable to attend first day

of class email professor. Prerequisite: None. Over-enrollment will be determined by lottery. Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Enrollment limited to 18 students.

M.Baenziger

### **ARTS H107 Arts Foundation-Painting**

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, value & color, warm & cool, complementary colors, optical mixture, texture, surface quality. We will work from live model, still life, landscape, imagination and masterwork. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Preference will also be given to students with Foundations-Drawing experience. Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

Y.Li

### **ARTS H108 Arts Foundation-Photography**

Prerequisite: Overenrollment will be determined by lottery conducted by Prof. on the first day of class.

Course is a repeat of 103D/108H.

W.Williams

### **ARTS H109 Arts Foundation-Sculpture**

This is a seven week course designed to provide an introduction to three dimensional concepts and techniques. Skills associated with organizing and constructing three-dimensional form will be addressed through a series of projects within a contemporary context. The first projects will focus on basic three-dimensional concepts, while later projects will allow for greater individual self-expression and exploration. Various fabrication skills including construction, modeling, basic mold making, and casting will be demonstrated in class. All fabrication techniques will be covered in detail in class, and no prior experience is required to successfully complete this course.

Prerequisite: None. Over-enrollment will be determined by lottery. Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Enrollment limited to 15 students.

M.Baenziger

### **ARTS H120 Foundation Printmaking: Silkscreen**

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium

to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class.  
H.Kim

#### **ARTS H121 Foundation Printmaking: Relief Printing**

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.  
E.Whalley

#### **ARTS H122 Foundation Printmaking: Lithography**

A seven-week course covering various techniques and approaches to Lithography, including stone and plate preparation, drawing materials, editioning, black and white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.  
H.Kim

#### **ARTS H123 Foundation Printmaking: Etching**

A seven-week course covering various techniques and approaches to intaglio printmaking including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success.  
E.Whalley

#### **ARTS H124 Foundation Printmaking: Monotype**

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. Prerequisite: Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class.  
H.Kim

#### **ARTS H216 History of Photography from 1839 to the Present**

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society. Prerequisite: Sophomore standing  
W.Williams

#### **ARTS H217 The History of African-American Art from 1619 to the Present**

A survey course documenting and interpreting the development and history of African-American Art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings. Prerequisite: Any HART Course, 200 level ARTS Studio Course, Anthropology of Art, AFST course.  
W.Williams

#### **ARTS H218 Chinese Calligraphy As An Art Form**

This course combines studio practice and creating art projects with slide lectures, readings, and museum visits. Students will study the art of Chinese Calligraphy, and its connection with Western art. No Chinese language required.  
Y.Li

#### **ARTS H223 Printmaking: Materials and Techniques: Etching**

Concepts and techniques of B/W & Color Intaglio. Line etching, aquatint, soft and hard ground, chin-colle techniques will be explored as well as visual concepts. Developing personal statements will be encouraged. Individual and group critiques will be employed. Prerequisite: Permission of instructor by review of portfolio  
H.Kim

#### **ARTS H224 Computer and Printmaking**

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. Prerequisite: An intro printmaking course or permission by portfolio review.  
H.Kim

**ARTS H225 Lithography: Material and Techniques**

An intermediate course covering B/W and Color Lithography in plates and stones. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. An edition of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: Permission of Instructor by review of portfolio.  
H.Kim

**ARTS H231 Drawing (2-D): All Media**

Students are encouraged to experiment with various drawing media and to explore the relationships between media, techniques and expression. Each student will strive to develop a personal approach to drawing while addressing fundamental issues of pictorial space, structure, scale, and rhythm. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.  
Y.Li

**ARTS H233 Painting: Materials and Techniques**

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent.  
Y.Li

**ARTS H243 Sculpture: Materials and Techniques**

This course is designed to give students an in depth introduction to a comprehensive range of three-dimensional concepts and fabrication techniques. Emphasis will be on wood and metal working, and additional processes such as casting procedures for a range of synthetic materials will be introduced in class. Students will be encouraged to develop their own visual vocabulary and to understand their ideas in the context of contemporary sculpture. Projects are designed to provide students with a framework to explore all sculptural techniques introduced in class while developing their own personal form of visual expression. Course may be repeated for credit. Prerequisite: Fine Arts Foundations or consent.  
M.Baenziger

**ARTS H251 Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black and white photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black and white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures, and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a handmade archival box to house their work which is organized into a loose sequence and mounted to archival standards. Prerequisite: Fine Arts 103 or equivalent.  
W.Williams

**ARTS H253 The Theory and Practice of Conceptual Art**

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble--without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.  
J.Muse

**ARTS H260 Photography: Materials and Techniques**

Prerequisite: Fine Arts Foundations or consent.  
W.Williams

**ARTS H321 Experimental Studio: Etching**

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-collè, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: Permission of instructor by review of portfolio.  
H.Kim

**ARTS H322 Experimental Studio: Printmaking: Lithography**

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. During the semester, students use multiple-plate and stone lithography in colors. Registration, color separation, and edition are taught at an advanced level. Combining other mediums can be explored individually. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. Prerequisite: One course in printmaking or consent.

H.Kim

**ARTS H327 Experimental Studio: Lithography and Intaglio**

Concepts and techniques of black and white and color lithography. The development of a personal direction is encouraged. Prerequisite: A foundation drawing course and Foundation Printmaking, or permission of instructor H.Kim

**ARTS H331 Experimental Studio: Drawing (2-D)**

Students will build on the work done in 200 level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: Fine Arts 231A or B, or consent.

Y.Li

**ARTS H333 Experimental Studio: Painting**

Students will build on the work done in 200 level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15- minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: Fine Arts 223A or B, or consent.

Y.Li

**ARTS H343 Experimental Studio: Sculpture**

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing his or her individual form of expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture. Advanced three-dimensional concepts and fabrication techniques including bronze casting will be introduced in class. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor M.Baenziger

**ARTS H351 Experimental Studio: Photography**

Students produce an extended sequence of their work in either book (ARTSH351A) or exhibition (ARTSH351B) format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester (351A) and the exhibition project second semester (351B). At the end of each semester the student may exhibit his/her project. Prerequisite: Fine Arts 251A and 260B W.Williams

**ARTS H460 Teaching Assistant**

H.Kim

**ARTS H480 Independent Study**

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent. Prerequisite: consent of instructor.

H.Kim

**ARTS H499 Senior Departmental Studies**

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work. Prerequisite: Senior Majors Staff

## FRENCH AND FRANCOPHONE STUDIES

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Students may complete a major or minor in French and Francophone Studies. Within the major, students may complete the requirements for secondary education certification. Students may, with departmental approval, complete an M.A. in the combined A.B./M.A. program (through 2014-2015 academic year).

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### Faculty

Penny Armstrong, Chair and Eunice M. Schenck 1907  
Professor of French and Director of Middle Eastern  
Languages

Benjamin Cherel, Lecturer

Pauline de Tholozany, Visiting Assistant Professor of  
French and Francophone Studies

Willemijn Don, Lecturer

Pim Higginson, Associate Professor of French (on leave  
semesters I and II)

Rudy Le Menthéour, Assistant Professor of French

Brigitte Mahuzier, Professor of French and Director of  
the Institut d'études francaises d'Avignon

Agnès Peysson-Zeiss, Lecturer

The Departments of French at Bryn Mawr and Haverford Colleges offer a variety of courses and two options for the major. The purpose of the major in French is to lay the foundation for an understanding and appreciation of French and Francophone culture through its literature and language, the history of its arts, its thought and its institutions. Course offerings are intended to serve both those students with particular interest in French and Francophone literature, literary theory and criticism (Literary option), as well as those whose interests in French and French-speaking countries invites a transdisciplinary perspective (Transdisciplinary Studies in French). A thorough knowledge of written and spoken French is a common goal for both literary and transdisciplinary options.

In the 100-level courses, students are introduced to the study of French and Francophone literatures and cultures, and special attention is given to the speaking and writing of French. Courses at the 200-level treat French literature and civilization across the historical spectrum. Two 200-level courses are devoted to advanced language training and one to the study of theory. Advanced (300-level) courses offer detailed study either of individual authors, genres and movements or of particular periods, themes and problems in French and Francophone culture. In both major options, students are admitted to advanced

courses after satisfactory completion of two semesters of 200-level courses in French.

All students who wish to pursue their study of French, regardless of level, must take a departmental placement examination prior to arriving at Bryn Mawr; unless they have IB or Advanced Placement credit, they must also present the SAT II French score or undergo further placement assessment upon their arrival. Those students who begin French have two options: intensive study of the language in the intensive sequence (001-002 Intensive Elementary; 005 Intensive Intermediate and 102 ("Introduction à l'analyse littéraire et culturelle, or 005 and 105 ("Directions de la France contemporaine"); or non-intensive study of the language in the non-intensive sequence (001-002 Elementary; 003-004 Intermediate; 101-102 or 101-105). Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are strongly encouraged to take the intensive sequence. The Department of French and Francophone Studies also cooperates with the Departments of Italian and Spanish in the Romance Languages major.

### Major Requirements

Requirements in the major subject are:

- French and Francophone Literature: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level language course; FREN 213 "Qu'est-ce que la théorie;" three 200-level literature courses, two 300-level literature courses, and the year-long Senior Experience, which consists of Senior Conference (FREN 398) in the fall semester and either a Senior Thesis or a third 300-level course culminating in the Senior Essay during the spring semester. In either case, the work of the spring semester is capped by an oral defense.
- Transdisciplinary French and Francophone Studies: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level language course; two 200-level courses within the department: e.g., FREN 291 or 299; two 200-level courses to be chosen by the student outside the French departments (at BMC/HC or JYA) which contribute coherently to her independent program of study; FREN 326 Etudes avancées de civilisation, Senior Conference (FREN 398), plus two 300-level courses outside the departments; thesis of one semester in French or English. Students interested are encouraged to present the rationale and the projected content of their transdisciplinary program for departmental approval during their sophomore year; they should have excellent records in French and the other subjects involved in their proposed program.
- Both concentrations: all French majors are expected to have acquired fluency in the French



language, both written and oral. Unless specifically exempted by the department, they are required to take the 200-level language course. Students may wish to continue from this course to hone their skills further in courses on stylistics and translation offered at Bryn Mawr College or abroad. Students placed at the 200-level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.

## Honors and the Senior Experience

For the French and Francophone Literature option: After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis in French (30-40 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-20 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

For the Interdisciplinary Studies in French option: Students take French 325 or 326 in their senior year and, if they have not already done so, complete the two 300-level courses required outside the department. In semester II they write a thesis in French or English under the direction of a member of the French faculty and a mentor outside the department. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of the Senior Thesis.

## Minor Requirements

Requirements for a French minor are FREN 005-102 or 005-105, or 101-102 or 101-105; the 200-level language course; and four 200-level or 300-level courses. At least one course must be 300-level.

## Teacher Certification

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program.

## A.B./M.A. Program

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a

program may be completed in four or five years and is undertaken with the approval of the department, the Special Cases Committee and the Dean of the Graduate School of Arts and Sciences (through 2014-15 academic year).

## Study Abroad

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Departments of French, be allowed to spend their junior year or a semester thereof in France and/or a Francophone country under one of the junior-year plans approved by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the Institut d'Etudes Françaises d'Avignon, held under the auspices of Bryn Mawr. The Institut is designed for selected undergraduates with a serious interest in French and Francophone literatures and cultures; it will be particularly attractive for those who anticipate professional careers requiring knowledge of the language and civilization of France and French speaking countries. The curriculum includes general and advanced courses in French language, literature, social sciences, history, art, and economics. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

## COURSES

### FREN B001 Elementary French

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in non-intensive (five hours a week) sections. This is a year-long course.

Requirement(s): Language Level 1

Units: 1.0, 1.5

Instructor(s): Cherel, B.

(Fall 2013)

### FREN B001IN Intensive Elementary French

French 001 Intensive Elementary is the first half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking (through pair work, group work and drills) and writing intensive (through blogs and essays). In drill sessions, students develop the ability to speak and understand better through songs, skits, debates, and a variety of activities. The course meets nine hours per week.

Units: 1.5

Instructor(s): Don, W., Peysson-Zeiss, A.

(Fall 2013)

**FREN B002 Elementary French**

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and non-intensive (five hours a week) sections. This is a year-long course.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Don,W., Cherel,B.

*(Spring 2014)*

**FREN B002IN Intensive Elementary French**

The second half of a two-semester beginning sequence designed to help students attain a level of proficiency to function comfortably in a French-speaking environment. It is both speaking (through pair work, group work and drills) and writing intensive (through blogs and essays). In drills sessions, students develop the ability to speak and understand better through songs, skits, debates, and a variety of activities. Class meets nine hours per week.

Units: 1.5

Instructor(s): Don,W., Peysson-Zeiss,A.

*(Spring 2014)*

**FREN B003 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Don,W., Cherel,B.

*(Fall 2013)*

**FREN B004 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Mahuzier,B., Cherel,B.

*(Spring 2014)*

**FREN B005 Intensive Intermediate French**

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who are not graduates of Intensive Elementary French must take either 102 or 105 to receive credit. Prerequisite 002 intensive. Two additional hours of instruction TBA.

Requirement(s): Language Level 2

Units: 1.5

Instructor(s): Armstrong,G., Peysson-Zeiss,A.

*(Fall 2013)*

**FREN B101 Introduction à l'analyse littéraire et culturelle I**

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Armstrong,G.

*(Fall 2013)*

**FREN B102 Introduction à l'analyse littéraire et culturelle II**

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include comic theater of the 17th or 18th centuries and build to increasingly complex nouvelles, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Armstrong,G.

*(Spring 2014)*

**FREN B105 Directions de la France contemporaine**

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents

and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and les loisirs. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, complemented by video materials. Prerequisite: FREN 005 or 101.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC)  
 Units: 1.0  
 Instructor(s): Chereil,B.  
 (Spring 2014)

**FREN B201 Le Chevalier, la dame et le prêtre: littérature et publics du Moyen Age**

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious women and men in France from the Carolingian period through 1500. Selected works from epic, lai, roman courtois, fabliau, theater, letters, and contemporary biography are read in modern French translation.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

**FREN B204 Le Siècle des lumières**

Representative texts of the Enlightenment with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot, and Rousseau.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Units: 1.0  
 Instructor(s): Le Menthéour,R.  
 (Spring 2014)

**FREN B205 Le Temps des prophètes: de Chateaubriand à Baudelaire**

A study of post-Revolutionary texts in which the prophetic voice of the « genius » is often gendered feminine and/or other . We will read Chateaubriand's short fiction situated in America, Atala and René, the prototype of the romantic ennui and incestuous love ; Mme de Staël's semi-autobiographical novel Corinne ou l'Italie ; Stendhal's delightfully juvenile Charteuse de Parme; Balzac's exotic Fille aux yeux d'or; George Sand's controversial Lélia, and two works, Flaubert's

Madame Bovary and Baudelaire's Fleurs du mal, which were put on trial in 1857 for being dangerous to religion and public morals, and brought their respective authors out of obscurity, later to be integrated into the literary canon.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Units: 1.0  
 Instructor(s): Mahuzier,B.  
 (Fall 2013)

**FREN B206 Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture**

A study of selected works by Claudel, Gide, Proust, Rimbaud, Valéry, Verlaine, and Zola.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Units: 1.0  
 (Not Offered 2013-14)

**FREN B207 Introduction à la littérature du 20ème et 21ème siècle**

A study of selected works illustrating the principal literary movements from 1900 to the present. Depending on who is teaching the course, this class will focus on various authors and literary movements of the 20th century such as Surrealism, Modernism, the Nouveau Roman, Oulipo, as well as works from the broader Francophone world. Prerequisites: French 102 or 105.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Don,W.  
 (Spring 2014)

**FREN B213 Theory in Practice:Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253; HART-B213  
 Units: 1.0  
 (Fall 2013)

**FREN B248 Histoire des Femmes en France**

A study of women and gender in France from the Revolution to the present. The course will pay particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, salons, etc.) and in the post-revolutionary era, as well as to the more contemporary feminist manifestations in France since

## 210 French and Francophone Studies

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Simone de Beauvoir's *Deuxième Sexe* and the flow of feminist texts produced in the wake of May '68.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Mahuzier, B.

(Spring 2014)

### **FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction**

This seminar will examine novels from Francophone and Anglophone Africa, critical essays, and two films, in order to better understand the forces that inform the African child's experiences of education.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2013-14)

### **FREN B260 Atelier d'écriture**

Intensive practice in speaking (praxis component through language exchange) and writing. Conversation, discussion, advanced training in grammar and stylistics.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Peysson-Zeiss, A.

(Fall 2013)

### **FREN B262 Débat, discussion, dialogue**

This advanced study of oral communication develops students' linguistic skills in narration, hypothesizing, persuasion or counseling, debate, negotiation, etc. Such skills will be nurtured through enrichment of vocabulary, reinforcement of accuracy in manipulation of complex grammatical structures, and enhancement of discursive strategies. The authentic material (both print and film) which serves as the basis of analytical discussion will reflect issues of contemporary importance; for example, France and Third World Francophone countries.

Prerequisite: 212 or 260.

Units: 1.0

Instructor(s): Peysson-Zeiss, A.

(Spring 2014)

### **FREN B270 Mediterranean Port-Cities: Immigration and Identities**

A historical, social and literary approach to the Mediterranean, this course will examine the impact of colonization and decolonization in around the *Mare Nostrum*. It will study the relationship between cities around the Mediterranean and France; how the various waves of immigration have shaped the cityscape and how much of a thriving effect they had on its cultural, literary and artistic creation.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

### **FREN B275 Improving Mankind: Enlightened Hygiene and Eugenics**

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the latter are commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in the civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). Prerequisites: French Majors must have taken FREN B102; Students who wish to get credit in French will meet one extra hour TBD.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): HIST-B275

Units: 1.0

Instructor(s): Le Menthéour, R.

(Fall 2013)

### **FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the *trobairitz*, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B302

Units: 1.0

(Not Offered 2013-14)

### **FREN B306 Libertinage et subversion**

The libertine movement of the 18th century has long been condemned for moral reasons or considered of minor importance when compared to the Enlightenment. Yet, the right to happiness ('*droit au bonheur*') celebrated by the so-called '*Philosophes*' implies a duty to experience pleasure ('*devoir de jouir*'). This

is what the libertine writers promoted. The libertine movement thus does not confine itself to literature, but also involves a dimension of social subversion. This course will allow you to understand Charles Baudelaire's enigmatic comment: "the Revolution was made by voluptuaries."

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Le Menthéour, R.

(Spring 2014)

### **FREN B325 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B325

Units: 1.0

Instructor(s): Don, W.

(Fall 2013)

### **FREN B326 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours; French film.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **FREN B350 Voix médiévales et échos modernes**

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Included are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, Hugo, and Yourcenar.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B350

Units: 1.0

(Not Offered 2013-14)

### **FREN B355 Variations sur le récit moderne: ruses et ressources**

For Francophone societies, whether traditional, pre-modern or modern, the production of narratives involves a complex interplay between practices associated with

orality and writing. Among the texts studied are those by Chrétien de Troyes, Margerite de Navarre, Tahar ben Jelloun, and Ong.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Armstrong, G.

(Spring 2014)

### **FREN B398 Senior Conference**

A weekly seminar examining major French and Francophone literary texts and the interpretive problems they raise. Theoretical texts will encourage students to think beyond traditional literary categories and disciplinary boundaries to interrogate issues such as cultural memory, political and moral subversion, etc. This course prepares students for the second semester of their Senior Experience, during which students not writing a thesis are expected to choose a 300-level course and write a long research paper, the Senior Essay.

Units: 1.0

Instructor(s): Le Menthéour, R.

(Fall 2013)

### **FREN B403 Supervised Work**

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

### **FREN B403 Supervised Work**

Units: 0.5, 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

### **FREN B614 Modalité de la narration: L'écrit et l'oral**

Units: 1.0

(Not Offered 2013-14)

### **FREN B654 Nostalgie, ou la maladie du retour**

This seminar will enquire on the origins and the development of the discourse on nostalgia in the 18th and 19th centuries. Nostalgia was first conceived as a real disease by physicians, who hesitated between a physical and a moral interpretation, and between a spatial and a temporal perspective. Rousseau and other prominent writers played a crucial role in defining and shaping an affection that became more and more fashionable. We shall discuss the (ab)use of nostalgia in medicine, politics, and literature.

Units: 1.0

(Not Offered 2013-14)

### **FREN B670 Hysterics, Saints, Mystics and Criminals in France's Secular Republic**

This course will approach the debate between science and religion which flared up as France became more

secularized in the second part of the 19th century through such figures as hysterics, mystics, saints and criminals. The reading of medical treatises, court case reports, media and other cultural artifacts, along with literary works, will allow us to discuss the relevance of these figures in the imaginary cultural unconscious of the time, how their designation and diagnosis can also be read as symptoms of a broader culture malaise concerning gender and sexuality, power and agency, and the establishment of a special brand of secularism or « laïcité » in the late 19th century. We will start with Michel Foucault's examination of a criminal case, that of Pierre Rivière, and will discuss medical treatises by Charcot, Freud, Moreau de Tours, reports on « miracles » at pilgrimage sites such as Lourdes, popular religious literature, as well as canonical and popular texts such as Eugène Sue's *Mystères de Paris*, Flaubert's *Un cœur simple*, Barbey d'Aurevilly's *Les Diaboliques*, Zola's *Lourdes*, Thérèse Martin's *Histoire de ma vie*, and Bernanos's *Histoire de Mouchette*.

Units: 1.0

Instructor(s): Mahuzier, B.

(Fall 2013)

**FREN B688 Int roman africain francophone**

Units: 1.0

(Not Offered 2013-14)

**FREN B689 Writing Music and Differences**

At the most abstract level, this course hopes to propose new and unorthodox approaches to literature. That is, the course offers creative, yet rigorously critical modes of engagement with text in which music plays a significant role. On a more specific level, it hopes to demonstrate the extent to which music and language have, throughout Western history, and more specifically and radically since the beginning of the nineteenth century--that is, the rise of romanticism--been fundamentally at odds with each other. It will try to show that Western philosophy has constructed their relationship as essentially antagonistic and what the ramifications of such a conflict might be.

Units: 1.0

(Not Offered 2013-14)

**FREN B700 Supervised Work**

Units: 1.0

(Not Offered 2013-14)

**FREN B701 Supervised Work**

Units: 1.0

Instructor(s): Armstrong, G., Mahuzier, B., Higginson, P., Le Menthéour, R.

(Spring 2014)

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**GENDER AND SEXUALITY**

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Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.

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**Steering Committee**

Gregory Davis, Assistant Professor of Biology

Hoang Nguyen, Assistant Professor of English and Film Studies

H. Rosi Song, Chair and Associate Professor of Spanish, Co-Director of Romance Languages and Interim Director (fall 2013) of Gender and Sexuality Studies

Sharon Ullman, Professor of History and Director of Gender and Sexuality Studies (on leave semester I)

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, "Interdisciplinary Perspectives on Sex and Gender." Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women's studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in Western and non-Western cultures.

**Minor and Concentration Requirements**

Six courses distributed as follows are required for the concentration:

- An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
- The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).

- Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480) may be used to fulfill this requirement.
- Of the six courses, no fewer than two and no more than three will also form part of the student's major.

Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors.

## COURSES

### **ANTH B101 Introduction to Anthropology: Prehistoric Archaeology and Biological Anthropology**

An introduction to the place of humans in nature, primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early civilizations in the Americas, Eurasia and Africa. There are four lab sections for ANTH 101. In addition to the lecture/discussion classes, students must select and sign up for one lab section. Limited enrollment: 18 students per lab section.  
Requirement(s): Division I: Social Science  
Approach: Scientific Investigation (SI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Davis, R., Seselj, M.  
(Fall 2013)

### **ANTH B102 Introduction to Cultural Anthropology**

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; International Studies Major  
Units: 1.0  
Instructor(s): Weidman, A., Uzwiak, B.  
(Spring 2014)

### **ANTH B248 Race, Power and Culture**

This course examines race and power through a variety of topics including colonialism, nation-state formation, genocide, systems of oppression/privilege,

and immigration. Students will examine how class, gender, and other social variables intersect to affect individual and collective experiences of race, as well as the consequences of racism in various cultural contexts.  
Prerequisite: ANTH B102 or permission of instructor.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Uzwiak, B.  
(Fall 2013)

### **ANTH B268 Cultural Perspectives on Marriage and Family**

This course explores the family and marriage as basic social institutions in cultures around the world. We will consider various topics including: kinship systems in social organization; dating and courtship; parenting and childhood; cohabitation and changing family formations; family planning and reproductive technologies; and gender and the division of household labor. In addition to thinking about individuals in families, we will consider the relationship between society, the state, and marriage and family. Prerequisite: ANTH B102 or permission of instructor.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Merritt, C.  
(Fall 2013)

### **ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states, and institutions on reproduction is considered. Prerequisite: ANTH 102 or permission of instructor.  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Pashigian, M.  
(Fall 2013)

### **ANTH B316 Gender in South Asia**

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: ANTH 102 or permission of instructor.  
Requirement(s): Division I: Social Science  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Weidman, A.  
(Fall 2013)

**ANTH B322 Anthropology of the Body**

This course examines a diversity of meanings and interpretations of the body in anthropology. It explores anthropological theories and methods of studying the body and social difference via a series of topics including the construction of the body in medicine, identity, race, gender, sexuality and as explored through cross-cultural comparison. Prerequisite: ANTH B102, Suggest Preparation: 200 level cultural anthropology course.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

**ANTH B350 Advanced Topics in Gender Studies**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HART-B234; CSTS-B234

Units: 1.0

*(Not Offered 2013-14)*

**ARCH B303 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HART-B305; COML-B313

Units: 1.0

*(Not Offered 2013-14)*

**ARTD B240 Dance History I: Roots of Western Theater Dance**

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century Western theater dance. It will consider nontheatrical forms and applications as well, but will give special emphasis to the development of theater dance forms within the context of their relationship to and impact on Western culture. The course, of necessity, will give some consideration as well to global interchange in the development of Western dance. It will also introduce students to a selection of traditional and more contemporary models of historiography with particular reference to the changing modes of documenting, researching and analyzing dance. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Caruso Haviland, L.

*(Spring 2014)*

**BIOL B214 The Historical Roots of Women in Genetics and Embryology**

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

Requirement(s): Division II: Natural Science

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HIST-B214

Units: 1.0

*(Not Offered 2013-14)*

**CITY B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.



Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): SOCL-B205  
 Units: 1.0  
 Instructor(s): Osirim, M.  
 (Fall 2013)

### **CITY B335 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): ANTH-B335; EAST-B336  
 Units: 1.0  
 Instructor(s): Zhang, J.  
 (Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social relationships in specific political and historical context.

### **CMSC B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of on-line, filmic, fictional, and critical media; and what all of the above suggest for the technological engagement of everyone in today's world.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): ENGL-B257  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B220 Writing the Self in the Middle Ages**

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women's writing and on feminist critiques of autobiographical practice.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): CSTS-B220  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B237 The Dictator Novel in the Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): ENGL-B237; SPAN-B237  
 Units: 1.0  
 Instructor(s): Harford Vargas, J.  
 (Spring 2014)

### **COML B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): GERM-B245; ENGL-B260  
 Units: 1.0  
 Instructor(s): Meyer, I.  
 (Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria's national self-image alternates between that of "Hitler's first victim" and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

### **COML B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and

define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): FREN-B302

Units: 1.0

*(Not Offered 2013-14)*

### **COML B313 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ARCH-B303; HART-B305

Units: 1.0

*(Not Offered 2013-14)*

### **COML B321 Advanced Topics in German Cultural Studies**

This is a topics course. Course content varies. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): GERM-B321; CITY-B319

Units: 1.0

*(Not Offered 2013-14)*

### **COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B322

Units: 1.0

*(Not Offered 2013-14)*

### **COML B340 Topics in Baroque Art**

This is a topics course. Course content varies.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HART-B340

Units: 1.0

*(Not Offered 2013-14)*

### **COML B345 Topics in Narrative Theory**

This is a topics course. Topics vary.

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B345

Units: 1.0

Instructor(s): Ricketts, R.

*(Spring 2014)*

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### **COML B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B365; POLS-B365; PHIL-B365

Units: 1.0

*(Not Offered 2013-14)*

### **CSTS B175 Feminism in Classics**

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' Medusa and Butler's Antigone.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Conybeare, C.  
 (Spring 2014)

### **CSTS B209 Eros in Ancient Greek Culture**

This course explores the ancient Greek's ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world. The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Edmonds, R.  
 (Spring 2014)

### **CSTS B220 Writing the Self in the Middle Ages**

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women's writing and on feminist critiques of autobiographical practice.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): COML-B220  
 Units: 1.0  
 (Not Offered 2013-14)

### **CSTS B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): ARCH-B234; HART-B234  
 Units: 1.0  
 (Not Offered 2013-14)

### **EAST B315 Spirits, Saints, Snakes, Swords: Women in East Asian Literature & Film**

This interdisciplinary course focuses on a critical survey of literary and visual texts by and about Chinese

women. We will begin by focusing on the cultural norms that defined women's lives beginning in early China, and consider how those tropes are reflected and rejected over time and geographical borders (in Japan, Hong Kong and the United States). No prior knowledge of Chinese culture or language necessary.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **EDUC B280 Gender, Sex and Education: Intersections and Conflict**

This course explores the intersections and conflict between gender and education through focus on science/mathematics education and related academic domains. It investigates how gender complicates disciplinary knowledge (and vice-versa), the (de) constructing and reinforcing of genders (via science and schooling), and ways gender troubles negotiation of disciplines. Implications for teaching, society, and social justice, as well as relationships among different cultural categories, will be explored.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **EDUC B290 Learning in Institutional Spaces: Education in Dialogue**

This course considers how two "walled communities," the institutions of schools and prisons, operate as sites of learning. Beginning with an examination of the origins of educational and penitential institutions, we examine how these institutions both constrain and propel learning, and how human beings challenge and change their soundings.

Requirement(s): Division I: Social Science  
 Counts towards: Gender and Sexuality Studies; Praxis Program  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B193 Critical Feminist Studies**

Combines the study of specific literary texts with larger questions about feminist forms of theorizing: three fictional texts will be supplemented by a wide range of essays. Students will review current scholarship, identify their own stake in the conversation, and define a critical question they want to pursue at length.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Dalke, A.  
 (Fall 2013)

**ENGL B210 Renaissance Literature: Performances of Gender**

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries, and polemical writing of the period.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B216 Ecological Expression: Re-creating Our World**

This course will focus on the range, limits and possibilities of representation, asking what might be imagined that has not yet been experienced, and enabling students to create their own multi-modal representations of the spaces they occupy.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Dalke, A.

*(Spring 2014)*

**ENGL B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B217

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Fall 2013)*

**ENGL B228 Silence: The Rhetorics of Class, Gender, Culture, Religion**

This course will consider silence as a rhetorical art and political act, an imaginative space and expressive power that can serve many functions, including that of opening new possibilities among us. We will share our own experiences of silence, re-thinking them through the

lenses of how it is explained in philosophy, enacted in classrooms and performed by various genders, cultures, and religions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B235 Reading Popular Culture: Freaks**

This course traces the iconic figure of the “freak” in American culture, from 19th c. sideshows to the present. Featuring literature and films that explore “extraordinary Others”, we will flesh out the ways in which our current understandings of gender, sexuality, normalcy, and race are constituted through images of “abnormality.”

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

**ENGL B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B237; COML-B237

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Spring 2014)*

**ENGL B254 American Literature 1750-1900**

This course explores the subject, subjection, and subjectivity of women and female sexualities in U.S. literatures between the signing of the Constitution and the ratification of the 19th Amendment. While the representation of women in fiction grew and the number of female authors soared, the culture found itself at pains to define the appropriate moments for female speech and silence, action and passivity. We will engage a variety of pre-suffrage literatures that place women at the nexus of national narratives of slavery and freedom, foreignness and domesticity, wealth and power, masculinity and citizenship, and sex and race “purity.”

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of on-line, filmic, fictional, and critical media; and what all of the above suggest for the technological engagement of everyone in today's world.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): CMSC-B257  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B260 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): GERM-B245; COML-B245  
 Units: 1.0  
 Instructor(s): Meyer, I.  
 (Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria's national self-image alternates between that of "Hitler's first victim" and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

### **ENGL B261 Topics: Film and the German Literary Imagination**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): GERM-B262  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B263 Toni Morrison and the Art of Narrative Conjure**

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Africana Studies; Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B269 Vile Bodies in Medieval Literature**

The Middle Ages imagined the physical body as the site of moral triumph and failure and as the canvas to expose social ills. The course examines medical tracts, saint's lives, poetry, theological texts, and representations of the Passion. Discussion topics range from plague and mercantilism to the legal and religious depiction of torture. Texts by Boccaccio, Chaucer, Dante, and Kempe will be supplemented with contemporary readings on trauma theory and embodiment.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **ENGL B272 Queer of Color Critique**

Queer of color critique (QoCC) is a mode of criticism with roots in women of color feminism, post-structuralism, critical race theory, and queer studies. QoCC focuses on "intersectional" analyses. That is, QoCC seeks to integrate studies of race, sexuality, gender, class, and nationalism, and to show how these categories are co-constitutive. In so doing, QoCC contends that a focus on gay rights or reliance on academic discourse is too narrow. QoCC therefore addresses a wide set of issues from beauty standards to terrorism and questions the very idea of "normal."

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This course introduces students to the ideas of QoCC through key literary and film texts.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Nguyen, H.

(Fall 2013)

### **ENGL B280 Video Practices: From Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B280

Units: 1.0

(Not Offered 2013-14)

### **ENGL B284 Women Poets: Giving Eurydice a Voice**

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B297 Terror, Pleasure, and the Gothic Imagination**

Introduces students to the 18th-century origins of Gothic literature and its development across genres, media and time. Exploring the formal contours and cultural contexts of the enduring imaginative mode in literature, film, art, and architecture, the course will also investigate the Gothic's connection to the radical and conservative cultural agendas.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B310 Confessional Poetry**

Poetry written since 1950 that deploys an autobiographical subject to engage with the psychological and political dynamics of family life and with states of psychic extremity and mental illness.

Poets will include Lowell, Ginsberg, Sexton, and Plath. The impact of this 'movement' on late twentieth century American poetry will also receive attention. A prior course in poetry is desirable but not required.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Hedley, J.

(Spring 2014)

### **ENGL B314 Troilus and Criseyde**

Examines Chaucer's magisterial Troilus and Criseyde, his epic romance of love, loss, and betrayal. We will supplement sustained analysis of the poem with primary readings on free will and courtly love as well as theoretical readings on gender and sexuality and translation. We will also read Boccaccio's Il Filostrato, Robert Henryson's Testament of Cresseid and Shakespeare's Troilus and Cressida.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B333 Lesbian Immortal**

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siecle manias for mummies and seances.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ENGL B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): HART-B334

Units: 1.0

Instructor(s): Rastegar, R.

(Fall 2013)

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text Orientalism, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror

reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Topics vary.  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): COML-B345  
Units: 1.0  
Instructor(s): Ricketts, R.  
(Spring 2014)

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### **ENGL B353 Queer Diasporas: Empire, Desire, and the Politics of Placement**

Looking at fiction and film from the U.S. and abroad through the lenses of sexuality studies and queer theory, we will explore the ways that both current and past configurations of sexual, racial, and cultural personhood have inflected, infringed upon, and opened up spaces of local/global citizenship and belonging. Prerequisites: An introductory course in film, or GNST B290, or ENGL B250.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B354 Virginia Woolf**

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Tratner, M.  
(Fall 2013)

### **ENGL B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): POLS-B365; PHIL-B365; COML-B365  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B367 Asian American Film Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Film Studies  
Crosslisting(s): HART-B367  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B369 Women Poets: Gwendolyn Brooks, Adrienne Rich, Sylvia Plath**

In this seminar we will be playing three poets off against each other, all of whom came of age during the 1950s. We will plot each poet's career in relation to the public and personal crises that shaped it, giving particular attention to how each poet constructed "poethood" for herself.  
Requirement(s): Division III: Humanities  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

### **ENGL B373 Masculinity in English Literature: From Chivalry to Civility**

This course will examine images and concepts of masculinity as represented in a wide variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on

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texts of the “long” 18th century to contextualize the relationships between masculinity and chivalry, civility, manliness, and femininity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Ricketts, R.

(Fall 2013)

### **ENGL B378 Eating Culture: Food and Britain 1798 to 1929**

This class will explore British culinary culture across the long 19th century. One of our main goals will be to explore the role of matters culinary in the ordering and Othering of the world and its populations. We will pay particular attention to the relationship of food to 19th-century class and labor relations, colonial and imperial discourse, and analyze how food both traces and guides global networks of power, politics and trade. We will work towards theorizing food’s materiality, considering the physiognomy of food, the aesthetics of a menu, and the hermeneutics of taste.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Spring 2014)

### **ENGL B379 The African Griot(te)**

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard, L.

(Fall 2013)

### **FREN B201 Le Chevalier, la dame et le prêtre: littérature et publics du Moyen Age**

Using literary texts, historical documents and letters as a mirror of the social classes that they address, this interdisciplinary course studies the principal preoccupations of secular and religious women and men in France from the Carolingian period through 1500. Selected works from epic, lai, roman courtois, fabliau, theater, letters, and contemporary biography are read in modern French translation.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B302

Units: 1.0

(Not Offered 2013-14)

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B245; COML-B245

Units: 1.0

Instructor(s): Meyer, I.

(Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria’s national self-image alternates between that of “Hitler’s first victim” and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

### **GERM B321 Advanced Topics in German Cultural Studies**

This is a topics course. Course content varies. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HART-B348; COML-B321; CITY-B319

Units: 1.0

(Not Offered 2013-14)

### **GNST B223 Acting in Prison: Vision as Resource for Change**

This course uses the theme of “vision” to explore the context and consequences of mass incarceration,



daily experiences inside correctional institutions and social movements formed and inspired by incarcerated individuals. Students will explore and apply course materials in campus-based classes and in classes with incarcerated women inside a correctional facility.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Gender and Sexuality Studies; Praxis Program  
 Units: 1.0  
*(Not Offered 2013-14)*

### **GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses. This semester it will be taught at Bryn Mawr College by Professor Rosi Song, Spanish, Bryn Mawr College and Professor Nilgun Uygun, Anthropology, Haverford College.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Song, R.  
*(Fall 2013)*

### **GREK B201 Plato and Thucydides**

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course, and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Edmonds, R.  
*(Fall 2013)*

### **HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France**

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Levine, S.  
*(Spring 2014)*

### **HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art**

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Units: 1.0  
 Instructor(s): Saltzman, L.  
*(Spring 2014)*

### **HART B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): ARCH-B234; CSTS-B234  
 Units: 1.0  
*(Not Offered 2013-14)*

### **HART B280 Video Practices: Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.

Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): ENGL-B280  
 Units: 1.0  
*(Not Offered 2013-14)*

### **HART B305 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and

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their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ARCH-B303; COML-B313  
Units: 1.0  
(Not Offered 2013-14)

### **HART B334 Topics in Film Studies**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Film Studies  
Crosslisting(s): ENGL-B334  
Units: 1.0  
Instructor(s): Rastegar, R.  
(Fall 2013)

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

### **HART B340 Topics in Baroque Art**

This is a topics course. Course content varies.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): COML-B340  
Units: 1.0  
(Not Offered 2013-14)

### **HART B348 Advanced Topics in German Cultural Studies**

This is a topics course. Course content varies. Topic for 2011-12 was *The Transnational Cosmopolitanism of Swiss Literature*.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): GERM-B321; COML-B321; CITY-B319  
Units: 1.0  
(Not Offered 2013-14)

### **HART B354 Gender and Contemporary Art**

We will examine artists from 1960 to the present whose work thematizes gender, including Robert Morris, Cindy Sherman, Kiki Smith, and Mike Kelley.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies

Units: 1.0  
Instructor(s): DeRoo, R.  
(Spring 2014)

### **HART B367 Asian American Film, Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Film Studies  
Crosslisting(s): ENGL-B367  
Units: 1.0  
(Not Offered 2013-14)

### **HART B372 Feminist Art and Theory, 1970-Present**

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement and continues through current issues in global feminism. In the 1970s, feminist activist artists sought to establish new forms of art education, venues for exhibition, theoretical writing, and creative working methods to provide alternatives to traditional art institutions and art criticism. We will examine how current artists, building on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, multi-media art, and performance.  
Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): DeRoo, R.  
(Fall 2013)

### **HEBR B115 Women in Judaism: History, Texts, Practices**

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.  
Requirement(s): Division III: Humanities  
Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies

Crosslisting(s): HIST-B115

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B115 Women in Judaism: History, Texts, Practices**

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HEBR-B115

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B214 The Historical Roots of Women in Genetics and Embryology**

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

Requirement(s): Division II: Natural Science

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): BIOL-B214

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B284 Movies and America**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self-fashioning.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B325 Topics in Social History**

This a topics course that explores various themes in American social history. Course content varies.

Requirement(s): Division I or Division III

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Spring 2014)*

### **ITAL B212 Italy Today: New Voices, New Writers, New Literature**

This course, taught in English, will focus primarily on the works of the so-called “migrant writers” who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Monserrati, M.

*(Spring 2014)*

### **ITAL B235 The Italian Women’s Movement**

Emphasis will be put on Italian women writers and film directors, who are often left out of syllabi adhering to traditional canons. Particular attention will be paid to: a) women writers who have found their voices (through writing) as a means of psychological survival in a patriarchal world; b) women engaged in the women’s movement of the 70’s and who continue to look at, and rewrite, women’s stories of empowerment and solidarity; c) “divaism”, fame, via beauty and sex with a particular emphasis on the ‘60s (i.e. Gina Lollobrigida, Sofia Loren, Claudia Cardinale). Counts toward the Gender and Sexuality Studies Concentration.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **ITAL B299 Grief, Sexuality, Identity: Emerging Adulthood**

Adolescence is an important time of personality development as a result of changes in the self-concept and the formation of a new moral system of values. Emphasis will be placed on issues confronting the role of the family and peer relationships, prostitution, drugs, youth criminality/gangsters/violence, cultural diversity, pregnancy, gender identity, mental/moral/religious development, emotional growth, alcoholism,

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homosexuality, sexual behavior. Prerequisite: ITAL B102.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### ITAL B304 II Rinascimento in Italia e oltre

Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises, and letters), in court (especially in Ferrara), and in society, where for the first time women formed groups and their own discourse.

What happens when women become the subject of study? What is learned about women and the nation?

What is learned about gender and how disciplinary knowledge itself is changed through the centuries?

Prerequisite: At least one 200-level course. Taught in Italian.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### PHIL B221 Ethics

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Payson, J.

*(Fall 2013)*

### PHIL B225 Global Ethical Issues

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation.

This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; International Studies Major

Crosslisting(s): POLS-B225

Units: 1.0

Instructor(s): Payson, J.

*(Spring 2014)*

### PHIL B252 Feminist Theory

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B253

Units: 1.0

*(Not Offered 2013-14)*

### PHIL B344 Development Ethics

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; International Studies Major

Crosslisting(s): POLS-B344

Units: 1.0

*(Not Offered 2013-14)*

### PHIL B365 Erotica: Love and Art in Plato and Shakespeare

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin,

Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B365; POLS-B365; COML-B365

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): PHIL-B225

Units: 1.0

Instructor(s): Koggel, C.

*(Spring 2014)*

### **POLS B253 Feminist Theory**

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): PHIL-B252

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B262 Who Believes What and Why: the Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion.

Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): SOCL-B262

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B282 The Exotic Other: Gender and Sexuality in the Middle East**

This course is concerned with the meanings of gender and sexuality in the Middle East, with particular attention to the construction of tradition, its performance, reinscription, and transformation, and to Western interpretations and interactions. Prerequisite: one course in social science or humanities. Previous gender or Middle East course is a plus.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): PHIL-B344

Units: 1.0

*(Not Offered 2013-14)*

### **POLS B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ENGL-B365; PHIL-B365; COML-B365  
Units: 1.0  
(Not Offered 2013-14)

**POLS B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Crosslisting(s): SOCL-B375  
Units: 1.0  
Instructor(s): Golden, M.  
(Fall 2013)

**POLS B393 U.S. Welfare Politics: Theory and Practice**

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities.  
Prerequisite: POLS B121 or SOCL B102.  
Requirement(s): Division I: Social Science  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): SOCL-B393  
Units: 1.0  
(Not Offered 2013-14)

**PSYC B340 Women's Mental Health**

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).  
Requirement(s): Division I: Social Science  
Counts towards: Child and Family Studies; Gender and

Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B102 Society, Culture, and the Individual**

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; International Studies Major  
Units: 1.0  
Instructor(s): Marquez, E., Karen, D.  
(Spring 2014)

**SOCL B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): CITY-B205  
Units: 1.0  
Instructor(s): Osirim, M.  
(Fall 2013)

**SOCL B217 The Family in Social Context**

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared

cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction, homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Washington, R.

*(Spring 2014)*

### **SOCL B262 Who Believes What and Why: The Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion.

Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B262

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B350 Movements for Social Justice in the US**

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series.

Prerequisite: At least one prior social science course or permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies; Peace and Conflict Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B375

Units: 1.0

Instructor(s): Golden, M.

*(Fall 2013)*

### **SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B217

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Fall 2013)*

### **SPAN B223 Género y modernidad en la narrativa del siglo XIX**

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

## 230 Gender and Sexuality

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### **SPAN B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B237; COML-B237

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Spring 2014)*

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B322

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B309 La mujer en la literatura española del Siglo de Oro**

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Pre-requisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Quintero, M.

*(Fall 2013)*

### **SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.



## GENERAL STUDIES

General studies courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered. These courses cut across disciplines and emphasize relationships among them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

### COURSES

#### **GNST B103 Introduction to Swahili Language and Culture I**

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Mshomba,E.

(Fall 2013)

#### **GNST B105 Introduction to Swahili Language and Culture II**

The primary goal of this course is to continue working on an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. Students will also continue learning about East Africa and its cultures. Prerequisite: GNST B103 (Introduction to Swahili Language and Culture I) or permission of the instructor is required.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Mshomba,E.

(Spring 2014)

#### **GNST B156 Themes in Middle Eastern Society**

The basis for the Middle East Studies Concentration, this course features changing themes. For Fall 2010, the theme is the space of religion: in daily life; in politics and culture; space and metaphor. Included are sacred kingship, the rise of Islamic states, roles of Middle Eastern Christians and Jews and challenges from secular ideologies that transform the space of religion. Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Units: 1.0

(Not Offered 2013-14)

#### **GNST B201 Nutrition, Smoking, and Cardiovascular Health**

The class explores the relationships between health, national associations, and the federal government as they relate to the creation and implementation of laws and policies as well as the perception of what is healthy. The class focuses on health in the U.S. The course will include a look at tobacco use through U.S. history as a case study for how the federal government acts and reacts to protect the public. Then, in turn, to evaluate how the public reacts to pressures from the government and other national associations. From there, students will be asked to examine current trends in nutrition and cardiovascular health in order to draw parallels between the previous function of government in the protection of the populace and the current efforts in these two areas.

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Hewitt,J.

(Fall 2013)

#### **GNST B223 Acting in Prison: Vision as Resource for Change**

This course uses the theme of "vision" to explore the context and consequences of mass incarceration, daily experiences inside correctional institutions and social movements formed and inspired by incarcerated individuals. Students will explore and apply course materials in campus-based classes and in classes with incarcerated women inside a correctional facility.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

(Not Offered 2013-14)

#### **GNST B244 American Ideas: Cultural Contexts for Academic Writing**

This course, for students who are reading and writing in English as an additional language, explores contemporary American thought through readings in social criticism, ethical philosophy, and psychology. Writing assignments emphasize analysis and interpretation and support continued development of academic vocabulary, rhetorical technique, and grammatical accuracy. Prerequisite: English 127 or permission of instructor.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Litsinger,B.

(Spring 2014)

**GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Units: 1.0

Instructor(s): Marquez, E.

(Fall 2013)

**GNST B255 Video Production**

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Units: 1.0

(Fall 2013)

**GNST B260 Silent Spaces: a History of Contemplation in the West**

This course will trace contemplative traditions developed and preserved in the Western monastic tradition from the desert through the present. Topics include elected silence and the ways in which it has shaped communities in the Western contemplative tradition, and the difference between enclosed contemplatives and contemplatives loose in the world.

Units: 1.0

Instructor(s): Francl, M.

(Fall 2013)

**GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses. This semester it will be taught at Bryn Mawr College by Professor Rosi Song, Spanish, Bryn Mawr College and Professor Nilgun Uygun, Anthropology, Haverford College.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Song, R.

(Fall 2013)

**GNST B302 Topics in Video Production**

This is a topics course. Topics vary. Prerequisite: GNST B255, ENGL/HART B205-001 or an equivalent Video Production course, such as Documentary Production or an equivalent critical course in Film or Media Studies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2013-14)

**GNST B400 Study Abroad Enrollment**

Units: 4

(Not Offered 2013-14)

**GNST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**GNST B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**GNST B425 Praxis III - Independent Study**

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

## GEOLOGY

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Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geoarchaeology or geochemistry.

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### Faculty

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

Selby Cull, Assistant Professor of Geology

Lynne J. Elkins, Lecturer in Geology and Director of the Undergraduate Summer Science Research Program

Pedro J. Marengo, Assistant Professor of Geology

Arlo Brandon Weil, Chair and Professor of Geology

The department seeks to give students a well-rounded earth science education that balances fundamental knowledge of geology with broadly applicable problem-solving and communication skills.

The integrated science of geology combines biology, chemistry and physics as they apply to the workings of Earth and other planets. Well-trained geoscientists are increasingly in demand to address the environmental challenges and natural resource limitations of the modern world. A central tenet for understanding and predicting Earth processes and environmental change is the ability to decipher past Earth history from geologic records. Thus the major in Geology includes study of the physics and chemistry of Earth materials and processes; the history of the Earth and its organisms; and the range of techniques used to investigate the past and present workings of the Earth system. Field and lab work are an essential part of geology training at Bryn Mawr, and are part of all introductory courses, most other classes, and most independent research projects.

### Major Requirements

Thirteen courses are required for the major: GEOL 101 and 102 or 103; 202, 203, 204, and 205; MATH 101 and 102, or alternates approved by the adviser; a two semester sequence of CHEM (103-104) or PHYS (101-102 or 121-122); GEOL 399; and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics, or computer science.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors undertake a research project (GEOL 399) and write a thesis in the spring semester of their senior year.

### Honors

Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

### Minor Requirements

A minor in geology consists of two of the 100-level geology courses, and any four of the 200- or 300-level courses offered by the department.

### Concentration in Geoarchaeology

The geoarchaeology concentration allows students majoring in anthropology, archaeology, or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103; 202, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology), or Peter Magee (Archaeology).

### Concentration in Geochemistry

The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes Earth chemistry. Paperwork for the concentration should be filed at the same time as the major work plan. For a Geology Major with a concentration in Geochemistry, the following are required in addition to Geology Major requirements: CHEM 103 (General Chemistry) and CHEM 104 (General Chemistry II), CHEM 211 (Organic Chemistry) or CHEM 231 (Inorganic Chemistry), GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires major advisor approval), one additional 300-level geochemistry-themed GEOL course or one additional advanced CHEM course. For a Chemistry Major with a concentration in Geochemistry, the following are required in addition to Chemistry major requirements (see Chemistry major advisor): GEOL 101 (How the Earth Works), GEOL 202 (Mineralogy/Crystal

Chemistry), two additional 300-level geochemistry-themed GEOL courses including GEOL 302 (Low Temperature Geochemistry) or GEOL 305 (Igneous and Metamorphic Petrology) or GEOL 350 (requires Geology major advisor approval). For course planning advice, contact Pedro Marenco, Lynne Elkins (Geology) or Sharon Burgmayer (Chemistry) .

## COURSES

### GEOL B101 How the Earth Works

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Elkins,L., Cull,S.

(Fall 2013)

### GEOL B102 Earth: Life of a Planet

The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required two-day (Sat-Sun) field trip is taken in April.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Elkins,L., Marenco,P.

(Spring 2014)

### GEOL B103 Earth Systems and the Environment

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development, and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B103

Units: 1.0

(Not Offered 2013-14)

### GEOL B115 Focus: Living with Volcanoes

This course explores how people have long lived alongside, in the shadow of, and at times directly on top of active volcanoes. Volcanic centers are hosts to sporadic and difficult-to-predict destructive and explosive activity, persistent and damaging passive degassing, valuable nutrient-rich soils, vibrant ecosystems, and important geothermal energy systems. The goals of this class are to examine the scientific basis for understanding volcanoes and predicting their behavior; to study the role of volcanoes in history and lore across human societies; and to examine our complicated relationship with them in the modern world. Three hours per week.

Requirement(s): Division II: Natural Science

Units: 0.5

(Not Offered 2013-14)

### GEOL B120 Focus: Origin of Life

Where and how did life originate on Earth? What are the minimum conditions for life to arise, and persist, on any planet? In this course, we will explore the fundamental requirements for life; critically examine many of the hypotheses that have been proposed to explain the origin of life on Earth; survey the fossil, geochemical, and molecular evidence for early life, and propose means of identifying life and its effects elsewhere in the universe. Three hours per week.

Units: 0.5

(Not Offered 2013-14)

### GEOL B125 Focus: Geology in Film

Geologic processes make for great film storylines, but filmmakers take great liberty with how they depict scientific “facts” and scientists. We will explore how and why filmmakers choose to deviate from science reality. We will study and view one film per week and discuss its issues from a geologist’s perspective. This is a half semester Focus course. Prerequisite: Freshman standing.

Units: 0.5

(Not Offered 2013-14)

### GEOL B130 Focus: Life in the Hothouse - Earth’s Future Climate

An overview of Earth’s climate in the 22nd century (year 2100 and beyond) based on the current scientific consensus. In addition to describing the forecast conditions, we discuss the scientific basis for these predictions and their associated uncertainties, and how climate forecasts have been communicated to the public to date. This is a half semester Focus course. Prerequisite: Freshman standing.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Units: 0.5

(Not Offered 2013-14)

**GEOL B202 Mineralogy and Crystal Chemistry**

The crystal chemistry of representative minerals as well as the relationship between the physical properties of minerals and their structures and chemical compositions. Emphasis is placed on mineral identification and interpretation. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. One required field trip on a weekend. Prerequisite: introductory course in geology or chemistry (both recommended).

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Cull,S.  
(Fall 2013)

**GEOL B203 Invertebrate Paleobiology**

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Lecture three hours and laboratory three hours a week. A semester-long research project culminating in a scientific manuscript will be based on material collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Marenco,K.  
(Fall 2013)

**GEOL B204 Structural Geology**

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus weekend field trips. Prerequisites: GEOL 101 and MATH 101.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Weil,A.  
(Spring 2014)

**GEOL B205 Sedimentary Materials and Environments**

An introduction to sediment transport, depositional processes, and stratigraphic analysis, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a weekend field trip. Prerequisite: GEOL 101, 102, 103 or instructor permission.

Recommended: GEOL 202 and 203.

Requirement(s): Division II with Lab

Units: 1.0

(Not Offered 2013-14)

**GEOL B206 Energy Resources and Sustainability**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of the geological framework that determines resource availability, and of the social, economic, and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Barber,D.  
(Fall 2013)

**GEOL B209 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B210

Units: 1.0

Instructor(s): Elkins,L.  
(Fall 2013)

**GEOL B236 Evolution**

A lecture/discussion course on the development of evolutionary biology. This course will cover the history of evolutionary theory, population genetics, molecular and developmental evolution, paleontology, and phylogenetic analysis. Lecture three hours a week.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Crosslisting(s): BIOL-B236; ANTH-B236

Units: 1.0

Instructor(s): Davis,G.  
(Spring 2014)

**GEOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn

basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B250; CMSC-B250

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B270 Geoarchaeology**

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Crosslisting(s): ARCH-B270; ANTH-B270

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B298 Applied Environmental Science Seminar**

This project-oriented seminar aims to foster student skills in research, analysis and synthesis of information in the interdisciplinary field of applied environmental science, with a specific focus on renewable energy. Students will conduct research on alternative energy options that could potentially be implemented at Bryn Mawr. Advanced standing (Junior/Seniors); Co-Enrollment with CHEM B206 required.

Approach: Quantitative Readiness Required (QR)

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B301 High-Temperature Geochemistry**

Principles and theory of various aspects of geochemistry including elementary thermodynamics and phase diagrams, an introduction to isotopes, and the applications of chemistry to the study of igneous and metamorphic rocks. Three lectures per week augmented by occasional fieldwork. Prerequisites: GEOL B202, CHEM B101 or B103 and B104 or consent of the instructor.

Units: 1.0

Instructor(s): Elkins, L.

*(Spring 2014)*

### **GEOL B302 Low-Temperature Geochemistry**

The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters, and pollution issues. Fundamental principles are applied to natural systems with particular focus on environmental chemistry. One required field trip on a weekend. Prerequisites: CHEM 103, 104 and GEOL 202, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B304 Tectonics**

Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor.

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B305 Igneous and Metamorphic Petrology**

The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lecture hours weekly. Occasional weekend field trips. Prerequisites: GEOL 202.

Units: 1.0

*(Not Offered 2013-14)*

### **GEOL B310 Introduction to Geophysics**

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics. Also covered are the geophysical techniques used in mineral and energy resources exploration, and in the monitoring of groundwater, earthquakes and volcanoes. Three class hours a week.

Units: 1.0

Instructor(s): Weil, A.

*(Fall 2013)*

### **GEOL B314 Marine Geology**

An introduction to the structure of ocean basins and the marine sedimentary record. Includes an overview of physical, biological, and chemical oceanography, and modern coastal processes such as shoreline erosion. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including one day-long field trip. Prerequisite: GEOL 101, 102 or 103, and 205, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

**GEOL B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Counts towards: Environmental Studies

Crosslisting(s): CITY-B328; BIOL-B328; ARCH-B328

Units: 1.0

(Not Offered 2013-14)

**GEOL B350 Advanced Topics in Geology**

This is a topics course. Topics vary. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change.

Units: 1.0

Instructor(s): Weil,A., Marengo,P., Cull,S., Barber,D.

*Fall 2013:* Current topic description: Students will learn how to study ancient marine environments using geochemical records preserved in carbonate rocks. Students will develop skills to understand the history of carbonate rocks including their formation and subsequent alteration. Students will use advance laboratory techniques and equipment on actual research samples. Class time will consist primarily of lab with minimal lecture.

*Fall 2013:* Current topic description: Investigation into the patterns, causes and impacts of sea-level variability on timescales ranging from millions of years to hours. Students will read and discuss classic and current journal papers on the topic, work with data and take field trips to coastal sites. Prerequisites: Advanced standing in the geology major; e.g., 2 or more GEOL courses at 20-level or above.

*Spring 2014:* Current topic description: Through reading and discussion of the primary literature, students will explore the history of reefs from the earliest microbial reefs to modern coral reefs. We will cover the environmental conditions that lead to reef building as well as the organisms that build and live in them. We will also explore challenges to modern reef ecosystems and discuss the future of reefs. Prerequisites Geo 203 and 205.

*Spring 2014:* Current topic description: This course introduces topics that intersect the disciplines of petrology & tectonics (PetroTectonics), e.g. mantle and lithosphere evolution, crustal growth processes, and the structure and mechanics of collisional and extensional orogens. A wide range of concepts will be covered that integrate mantle and lithospheric processes into global plate tectonic framework. Prerequisites Geo 202 and 204.

**GEOL B399 Senior Capstone Seminar**

A capstone seminar course required for all Geology majors. All Geology seniors will be required to

participate in this two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). Enrollment required in two half-credit course, one in the fall and one in the spring semester of the senior year. The focus of the seminar will be to integrate the student's major curriculum into open peer-led discussions on cutting edge research in the many diverse fields of Geology, to discuss the impact and relevance of Geology to modern society, and to work on oral and written communication skills.

Units: 1.0

(Spring 2014)

**GEOL B403 Supervised Research**

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project, which is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**GEOL B403 Supervised Research**

At the discretion of the department faculty, rising seniors may undertake an independent thesis project in addition to mandatory full participation in the senior capstone seminar. This student thesis is conducted under the supervision of a faculty advisor(s). The undertaking of a thesis is modeled after a Master's thesis project, which is scaled down for the different time frame (one year versus two years) and educational level of a senior undergraduate student. The thesis project plan is initially developed, and agreed upon by conference between the supervising faculty member(s) and the student. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and financial support. The advisor may visit and inspect the research sites, laboratory or model, and offer advice on how the research should be conducted or modified.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

## GERMAN AND GERMAN STUDIES

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Students may complete a major or minor in German and German Studies.

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### Faculty

David M Kenosian, Lecturer in German and German Studies

Azade Seyhan, Fairbank Professor in the Humanities, Professor of German and Comparative Literature, Interim Chair of German (on leave semester II)

The Bryn Mawr-Haverford Bi-College Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German and German Studies is to lay the foundation for a critical understanding of German culture in its contemporary global context and its larger political, social, and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly global world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology and folklore.

A thorough knowledge of German is a goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature,

film, gender and sexuality studies, growth and structure of cities, history, history of art, music, philosophy, and political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing GERM 101 and 102 with an average grade of at least 2.0 or with a grade of 2.0 or better in GERM 102.

### Major Requirements

The German and German studies major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 209 or 212, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German studies major normally includes 223 and/or 224 or 245; one 200- and one 300-level course in German literature; three courses (at least one at the 300 level) in subjects central to aspects of German culture, history, or politics; and one semester of GERM 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, GERM 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

### Honors

Any student who has completed a senior thesis and whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.



## Minor Requirements

A minor in German and German studies consists of seven units of work. To earn a minor, students are normally required to take GERM 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German studies may be counted toward the seven units with the approval of the department.

## Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad Programs.

## COURSES

### GERM B001 Elementary German

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Fall 2013)

### GERM B002 Elementary German

Meets five hours a week with the individual class instructor, two hours with student drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Spring 2014)

### GERM B101 Intermediate German

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Kenosian, D.  
(Fall 2013)

### GERM B102 Intermediate German

This course is the continuation of GERM 101 (Intermediate German I). We will concentrate on all four

language skills--speaking, reading, writing, and listening comprehension. We will build on the knowledge that students gained in the elementary-level courses and then honed in GERM 101. This course will also provide students with an introduction to selected aspects of German culture.

Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Meyer, I.  
(Spring 2014)

### GERM B202 Introduction to German Studies

In this course, we will concentrate on all four language skills – speaking, reading, writing and listening comprehension. However, we will place a special emphasis on the skills of reading and writing. In addition, you will be introduced to different literary and non-literary text genres. You will practice writing in different genres, as well. We will read newspaper articles, film reviews, fairy tales, short stories, and poetry. We will also screen a film.

Requirement(s): Division I or Division III  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
(Spring 2014)

### GERM B212 Marx, Nietzsche, Freud, and the Rhetoric of Modernity

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics, and art. These three visionaries of modernity have translated the abstract metaphysics of “the history of the subject” into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of “the philosophical discourse(s) of modernity” (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Cross-listed with Philosophy 204.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Crosslisting(s): PHIL-B204  
Units: 1.0  
(Not Offered 2013-14)

**GERM B213 Theory in Practice: Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253; HART-B213  
Units: 1.0  
Instructor(s): Monserrati, M.  
(Fall 2013)

**GERM B223 Topics in German Cultural Studies**

This is a topics course. Topics vary.  
Requirement(s): Division I or Division III  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Crosslisting(s): HIST-B247; COML-B223  
Units: 1.0  
(Spring 2014)

**GERM B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
Crosslisting(s): COML-B231; ANTH-B231  
Units: 1.0  
(Not Offered 2013-14)

**GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Topics vary. Taught in English.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ENGL-B260; COML-B245  
Units: 1.0  
Instructor(s): Meyer, I.  
(Spring 2014)

*Spring 2014:* Current topic description: This course focuses on the literature and cinema of Austria after 1945. Since World War II and the Holocaust, Austria has grappled with the burdens of its history. Austria's national self-image alternates between that of "Hitler's first victim" and that of a land implicitly perpetuating the fascist structures of its Nazi past. We will analyze post-war literary texts and films to interrogate notions of nation and identity in post-fascist Austria. Taught in English translation.

**GERM B262 Topics: Film and the German Literary Imagination**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies  
Crosslisting(s): ENGL-B261  
Units: 1.0  
(Not Offered 2013-14)

**GERM B303 Modern German Prose**

This is a topics course. Topics vary. Taught in German.  
Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Meyer, I.  
(Spring 2014)

*Spring 2014:* Current topic description: Auf welche Weisen produzieren erzählende Texte Bedeutungen? Mit welchen Mitteln hinterfragen sie ethische, historische oder soziale Zusammenhänge? Was für Zwecke erfüllen erzählende Texte? Können erzählende Texte den Leser/die Leserin manipulieren? Wir werden Erzählprosa aus dem 18., 19. und 20. Jahrhundert lesen und dabei nicht nur die Form der Texte untersuchen, sondern auch die Inhalte und Fragen, die sie aufwerfen.

**GERM B305 Modern German Drama**

This is a topics course. Topics vary. Taught in German.  
Requirement(s): Division III: Humanities  
Crosslisting(s): COML-B305  
Units: 1.0  
(Not Offered 2013-14)

**GERM B310 Topics in German Literature**

This is a topics course. Topics vary. One additional hour of target language instruction TBA.  
Requirement(s): Division III: Humanities  
Crosslisting(s): HEBR-B310  
Units: 1.0  
(Not Offered 2013-14)

**GERM B320 Topics in German Literature and Culture**

This is a topics course. Topics vary. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; Nietzsche and Modern Cultural Criticism; Contemporary German Fiction; No Child Left Behind: Education in German Literature and Culture.  
 Requirement(s): Division III: Humanities  
 Counts towards: Film Studies  
 Crosslisting(s): EDUC-B320  
 Units: 1.0  
*(Not Offered 2013-14)*

**GERM B321 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): HART-B348; COML-B321; CITY-B319  
 Units: 1.0  
*(Not Offered 2013-14)*

**GERM B329 Wittgenstein**

Wittgenstein is notable for developing two philosophical systems. In the first, he attempted to show that there is a single common structure underlying all language, thought and being. In the second, he denied the idea of such a structure and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. The course begins by sketching the first system. We then turn to his rejection of the earlier ideas as outlined in *Philosophical Investigations* and *On Certainty*. We also examine contemporary interpretations of Wittgenstein's later work.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): PHIL-B329  
 Units: 1.0  
*(Not Offered 2013-14)*

**GERM B380 Topics in Contemporary Art**

This is a topic course. Course content varies.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): HART-B380  
 Units: 1.0  
*(Not Offered 2013-14)*

**GERM B399 Senior Seminar**

Units: 1.0  
 Instructor(s): Kenosian, D.  
*(Spring 2014)*

**GERM B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
*(Fall 2013)*

**GERM B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
*(Spring 2014)*

**GERM B421 German for Reading Knowledge**

This course will provide graduate and undergraduate students with the skills to read and translate challenging academic texts from German into English. We will quickly cover the essentials of German grammar and focus on vocabulary and constructions that one can encounter in scholarly writing from a variety of disciplines. Does not fulfill the Language Requirement.  
 Units: 1.0  
 Instructor(s): Seyhan, A.  
*(Fall 2013)*

## GREEK, LATIN, AND CLASSICAL STUDIES

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Students may complete a major in Greek, Latin, Classical Languages, or Classical Culture and Society. Students may complete a minor in Greek, Latin, or Classical Culture and Society. Students may complete an M.A. in Greek or Latin in the combined A.B./M.A. program.

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### Faculty

Annette Baertschi, Assistant Professor

Catherine Conybeare, Professor

Radcliffe Edmonds, Doreen C. Spitzer Professor of Latin and Classical Studies

**Russell Scott, Chair and Paul Shorey Professor of Greek**

Asya Sigelman, Assistant Professor (on leave semesters I and II)

### Cooperating Faculty at Haverford College

Deborah H. Roberts, Chairperson - Professor of Comparative Literature and Classics

Bret Mulligan, Associate Professor (on leave semesters I and II)

Robert Germany, Assistant Professor

Sydnor Roy, Visiting Assistant Professor

William Tortorelli, Visiting Assistant Professor

In collaboration with the Department of Classics at Haverford College, the department offers four major programs of study: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each major, all majors are expected to have read through the Classics Reading List before they participate in the Senior Seminar, a required full-year course. In the first term, students refine their ability to read, discuss, and critique classical texts through engagement with scholarship from various fields of Classical Studies while in the second term, they conduct independent research, culminating in a substantial thesis paper and a presentation to the department. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students, according to their concentrations, are encouraged to consider a term of study during junior year in programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

Courses in Greek (GREK) and Latin (LATN) involve the study of the ancient language and reading texts in that language. Courses for which a knowledge of Greek or Latin is not required are listed under Classical Studies (CSTS).

### GREEK

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers, and historians are studied both in their historical context and in relation to subsequent Western thought.

#### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing two semesters of Greek with an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

### Major Requirements

Requirements in the major are two courses in Greek at the introductory level, two courses at the 100 level, two courses at the 200 level, one course at the 300 level (or above) and the Senior Seminar and thesis.

Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy.

By the end of the senior year, majors will be required to have completed a sight translation examination from Greek to English.

Prospective majors in Greek are advised to take Greek in their first year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

### Minor Requirements

Requirements for a minor in Greek are two courses at the introductory level, two courses at the 100 level, two courses at the 200 level.

### COURSES

#### GREK B010 Traditional and New Testament Greek

The first part of this year-long course will focus on introducing standard (Classical) Greek. Once the grammar has been fully introduced, early in the spring semester, the class will begin to develop facility by

reading part of the New Testament, selections from Xenophon and, finally, a dialogue of Plato.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Baertschi,A.

(Fall 2013)

#### **GREK B011 Traditional and New Testament Greek**

The first part of this year-long course will focus on introducing standard (Classical) Greek. Once the grammar has been fully introduced, early in the spring semester, the class will begin to develop facility by reading part of the New Testament, selections from Xenophon and, finally, a dialogue of Plato.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Baertschi,A.

(Spring 2014)

#### **GREK B101 Herodotus**

Greek 101 introduces the student to one of the greatest prose authors of ancient Greece, the historian, Herodotus. The "Father of History," as Herodotus is sometimes called, wrote one of the earliest lengthy prose texts extant in Greek literature, in the Ionian dialect of Greek. The "Father of Lies," as he is also sometimes known, wove into his history a number of fabulous and entertaining anecdotes and tales. His historic or inquiry into the events surrounding the invasions by the Persian empire against the Greek city-states set the precedent for all subsequent historical writings. (Not Offered 2013-14 – see GREKH101 Herodotus & Lyric at Haverford)

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

#### **GREK B104 Homer**

Greek 104 is designed to introduce the student to the epic poetry attributed to Homer, the greatest poet of ancient Greece, through selections from the *Odyssey*. Since Homer's poetic form is so important to the shape and texture of the *Odyssey*, we will examine the mechanics of Homeric poetry, both the intricacies of dactylic hexameter and the patterns of oral formulaic composition. We will also spend time discussing the characters and ideas that animate this text, since the value of Homer lies not merely in his incomparable mastery of his poetic form, but in the values and patterns of behavior in his story, patterns which remained remarkably influential in the Greek world for centuries.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Edmonds,R.

(Spring 2014)

#### **GREK B201 Plato and Thucydides**

This course is designed to introduce the student to two of the greatest prose authors of ancient Greece, the philosopher, Plato, and the historian, Thucydides. These two writers set the terms in the disciplines of philosophy and history for millennia, and philosophers and historians today continue to grapple with their ideas and influence. The brilliant and controversial statesman Alcibiades provides a link between the two texts in this course, and we examine the ways in which both authors handle the figure of Alcibiades as a point of entry into the comparison of the varying styles and modes of thought of these two great writers.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Edmonds,R.

(Fall 2013)

#### **GREK B202 The Form of Tragedy**

This course will introduce the student to two of the three great Athenian tragedians—Sophocles and Euripides. Their dramas, composed two-and-a-half millennia ago, continue to be performed regularly on modern stages around the world and exert a profound influence on current day theatre. We will read Sophocles' *Oedipus Tyrannos* and Euripides' *Bacchae* in full, focusing on language, poetics, meter, and performance studies. (Not Offered 2013-14 – see GREKH202 Tragedy at Haverford)

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

#### **GREK B398 Senior Seminar**

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classical Studies; the second term involves the writing and oral presentation of the senior thesis.

Crosslisting(s): CSTS-B398; LATN-B398

Units: 1.0

Instructor(s): Baertschi,A.

(Fall 2013)

#### **GREK B399 Senior Seminar**

Crosslisting(s): CSTS-B399

Units: 1.0

(Spring 2014)

#### **GREK B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**GREK B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**GREK B601 Homer: Iliad**

We will focus on a careful reading of significant portions of the Homeric epics and on the history of Homeric scholarship. Students will develop an appreciation both for the beauty of Homer's poetics and for the scholarly arguments surrounding interpretation of these texts.

Units: 1.0

Instructor(s): Mitchell-Boyask, R.

*(Fall 2013)*

**GREK B603 Greek Patrology**

This course is an introduction to Greek patrology, with an emphasis on biblical interpretation. We shall start from Philo and go on to read a selection of important texts from the early Greek fathers, notably Origen, Gregory of Nazianzus, and John Chrysostom.

Units: 1.0

Instructor(s): Conybeare, C.

*(Fall 2013)*

**GREK B609 Pindar & Greek Lyric**

We will begin with a careful reading of Pindar's shorter odes, then proceed to his most famous long odes (Olympian 1, Pythian 3, Pythian 1) and then consider interpretative strategies (past, present, and future) as we survey the rest of the odes. One additional hour of reading TBA.

Units: 1.0

*(Not Offered 2013-14)*

**GREK B610 Greek Comedy**

In this seminar, we will read the Greek text and the secondary literature associated with *Assemblywomen* (c. 392 BC) and *Wealth* (388 BC), the only late plays of Aristophanes to have survived, in order to consider the various political, economic, ritual, performance, and gender-related issues they raise, in addition to the interpretative problems mentioned above. In this respect, this course also serves as an introduction to some of the major areas of study in recent Aristophanic scholarship.

Units: 1.0

*(Not Offered 2013-14)*

**GREK B630 Euripides**

In this seminar we will look closely at several plays of Euripides, paying special attention to the tragedian's language and meter. We will also read widely in 20th and 21st century scholarship on Euripides.

Units: 1.0

*(Not Offered 2013-14)*

**GREK B643 Readings in Greek History**

We will consider the primary issues for the authors and also the issues that may rather be our own. These include the technical issues of historiography—what history is and how it achieves its goals; historical causation and relevance; exactness or reliability, bias and viewpoint. We will also attend to social justice, which for us means race, class and gender: what was it for the Greeks?

Units: 1.0

*(Not Offered 2013-14)*

**GREK B644 Plato**

In this seminar, we will explore the central ideas of a Platonic dialogue as they are unfolded by the varying voices of the interlocutors. Plato's dialogues all prompt questions about how to read and understand the complex interchanges between the interlocutors, but no dialogue presents these issues as prominently or paradoxically as the *Phaedrus*. In their rhetorical speeches on love, *Phaedrus* speaks for Lysias, while Socrates speaks for *Phaedrus* or for the nymphs or for Stesichorus. And for whom does Plato speak, or rather, write? And what does he mean when he writes for Socrates the speech that no one serious would ever put anything serious in writing? In this seminar, we will explore the ideas of speech and writing, dialogue and rhetoric, philosophy and eros in the *Phaedrus*. In addition to a close reading of the text itself, we will sample from the scholarly debates over the understanding and interpretation of the *Phaedrus* that have gone on over the past two and a half millennia of reading Plato's *Phaedrus*.

Units: 1.0

Instructor(s): Edmonds, R.

*(Spring 2014)*

**GREK B670 Greek Scholia**

Units: 1.0

*(Not Offered 2013-14)*

**LATIN**

The major in Latin is designed to acquaint the student with Roman literature, history and culture in all its aspects. Works in Latin language, ranging from its beginnings to the Renaissance, are examined both in their historical context and as influences on post-classical cultures and societies up to the present day. A number of courses in Latin at the 200 level are offered in rotation at Bryn Mawr and Haverford. They are based on authors and topics in Roman imperial literature ranging from the Augustan Age to Late Antiquity and the Middle Ages and are designed to illustrate the richness of this literary patrimony.

## College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing LATN 110-112 or 101-102 with an average grade of at least 2.0 or with a grade of 2.0 or better in the second semester.

## Major Requirements

Requirements for the major are two courses in Latin at the 100 level, two literature courses at the 200 level, two literature courses at the 300 level, HIST 207 or 208, Senior Seminar and thesis, and two courses to be selected from the following: Classical and Near Eastern Archaeology at the 100 level or above; Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome are accepted as part of the major. By the end of the senior year, majors will be required to have completed successfully a sight translation examination from Latin to English.

Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

## Minor Requirements

Requirements for the minor are normally six courses in Latin, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course.

## Courses in Greek, Latin, and Classical Studies at Haverford 2013-2014

### Fall 2013

CSTS H119 Golden Age of Athens  
 CSTS H293 Translation and other Transformations  
 GREK H001 Elementary Greek  
 GREK H101 Herodotus & Lyric Poetry  
 LATN H001 Elementary Latin  
 LATN H101 Intro to Latin Literature: The Language of Love and Hate in the Roman Republic  
 LATN H201 Ovid

### Spring 2013

CSTS H212 Refashioning the Classics: Ancient Texts and Modern Writers  
 GREK H002 Elementary Greek  
 GREK H202 Greek Tragedy  
 LATN H102 Intro to Latin Literature: Comedy

## COURSES

### LATN B001 Elementary Latin

Latin 001 is the first part of a year-long course that introduces the student to the language and literature of ancient Rome. The first semester focuses upon the grammar of Latin, developing the student's knowledge of the forms of the language and the basic constructions used. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Conybeare, C.  
*(Fall 2013)*

### LATN B002 Elementary Latin

Latin 002 is the second part of a year-long course that introduces the student to the language and literature of ancient Rome. The second semester completes the course of study of the grammar of Latin, improving the student's knowledge of the forms of the language and forms of expression. Exercises in translation and composition aid in the student's learning of the language, while readings in prose and poetry from the ancient authors provide the student with a deeper appreciation of the culture which used this language.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Scott, R.  
*(Spring 2014)*

### LATN B110 Intermediate Latin

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Scott, R.  
*(Fall 2013)*

### LATN B112 Latin Literature

In the second semester of the intermediate Latin sequence, readings in prose and poetry are frequently drawn from a period, such as the age of Augustus, that illustrate in different ways the leading political and cultural concerns of the time. The Latin readings and discussion are supplemented by readings in the secondary literature. There are three required meetings a week. Prerequisite: LATN 101 or 110 or placement by the department.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Baertschi,A.  
(Spring 2014)

#### **LATN B202 Advanced Latin Literature**

In this course typically a variety of Latin prose and poetry of the high and later Roman empire (first to fourth centuries CE) is read. Single or multiple authors may be featured in a given semester. (Not Offered 2013-14 – see LATNH201: Ovid at Haverford)

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

#### **LATN B203 Medieval Latin Literature**

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century. Pre-requisite: At least one 200-level Latin course or equivalent.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Conybeare,C.  
(Spring 2014)

#### **LATN B303 Lucretius**

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

#### **LATN B305 Livy & the Conquest of the Mediterranean**

Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability, of his general historical outlook, and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flaminius, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English.

Units: 1.0

Instructor(s): Scott,R.  
(Spring 2014)

#### **LATN B350 Topics in Latin Literature**

This is a topics course. Topics vary. Topic for Fall 2013: Ovid's Fasti.

Ovid's Fasti is a work that the poet was not able to complete before being sent into exile by Augustus. Nevertheless, as it survives, it is an extraordinarily rich work that blends the antiquarian religious research characteristic of the Augustan age with the subtle poetic craft for which the author is famous. Open only to advanced undergraduates, this course includes a weekly seminar and a translation session. Three-fourths of the reading will be from primary sources. One additional hour TBA Prerequisite: a 200-level Latin course.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Scott,R.  
(Fall 2013)

#### **LATN B398 Senior Seminar**

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classical Studies; the second term involves the writing and oral presentation of the senior thesis.

Crosslisting(s): CSTS-B398; GREK-B398

Units: 1.0

Instructor(s): Baertschi,A.  
(Fall 2013)

#### **LATN B399 Senior Seminar**

Crosslisting(s): CSTS-B399

Units: 1.0

(Spring 2014)

#### **LATN B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

#### **LATN B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

#### **LATN B605 Augustine's Confessions**

Units: 1.0

Instructor(s): Conybeare,C.  
(Spring 2014)

#### **LATN B612 Tacitus**

Studies in the Annals of Tacitus.

Units: 1.0

(Not Offered 2013-14)



**LATN B613 Livy & the Conquest of the Mediterranean 2nd & 1st c.**

Close analysis of Livy's account of the Second Macedonian War, the Syrian War, and the origins of the third Macedonian War. Emphasis will be placed on Livy's method of composition and reliability, of his general historical outlook, and that of other authors who covered the period. The relevant sections of Polybius' history, Plutarch's biographies of Flamininus, the Elder Cato, and Aemilius Paullus as well as all relevant inscriptions will be dealt with in English.

Units: 1.0

Instructor(s): Scott,R.  
(Spring 2014)

**LATN B613 Cicero**

The speeches and letters of Cicero, advocate and politician.

Units: 1.0

(Not Offered 2013-14)

**LATN B633 Lucretius**

Lucretius' poem "De Rerum Natura", On the Nature of Things, is one of the most remarkable works of classical antiquity: in six books of didactic epic it gives a detailed exposition of Epicurean philosophy while exploiting all the riches of poetic imagery, smearing the "honey of the Muses" round the lip of the cup containing the "wormwood" of its message. Atomic theory, sexual relations, fear of death: these are just some of the topics addressed. We shall read and interpret almost the entire poem, giving equal weight to its philosophy and its poetry. Prerequisites: at least two Latin courses at 200 level.

Units: 1.0

(Not Offered 2013-14)

**LATN B640 Topics: Imperial Latin Literature**

This is a topics course. Topics vary. Topic for Spring 2014: Seneca: Tragedies. Seneca's tragedies are the only complete tragic plays in Latin that have survived from classical antiquity. After enjoying immense popularity in early modern times and serving as models for such authors as Corneille, Racine, and Shakespeare, they were increasingly criticized in the 19th and for most of the 20th centuries and condemned as either overly rhetorical, and hence essentially unperformable, or as mere vehicles for Stoic doctrine. Fortunately, in the past decades, a much needed re-evaluation of the dramatic qualities of Seneca's work has taken place. We shall read several Senecan tragedies and discuss such aspects as their intertextual and philosophical dimension, their political agenda, the psychology of the characters as well as Seneca's unique poetic language and style.

Units: 1.0

Instructor(s): Baertschi,A.  
(Spring 2014)

**LATN B650 Topics in Latin Literature**

Topics course. Course content varies.

Units: 1.0

(Not Offered 2013-14)

**LATN B658 Late Latin Poetry**

Units: 1.0

(Not Offered 2013-14)

**LATN B671 Fasti**

Ovid's Fasti is a work that the poet was not able to complete before being sent into exile by Augustus. Nevertheless, as it survives, it is an extraordinarily rich work that blends the antiquarian religious research characteristic of the Augustan age with the subtle poetic craft for which the author is famous.

Units: 1.0

Instructor(s): Scott,R.  
(Fall 2013)

**CLASSICAL LANGUAGES**

The major in Classical Languages is designed for the student who wishes to divide her time between the two languages and literatures.

**Major Requirements**

The requirements for the major, in addition to the Senior Seminar and thesis, are eight courses in Greek and Latin including at least two at the 200 level in one language and two at the 300 level or above in the other, as well as two courses in ancient history and/or classical archaeology. There are two final examinations a sight translation from Greek to English and another from Latin to English.

**Classical Culture and Society**

The major provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to pursue more specialized work in one or more particular areas.

**Major Requirements**

The requirements for the major, in addition to the Senior Seminar and thesis, are nine courses distributed as follows:

- Two courses in either Latin or Greek beyond the elementary level
- One course in Greek and/or Roman history
- three courses, at least two of which are at the 200 level or higher, in one of the following concentrations: archaeology and art history, philosophy and religion, literature and the classical tradition, history and society

- Three electives, at least one of which is at the 200-level or higher, and one of which is must be among the courses counted toward the history/society concentration (except in the case of students in that concentration)
- Senior Seminar

## Minor Requirements

The requirements for the minor are six courses drawn from the range of courses counted toward the major. Of these, two must be in Greek or Latin beyond the elementary level and at least one must be in classical culture and society at the 200 level.

## COURSES

### CSTS B110 The World Through Classical Eyes

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the *oikoumene*, the "inhabited world."

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B110; CITY-B110

Units: 1.0

*(Not Offered 2013-14)*

### CSTS B125 Classical Myths in Art and in the Sky

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): ARCH-B125; HART-B125

Units: 1.0

Instructor(s): Lindenlauf, A.

*(Fall 2013)*

### CSTS B156 Roman Law in Action

An introduction to Roman public and private law from the early republic to the high empire. The development of legal institutions, including the public courts, the role of the jurists and the importance of case law, is stressed.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### CSTS B175 Feminism in Classics

This course will illustrate the ways in which feminism has had an impact on classics, as well as the ways in which feminists think with classical texts. It will have four thematic divisions: feminism and the classical canon; feminism, women, and rethinking classical history; feminist readings of classical texts; and feminists and the classics - e.g. Cixous' *Medusa* and Butler's *Antigone*.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Conybeare, C.

*(Spring 2014)*

### CSTS B193 The Routes of Comedy

A broad survey, ranging from the pre-history of comedy in such phenomena as monkey laughs and ritual abuse to the ancient comedies of Greece and Rome and their modern descendants, from the Marx Brothers and Monty Python to Seinfeld and South Park.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

*(Not Offered 2013-14)*

### CSTS B205 Greek History

A study of Greece down to the end of the Peloponnesian War (404 B.C.E.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B205

Units: 1.0

*(Not Offered 2013-14)*

### CSTS B207 Early Rome and the Roman Republic

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B207

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B208 The Roman Empire**

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B208

Units: 1.0

Instructor(s): Scott,R.

(Spring 2014)

**CSTS B209 Eros in Ancient Greek Culture**

This course explores the ancient Greek's ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world. The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Edmonds,R.

(Spring 2014)

**CSTS B212 Magic in the Greco-Roman World**

Bindings and curses, love charms and healing potions, amulets and talismans—from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers—the people of the Greco-Roman world made use of magic to try to influence the world around them. This course will examine the magicians of the ancient world and the techniques and devices they used. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2013-14)

**CSTS B220 Writing the Self in the Middle Ages**

What leads people to write about their lives? Do men and women present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? We shall address these questions, reading a wide range of autobiography from the Medieval period in the West, with a particular emphasis on women's writing and on feminist critiques of autobiographical practice.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B220

Units: 1.0

(Not Offered 2013-14)

**CSTS B223 The Early Medieval World**

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): HIST-B223

Units: 1.0

Instructor(s): Truitt,E.

(Fall 2013)

**CSTS B224 High Middle Ages**

This course will cover the second half of the European Middle Ages, often called the High and Late Middle Ages, from roughly 1000-1400. The course has a general chronological framework, and is based on important themes of medieval history. These include feudalism and the feudal economy; the social transformation of the millennium; monastic reform; the rise of the papacy; trade, exchange, and exploration; urbanism and the growth of towns.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HIST-B224

Units: 1.0

(Not Offered 2013-14)

**CSTS B225 In Vino Veritas: Wine in the Literature and Cult of Ancient Greece & Rome**

This course will explore ancient Greeks' and Roman' perception of wine-drinking as a sacred experience, often of critical cultural, social, and even cosmic importance. We will study the cult of Dionysus and the role of wine in Greek and Latin poetry, drama, and philosophy. We will then trace the development of these religious and cultural trends in subsequent Western history, to the medieval tradition of the carnival and to twentieth-century literature.

Units: 1.0

(Not Offered 2013-14)

**CSTS B227 Utopia: Good Place or No Place?**

What is the ideal human society? What is the role and status of man and woman therein? Is such a society purely hypothetical or should we strive to make it viable in our modern world? This course will address these questions by exploring the historic development of the concept of utopia.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B231 Medicine, Magic and Miracles in the Middle Ages**

An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West. Using methods from intellectual cultural and social history, themes include: theories of health and disease; varieties of medical practice; rationalities of various practices; views of the body and disease; medical practitioners. No previous course work in medieval history is required. This course is a writing intensive (W) course.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): HIST-B231; ARCH-B231

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ARCH-B234; HART-B234

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B248; COML-B248

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B255 Show and Spectacle in Ancient Greece and Rome**

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): HIST-B285; CITY-B260; ARCH-B255

Units: 1.0

Instructor(s): Baertschi,A.

*(Fall 2013)*

**CSTS B260 Daily Life in Ancient Greece and Rome**

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B260; CITY-B259

Units: 1.0

Instructor(s): Donohue,A.

*(Spring 2014)*

**CSTS B274 Topic: From Myth to Modern Cinema**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): COML-B274

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B324 Roman Architecture**

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102.

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B324; ARCH-B324

Units: 1.0

*(Not Offered 2013-14)*

**CSTS B364 Magical Mechanisms**

Requirement(s): Division I or Division III  
 Crosslisting(s): HIST-B364  
 Units: 1.0  
 Instructor(s): Truitt, E.  
 (Spring 2014)

**CSTS B368 Topics in Medieval History**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Crosslisting(s): HIST-B368  
 Units: 1.0  
 (Not Offered 2013-14)

**CSTS B375 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved. Preference to upperclassmen, previous coursework in myth required.

Requirement(s): Division III: Humanities  
 Crosslisting(s): COML-B375  
 Units: 1.0  
 Instructor(s): Edmonds, R.  
 (Fall 2013)

**CSTS B398 Senior Seminar**

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classical Studies; the second term involves the writing and oral presentation of the senior thesis.

Crosslisting(s): LATN-B398; GREK-B398  
 Units: 1.0  
 Instructor(s): Baertschi, A.  
 (Fall 2013)

**CSTS B399 Senior Seminar**

The first term of this course is a bi-college team-taught seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classical Studies (e.g. literature, religion, philosophy, law, social

History); the second term involves the writing and oral presentation of the senior thesis.

Crosslisting(s): LATN-B399; GREK-B399  
 Units: 1.0  
 (Spring 2014)

**CSTS B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Fall 2013)

**CSTS B403 Supervised Work**

Units: 1.0  
 Instructor(s): Dept. staff, TBA  
 (Spring 2014)

**CSTS B645 Ancient Magic**

Magic – the word evokes the mysterious and the marvelous, the forbidden and the hidden, the ancient and the arcane. But what did magic mean to the people who coined the term, the people of ancient Greece and Rome? Drawing on the expanding body of evidence for ancient magical practices, as well as recent theoretical approaches to the history of religions, this seminar explores the varieties of phenomena labeled magic in the ancient Greco-Roman world. Bindings and curses, love charms and healing potions, amulets and talismans - from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers, the people of the Greco-Roman world did not only imagine what magic could do, they also made use of magic to try to influence the world around them. The seminar examines the primary texts in Greek, the tablets and spell books, as well as literary descriptions of magic, in the light of theories relating to the religious, political, and social contexts in which magic was used.

Units: 1.0  
 (Not Offered 2013-14)

**CSTS B651 Alexandrian Tradition**

Units: 1.0  
 (Not Offered 2013-14)

**CSTS B675 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. The student should gain a more profound understanding of the meaning of these myths to the Greeks themselves, of the cultural context in which they were formulated. At

the same time, this course should provide the student with some familiarity with the range of interpretations and strategies of understanding that people of various cultures and times have applied to the Greek myths during the more than two millennia in which they have been preserved.

Units: 1.0

Instructor(s): Edmonds,R.  
(Fall 2013)

### **CSTS B701 Supervised Work**

Units: 1.0

Instructor(s): Scott,R., Edmonds,R., Conybeare,C.,  
Baertschi,A., Sigelman,A.  
(Spring 2014)

## **GROWTH AND STRUCTURE OF CITIES**

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Students may complete a major or minor in Growth and Structure of Cities. Complementing the major, students may complete a minor in Environmental Studies, or a concentration in Latin American, Latino, and Iberian Peoples and Cultures. Students also may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.

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### **Faculty**

Jeffrey A. Cohen, Term Professor in Growth and Structure of Cities

David Consiglio, Instructor

Carola Hein, Chair and Professor of Growth and Structure of Cities

Gary W. McDonogh, Professor of Growth and Structure of Cities

Samuel Olshin, Senior Visiting Studio Critic

Ellen Stroud, Associate Professor of Growth and Structure of Cities on the Johanna Alderfer Harris and William H. Harris, M.D. Professorship in Environmental Studies (on leave semesters I and II)

Daniela Holt Voith, Senior Lecturer in the Growth and Structure of Cities Program

Jun Zhang, Visiting Assistant Professor of Growth and Structure of Cities

The interdisciplinary Growth and Structure of Cities major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies worldwide. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created global urban life across history and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

### **Major Requirements**

A minimum of 15 courses (11 courses in Cities and four allied courses in other related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban

development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that entails extended analysis (217 or 229). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year. Students are encouraged to use other writing-intensive classes within the major to develop a range of skills in methods, theory, and presentation. In addition to these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, CITY 398, in the Fall of that year. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Each student must also identify four courses outside Cities that represent additional expertise to complement her work in the major. These may include courses such as physics and calculus for architects, additional courses in economics, political science, sociology, or anthropology for students more focused on the social sciences and planning, or courses that build on language, design, or regional interests. Any minor, concentration, or second major also fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architectural design, who will need to arrange studio courses (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the department chair or Daniela Voith in their first year. Likewise, students interested in pursuing a minor in Environmental Studies should consult with Ellen Stroud early in their career, and those interested in pursuing a concentration in Iberian, Latin American, and Latino/a themes should consult with Gary McDonogh.

Finally, students should also note that many courses in the department are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology, or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and

study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts, and other fields. No matter the focus, though, each Cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture, experience, and policy. Careful methodological choices, clear analytical writing, and critical visual analysis constitute primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Department, which helps us all take advantage of the major's flexibility in an organized and rigorous way.

## Minor Requirements

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

## 3-2 Program in City and Regional Planning

Over the past two decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with Carola Hein early in their sophomore year.

## COURSES

### CITY B103 Earth System Science and the Environment

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development, and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April.

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Crosslisting(s): GEOL-B103

Units: 1.0

(Not Offered 2013-14)

**CITY B104 Archaeology of Agricultural and Urban Revolutions**

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B104

Units: 1.0

Instructor(s): Magee, P.

(Fall 2013)

**CITY B110 The World Through Classical Eyes**

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the oikoumene, the "inhabited world."

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B110; CSTS-B110

Units: 1.0

(Not Offered 2013-14)

**CITY B136 Working with Economic Data**

This is a topics course. Topics vary. Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance. Prerequisites: Quantitative Readiness Required.

Requirement(s): Division I or Quantitative

Approach: Quantitative Readiness Required (QR)

Crosslisting(s): ECON-B136

Units: 1.0

Instructor(s): Ross, D.

(Spring 2014)

*Spring 2014:* Current topic description: Economists treat nature as providing environmental services that contribute to the production of goods and services that address human needs and desires. "Working with Economic Data" will focus on the measurement and valuation of those services as part of quantifying market

outcomes. Within the discipline, environmental harm is seen as a failure of the market. We will consider how economists measure the magnitude of this deviation from the ideal, and assess efforts to ameliorate the failure.

**CITY B175 Environment and Society: History, Place, and Problems**

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies beginning with definitions: what is nature? What is environment? And how do people and their settlements fit into each? The course then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): SOCL-B175

Units: 1.0

(Not Offered 2013-14)

**CITY B185 Urban Culture and Society**

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ANTH-B185

Units: 1.0

Instructor(s): McDonogh, G., Zhang, J.

(Fall 2013)

**CITY B190 The Form of the City: Urban Form from Antiquity to the Present**

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): HART-B190; ANTH-B190

Units: 1.0

Instructor(s): Hein, C.

(Spring 2014)



**CITY B200 Urban Sociology**

This course consists of an overview, as well as an analysis of the physical and social structure of the city. The first part of the course will deal with understanding exactly what a city consists of. The second part will focus on the social structure within cities. Finally, in the third part of the course, we will examine patterns of inequality and segregation in the city. Prerequisite: one social science course or permission of instructor.

Requirement(s): Division I: Social Science

Crosslisting(s): SOCL-B200

Units: 1.0

*(Not Offered 2013-14)*

**CITY B201 Introduction to GIS for Social and Environmental Analysis**

This course is designed to introduce the foundations of GIS with emphasis on applications for social and environmental analysis. It deals with basic principles of GIS and its use in spatial analysis and information management. Ultimately, students will design and carry out research projects on topics of their own choosing.

Requirement(s): Division I: Social Science

Approach: Quantitative Readiness Required (QR)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Consiglio, D.

*(Fall 2013)*

**CITY B203 Ancient Greek Cities and Sanctuaries**

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic, and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B203

Units: 1.0

*(Not Offered 2013-14)*

**CITY B204 Economics of Local Environmental Programs**

Considers the determinants of human impact on the environment at the neighborhood or community level and policy responses available to local government. How can economics help solve and learn from the problems facing rural and suburban communities? The instructor was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105. Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): ECON-B242

Units: 1.0

*(Not Offered 2013-14)*

**CITY B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): SOCL-B205

Units: 1.0

Instructor(s): Osirim, M.

*(Fall 2013)*

**CITY B206 Introduction to Econometrics**

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability, and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisites: ECON B105 or H101, and H102, and a 200-level elective.

Requirement(s): Quantitative

Crosslisting(s): ECON-B253

Units: 1.0

Instructor(s): Lanning, J.

*(Fall 2013)*

**CITY B207 Topics in Urban Studies**

A mid-level course that explores how we understand and write about architecture and architectural history, based on the analysis of visual materials, close reading of texts, and visits to actual sites.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

**CITY B210 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week. Prerequisite: one semester of college science or permission of instructor.

## 256 Growth and Structure of Cities

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Requirement(s): Division II and Quantitative  
Approach: Quantitative Methods (QM); Quantitative  
Readiness Required (QR)  
Counts towards: Environmental Studies  
Crosslisting(s): GEOL-B209  
Units: 1.0  
Instructor(s): Elkins,L.  
(Fall 2013)

### **CITY B212 Medieval Architecture**

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Crosslisting(s): HART-B212  
Units: 1.0  
(Not Offered 2013-14)

### **CITY B213 Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety; environmental pollution; and truth in advertising.

Prerequisite: ECON B105.  
Requirement(s): Division I: Social Science  
Crosslisting(s): ECON-B213  
Units: 1.0  
(Not Offered 2013-14)

### **CITY B214 Public Finance**

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105.

Requirement(s): Division I: Social Science  
Crosslisting(s): ECON-B214  
Units: 1.0  
(Spring 2014)

### **CITY B215 Urban Economics**

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services.

Prerequisite: ECON B105.  
Requirement(s): Division I: Social Science  
Crosslisting(s): ECON-B215  
Units: 1.0  
(Fall 2013)

### **CITY B216 The City of Naples**

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.

Requirement(s): Division III: Humanities  
Crosslisting(s): ITAL-B215; HART-B216  
Units: 1.0  
Instructor(s): Harper,A.  
(Spring 2014)

### **CITY B217 Research Methods and Theories**

This course will provide the student with the basic skills to design and implement a research project. The emphasis will be on the process (and choices) of constructing a research project and on "learning by doing." The course will encompass both quantitative and qualitative techniques and will examine the strengths and weaknesses of each strategy. By the end of the semester students will have learned the basics for planning and executing research on a topic of their choice.

Requirement(s): Division I or Division III  
Units: 1.0  
(Not Offered 2013-14)

### **CITY B218 Topics in World Cities**

This is a topics course. Topics vary. An introduction to contemporary issues related to the urban environment.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Crosslisting(s): EAST-B218  
Units: 1.0  
Instructor(s): Zhang,J.

*Spring 2014:* Current topic description: This course surveys a wide range of issues in urban China. We explore family and gender relations, economic activities,

people at the margins, urban spatial and architectural transformation, and political activities that contest the reproduction of the state.

#### **CITY B220 Comparative Social Movements in Latin America**

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): SOCL-B259; POLS-B259

Units: 1.0

Instructor(s): Marquez,E.

(Fall 2013)

#### **CITY B222 Introduction to Environmental Issues**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions. We also assess the prospects for international cooperation in solving global environmental problems such as climate change.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Crosslisting(s): POLS-B222

Units: 1.0

(Not Offered 2013-14)

#### **CITY B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B225

Units: 1.0

Instructor(s): Rock,M.

(Fall 2013)

#### **CITY B226 Introduction to Architectural Design**

This studio design course introduces the principles of architectural design. Prerequisites: drawing, some history of architecture, and permission of instructor.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Voith,D., Olshin,S.

(Fall 2013)

#### **CITY B228 Problems in Architectural Design**

A continuation of CITY 226 at a more advanced level.

Prerequisites: CITY 226 or other comparable design work and permission of instructor.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Voith,D., Olshin,S.

(Spring 2014)

#### **CITY B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ANTH-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0

Instructor(s): McDonogh,G.

(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

#### **CITY B231 Punishment and Social Order**

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened "penal net" in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.

Crosslisting(s): SOCL-B231

Units: 1.0

Instructor(s): Marquez,E.

(Spring 2014)

**CITY B234 Environmental Economics**

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Writing Intensive. Course counts as Writing Intensive Course.

Prerequisites: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): ECON-B234

Units: 1.0

Instructor(s): Rock,M.

*(Spring 2014)*

**CITY B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Environmental Studies

Crosslisting(s): HIST-B237

Units: 1.0

Instructor(s): Ngalamulume,K.

*(Spring 2014)*

**CITY B238 The Economics of Globalization**

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B236

Units: 1.0

Instructor(s): Ceglowski,J.

*(Spring 2014)*

**CITY B241 Building Green: Sustainable Design Past and Present**

At a time when more than half of the human population lives in cities, the design of the built environment is of key importance. This course is designed for students to investigate issues of sustainability in architecture. A close reading of texts and careful analysis of buildings and cities will help us understand the terms and practices of architectural design and the importance of ecological, economic, political, cultural, social sustainability over time and through space.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Hein,C.

*(Fall 2013)*

**CITY B242 Urban Field Research Methods**

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.

Requirement(s): Division I: Social Science

Counts towards: Praxis Program

Crosslisting(s): SOCL-B242; ANTH-B242

Units: 1.0

Instructor(s): Takenaka,A.

*(Spring 2014)*

**CITY B243 Economic Inequality and Government Policy Choices**

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential trade-offs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Crosslisting(s): ECON-B243

Units: 1.0

Instructor(s): Vartanian,T.

*(Fall 2013)*

**CITY B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B244; POLS-B244; HIST-B244  
 Units: 1.0  
 Instructor(s): Ataç,M.  
*(Spring 2014)*

#### **CITY B247 Topics in German Cultural Studies**

This is a topics course. Topics vary.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): GERM-B223; COML-B223  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **CITY B249 Asian American Communities**

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): SOCL-B249; ANTH-B249  
 Units: 1.0  
 Instructor(s): Takenaka,A.  
*(Fall 2013)*

#### **CITY B250 Topics: Growth & Spatial Organization of the City**

An introduction to growth & spatial organization of cities. Topics vary.  
 Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Environmental Studies  
 Crosslisting(s): HIST-B251  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **CITY B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries**

The course frames the topic of architecture before the impact of 20th century Modernism, with a special focus on the two prior centuries - especially the 19th - in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscapes, formal analysis and research skills exercised in writing projects, class field-trips, and a nuanced mastery of the narratives

embodied in the architecture of these centuries.  
 Requirement(s): Division III: Humanities  
 Approach: Inquiry into the Past (IP)  
 Crosslisting(s): HART-B253  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **CITY B254 History of Modern Architecture**

A survey of the development of modern architecture since the 18th century. The course focuses on international networks in the transmission of architectural ideas since 1890.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): HART-B254  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **CITY B255 Survey of American Architecture**

An examination of landmarks, patterns, contexts, architectural decision-makers and motives of various players in the creation of the American built environment over the course of four centuries. The course will address the sequence of examples that comprise the master narrative of the traditional survey course, while also casting a questioning eye, probing the relation of this canon to the wider realms of building in the United States.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Crosslisting(s): HART-B255  
 Units: 1.0  
 Instructor(s): Cohen,J.  
*(Fall 2013)*

#### **CITY B259 Daily Life in Ancient Greece and Rome**

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of material and textual evidence pertaining to how ancient Greeks and Romans -- famous and obscure alike -- lived and died. Topics include housing, food, clothing, work, leisure, and family and social life.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B260; CSTS-B260  
 Units: 1.0  
 Instructor(s): Donohue,A.  
*(Spring 2014)*

#### **CITY B260 Show and Spectacle in Ancient Greece and Rome**

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources

## 260 Growth and Structure of Cities

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and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): CSTS-B255; HIST-B285; ARCH-B255

Units: 1.0

Instructor(s): Baertschi, A.

(Fall 2013)

### **CITY B262 Urban Ecosystems**

Cities can be considered ecosystems whose functions are highly influenced by human activity. This course will address many of the living and non-living components of urban ecosystems, as well as their unique processes. Using an approach focused on case studies, the course will explore the ecological and environmental problems that arise from urbanization, and also examine solutions that have been attempted. Prerequisites: BIOL B110/ B111 or ENVS B101.

Requirement(s): Division II: Natural Science

Counts towards: Environmental Studies

Crosslisting(s): BIOL-B262

Units: 1.0

Instructor(s): Caplan, J.

(Fall 2013)

### **CITY B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Praxis Program

Crosslisting(s): EDUC-B266; SOCL-B266

Units: 1.0

Instructor(s): Curl, H.

(Fall 2013)

### **CITY B267 History of Philadelphia: 1682 to Present**

This course will focus on the intersection of the sense of Philadelphia as it is popularly understood and the Philadelphia that we can reconstruct individually and together using scholarly books and articles, documentary and popular films and novels, visual evidence, and visits to the chief repositories of the city's history. We will analyze the relationship between the official representations of Philadelphia and their sources

and we will create our own history of the city.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): HIST-B267

Units: 1.0

(Not Offered 2013-14)

### **CITY B268 Greek and Roman Architecture**

A survey of Greek and Roman architecture taking into account building materials, construction techniques, various forms of architecture in their urban and religious settings from an historical and social perspective.

Approach: Inquiry into the Past (IP)

Crosslisting(s): ARCH-B268; HART-B268

Units: 1.0

(Not Offered 2013-14)

### **CITY B269 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): SOCL-B229

Units: 1.0

Instructor(s): Washington, R.

(Fall 2013)

### **CITY B276 Philadelphia Mural Arts**

Philadelphia is home to 3,000 murals. Students will explore this exciting movement in civic activism and the arts, leading the design and execution of a legacy mural project celebrating Bryn Mawr's 125th. Students will gain experience with community organizing for this project, in Philadelphia as well as on campus.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

### **CITY B278 American Environmental History**

This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies  
 Crosslisting(s): HIST-B278  
 Units: 1.0  
*(Not Offered 2013-14)*

**CITY B279 Cities and the Human Dimensions of Global Environmental Change**

In this course, we focus on the human dimensions of global environmental change, especially as it relates to urban sustainability. While sustainability has often narrowly been viewed in environmental terms, we will analyze social and environmental justice as integral components of urban sustainability.  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Environmental Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

**CITY B286 Topics in the British Empire**

This is a topics course covering various “topics” in the study of the British Empire. Course content varies.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): HIST-B286; POLS-B286  
 Units: 1.0  
*(Not Offered 2013-14)*

**CITY B292 Urban Field Research and Ethnography**

The goals of this course are to introduce 1) fieldwork as a research method; and 2) ethnography as a text produced through specific research methods, a form of knowledge and a process of in-depth learning process of urban forms and lives. Two sets of activities are arranged in this half-a-semester course: 1) in-depth reading of an ethnography; and 2) writing mini-ethnographies under supervised field research on assigned sites. Prerequisites: Students should have taken at least one CITYs course or Social Science course.  
 Requirement(s): Division I: Social Science  
 Approach: Critical Interpretation (CI)  
 Counts towards: Praxis Program  
 Crosslisting(s): ANTH-B292  
 Units: 1.0  
 Instructor(s): Zhang, J.  
*(Spring 2014)*

**CITY B298 Topics: Advanced Research Methods**

This is a topics course. Topics vary.  
 Units: 0.5  
*(Not Offered 2013-14)*

**CITY B301 Topics in Modern Architecture**

This is a topic course. Course content varies.  
 Units: 1.0  
*(Not Offered 2013-14)*

**CITY B304 Disaster, War and Rebuilding in the Japanese City**

Natural and man-made disasters have destroyed Japanese cities regularly. Rebuilding generally ensued at a very rapid pace, often as a continuation of the past. Following a brief examination of literature on disaster and rebuilding and a historical overview of architectural and urban history in Japan, this course explores the reasons for historical transformations large and small. It specifically argues that rebuilding was mostly the result of traditions, whereas transformation of urban space occurred primarily as a result of political and socio-economic change. Focusing on the period since the Meiji restoration of 1868, we ask: How did reconstruction after natural and man-made disasters shape the contemporary Japanese landscape? We will explore specifically the destruction and rebuilding after the 1891 Nobi earthquake, the 1923 Great Kanto earthquake that leveled Tokyo and Yokohama, the bombing of more than 200 cities in World War II and their rebuilding, as well as the 1995 Great Hanshin earthquake that destroyed Kobe and its reconstruction. In the context of the long history of destruction and rebuilding we will finally explore the recent disaster in Fukushima 2011. Through the story of disaster and rebuilding emerge different approaches to permanence and change, to urban livability, the environment and sustainability.  
 Approach: Inquiry into the Past (IP)  
 Crosslisting(s): EAST-B304  
 Units: 1.0  
 Instructor(s): Hein, C.  
*(Fall 2013)*

**CITY B305 Ancient Athens**

This course is an introduction to the Acropolis of Athens, perhaps the best-known acropolis in the world. We will explore its history, understand and interpret specific monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.  
 Crosslisting(s): ARCH-B305  
 Units: 1.0  
*(Not Offered 2013-14)*

**CITY B306 Advanced Fieldwork Techniques: Places in Time**

A workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis.  
 Requirement(s): Division I or Division III  
 Units: 1.0  
 Instructor(s): Cohen, J.  
*(Spring 2014)*

**CITY B314 The Economics of Social Policy**

Introduces students to the economic rationale behind government programs and the evaluation of government programs. Topics include health insurance, social security, unemployment and disability insurance, and education. Additionally, the instructor and students will jointly select topics of special interest to the class. Emphasis will be placed on the use of statistics to evaluate social policy. Prerequisites: ECON 200; ECON 253 or 304.

Requirement(s): Division I: Social Science

Crosslisting(s): ECON-B314

Units: 1.0

*(Fall 2013)*

**CITY B315 Spaces of Identity: Architecture and Planning in Hamburg**

Many European cities feature a shared range of architectural and urban forms that reflect histories as long as a millenium and that are the product of related sets of political, economic, social, cultural, and religious forces. This course will examine such operative factors and patterns through the particular case of the Northern German city-state of Hamburg from its medieval origins to the contemporary waterfront renewal of the HafenCity.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

**CITY B316 Trade and Transport in the Ancient World**

Issues of trade, commerce and production of export goods are addressed with regard to the Bronze Age and Iron Age cultures of Mesopotamia, Arabia, Iran and south Asia. Crucial to these systems is the development of means of transport via maritime routes and on land. Archaeological evidence for traded goods and shipwrecks is used to map the emergence of sea-faring across the Indian Ocean and Gulf while bio-archaeological data is employed to examine the transformative role that Bactrian and Dromedary camels played in ancient trade and transport.

Requirement(s): Division III: Humanities

Crosslisting(s): ARCH-B316

Units: 1.0

*(Not Offered 2013-14)*

**CITY B318 Topics in Urban Social and Cultural Theory**

This is a topics course. Topics vary. Prerequisites: Completion of introductory sequence in Cities (esp. 185, 217/229) or equivalent work or permission of instructor.

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

**CITY B319 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Crosslisting(s): GERM-B321; HART-B348; COML-B321

Units: 1.0

*(Not Offered 2013-14)*

**CITY B321 Technology and Politics**

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.

Counts towards: Environmental Studies

Crosslisting(s): POLS-B321

Units: 1.0

Instructor(s): Hager, C.

*(Fall 2013)*

**CITY B323 Topics in Renaissance Art**

Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

**CITY B324 Economics of Discrimination & Inequality**

Explores the causes and consequences of discrimination and inequality in economic markets. Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality. Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class. Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective, Economics 203 or 204, and Economics 200 or 202.

Requirement(s): Division III: Humanities

Crosslisting(s): ECON-B324

Units: 1.0

*(Not Offered 2013-14)*

**CITY B325 Topics in Social History**

This a topics course that explores various themes in American social history. Course content varies.

Units: 1.0

*(Not Offered 2013-14)*



**CITY B328 Analysis of Geospatial Data Using GIS**

Analysis of geospatial data, theory, and the practice of geospatial reasoning.

Crosslisting(s): GEOL-B328; BIOL-B328; ARCH-B328

Units: 1.0

(Not Offered 2013-14)

**CITY B329 Advanced Topics in Urban Environments**

This is a topics course. Topics vary.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): McDonogh, G.

(Fall 2013)

*Fall 2013:* Current topic description: The course focuses on exciting emergent debates in anthropology, history and social sciences that call into question the dominance of limited ways of perceiving and describing "the city." Combining readings and hands-on analyses, we will explore how sight, sound, taste, touch, smell, time and memory are constructed and used in various ways to explain cities but also to include, exclude or control populations and possibilities within the metropolis.

**CITY B330 Arch & Identity in Italy**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): ITAL-B330; HART-B330

Units: 1.0

Instructor(s): Harper, A.

(Fall 2013)

**CITY B334 The Economics of Discrimination and Inequality**

Explores the causes and consequences of discrimination and inequality in economic markets.

Topics include economic theories of discrimination and inequality, evidence of contemporary race- and gender-based inequality, detecting discrimination, and identifying sources of racial and gender inequality.

Additionally, the instructor and students will jointly select supplementary topics of specific interest to the class.

Possible topics include: discrimination in historical markets, disparity in legal treatments, issues of family structure, and education gaps. Prerequisites: At least one 200-level applied microeconomics elective; ECON

253 or 304; ECON 200 or 202.

Crosslisting(s): ECON-B324

Units: 1.0

Instructor(s): Lanning, J.

(Spring 2014)

**CITY B335 Topics in City and Media**

This is a topics course. Topics vary. Mass media raises ever-changing global issues in study and praxis in Cities. This advanced seminar looks closely at media through a limited lens - the mediation of a single city (Hong Kong, Philadelphia, Los Angeles), questions of genre (cinema, television, web) or around particular theoreticians and questions (Barthes and myth; Marxism and media).

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B335; EAST-B336

Units: 1.0

Instructor(s): Zhang, J.

(Fall 2013)

*Fall 2013:* Current topic description: Looking at TV drama, animation, pop music, fashion and fast food, this course investigates how popular culture works and how it shapes people's lives in East Asian countries. Seeing popular culture as terrains of power struggles and articulation, we explore how class, gender and national identities are constructed and contested through pop culture that is in turn shaped by these social relationships in specific political and historical context.

**CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): SOCL-B338

Units: 1.0

(Not Offered 2013-14)

**CITY B345 Advanced Topics in Environment and Society**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): SOCL-B346; HIST-B345

Units: 1.0

(Not Offered 2013-14)

**CITY B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B348

Units: 1.0

Instructor(s): Ross,M.

(Spring 2014)

**CITY B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

Requirement(s): Division I or Division III

Crosslisting(s): HART-B355

Units: 1.0

(Not Offered 2013-14)

**CITY B360 Topics in Urban Culture and Society**

This is a topics course. Topics vary. Requirement(s): Division I or Division III

Crosslisting(s): ANTH-B359; HART-B359; SOCL-B360

Units: 1.0

Instructor(s): McDonogh,G.

*Spring 2014:* Current topic description: Brazilian metropolises embody multiple tensions between cities and nature mediated by divisions of race, wealth, gender and immigration. While colonial and 19th century foundations speak to slave wealth and exploitation of the land, 20th century Brazil has become a laboratory for social change, and experiments to rethink the relationships of citizens and the environment. Readings will include history, geography, environmental studies, and literature; films will also be regularly screened in class.

**CITY B365 Techniques of the City: Space, Place, and Power**

This is a topics course. Topics vary. Student must have taken at least one social science course.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Zhang,J.

*Spring 2014:* Current topic description: This course is an anthropological, sociological and historical examination

of how cars and social life are interwoven. The goal is to, by de-familiarizing a familiar object and experience – car and driving, understand our society and culture. The examination also serves as an entry point to certain social theories and historical analysis.

**CITY B377 Topics in Modern Architecture**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B377

Units: 1.0

Instructor(s): Hein,C.

(Spring 2014)

*Spring 2014:* Current topic description: This course examines the current multitude of projects for livable and sustainable cities and the paths proposed to achieve them. Following on a discussion of theories and methodologies, we will engage concepts as diverse as Livable Cities, Green Cities, Eco Cities or Transition towns, then continue to study concrete examples from around the world in their global and local context.

**CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses**

The campus and buildings familiar to us here at the College reflect a long and rich design conversation regarding communicative form, architectural innovation, and orchestrated planning. This course will explore that conversation through varied examples, key models, and shaping conceptions over time.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Cohen,J.

(Spring 2014)

**CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis.

Units: 1.0

Instructor(s): McDonogh,G., Cohen,J., Hein,C., Zhang,J.

(Fall 2013)

**CITY B403 Independent Study**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**CITY B403 Independent Study**

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**CITY B415 Teaching Assistant**

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in

introductory and writing classes. This opportunity is available only to advanced students of highest standing by professorial invitation.

Units: 1.0

Instructor(s): McDonogh, G., Hein, C.  
(Fall 2013)

### **CITY B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

### **CITY B450 Urban Internships/Praxis**

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Prerequisite: permission of instructor.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013, Spring 2014)

## **HEBREW AND JUDAIC STUDIES**

### **Faculty**

Amiram Amitai, Lecturer

Penny Armstrong, Chair and Eunice M. Schenck 1907  
Professor of French and Director of Middle Eastern  
Languages

Modern Hebrew language instruction is available at Bryn Mawr through the intermediate level; at Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

### **College Foreign Language Requirement**

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with an average grade of at least 2.0 or with a grade of 2.0 or better in Hebrew 002.

### **COURSES**

#### **HEBR B001 Elementary Hebrew**

This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition, and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Amitai, A.  
(Fall 2013)

#### **HEBR B002 Elementary Hebrew**

This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition, and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Amitai, A.  
(Spring 2014)

**HEBR B101 Intermediate Hebrew**

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.  
Requirement(s): Language Level 2  
Units: 1.0  
(Not Offered 2013-14)

**HEBR B102 Intermediate Hebrew**

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.  
Requirement(s): Language Level 2  
Units: 1.0  
(Not Offered 2013-14)

**HEBR B110 Israeli Cinema**

The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian societies and their impact on films' form and content.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies; Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**HEBR B115 Women in Judaism: History, Texts, Practices**

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic

teenagers today. No previous knowledge of Judaism is required.

Requirement(s): Division III: Humanities  
Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): HIST-B115  
Units: 1.0  
(Not Offered 2013-14)

**HEBR B211 Primo Levi, the Holocaust and Its Aftermath**

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC)  
Crosslisting(s): ITAL-B211; COML-B211  
Units: 1.0  
(Fall 2013)

**HEBR B271 Topics in Judaic Studies**

What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government, and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries.  
Counts towards: Middle East Studies  
Crosslisting(s): HIST-B273  
Units: 1.0  
(Not Offered 2013-14)

**HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social

effects of particular economic conditions, policies, and practices.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Crosslisting(s): POLS-B283; HIST-B283

Units: 1.0

Instructor(s): Rudy,S.

*(Spring 2014)*

### **HEBR B310 Topics in German Literature**

This is a topics course. Topics vary. One additional hour of target language instruction TBA.

Requirement(s): Division III: Humanities

Crosslisting(s): GERM-B310

Units: 1.0

*(Not Offered 2013-14)*

### **HEBR B380 Topics in Contemporary Art**

This is a topic course. Course content varies.

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B380; GERM-B380

Units: 1.0

*(Not Offered 2013-14)*

### **HEBR B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **HEBR B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

## **HISTORY**

Students may complete a major or minor in History.

### **Faculty**

**Ignacio Gallup-Diaz, Chair and Associate Professor, and Director of Latin American, Latino and Iberian Peoples and Cultures (LALIPC)**

Bridget Gertler, Lecturer

Madhavi Kale, Professor (on leave semesters I and II)

Anita Kurimay, Assistant Professor

Kalala J. Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies

Jennifer Redmond, Postdoctoral Fellow

Elly Truitt, Assistant Professor

Sharon R. Ullman, Professor and Director of Gender and Sexuality Studies (on leave semester I)

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to experience the past through attention to long-range questions and comparative history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, while at the same time exploring how historians devise narratives and provide analysis through the study of primary sources. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics at greater depth in a seminar setting.

### **Major Requirements**

Eleven courses are required for the History major, and three—one 100-level course, Exploring History (HIST 395), and the Senior Thesis (HIST 398)—must be taken at Bryn Mawr. In Senior Thesis (HIST 398), the student selects a topic of her choice, researches it, and writes a thesis.

The remaining eight history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments

of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty, as it is with one of them that majors will work on their senior thesis.)

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

## Honors

Majors with cumulative GPAs of at least 3.0 (general) and 3.5 (history) at the end of their senior year, and who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

## Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one 100-level course, at least one 300-level course within the department, and two additional history courses within the department.

## COURSES

### HIST B101 The Historical Imagination

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### HIST B102 Introduction to African Civilizations

The course is designed to introduce students to the history of African and African Diaspora societies, cultures, and political economies. We will discuss the origins, state formation, external contacts, and the structural transformations and continuities of African societies and cultures in the context of the slave trade, colonial rule, capitalist exploitation, urbanization, and westernization, as well as contemporary struggles over authority, autonomy, identity and access to resources. Case studies will be drawn from across the continent.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume, K.

(Spring 2014)

### HIST B115 Women in Judaism: History, Texts, Practices

This course will investigate the varied experiences of women in Jewish history. Cultural, religious, and theoretical perspectives will be engaged as we seek to illuminate the roles, practices, and texts of Jewish women, from the biblical matriarchs to Hasidic teenagers today. No previous knowledge of Judaism is required.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): HEBR-B115

Units: 1.0

(Not Offered 2013-14)

### HIST B127 Indigenous Leaders 1492-1750

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised "traditional" forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2013)

### HIST B128 Crusade, Conversion and Conquest

A thematic focus course exploring the nature of Christian religious expansion and conflict in the medieval period. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of "just war" and "holy war"; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Units: 1.0

Instructor(s): Truitt, E.

(Spring 2014)

### HIST B129 The Religious Conquest of the Americas

The course examines the complex aspects of the European missionization of indigenous people, and

explores how two traditions of religious thought/practice came into conflict. Rather than a transposition of Christianity from Europe to the Americas, something new was created in the contested colonial space.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B131 Chinese Civilization**

A broad chronological survey of Chinese culture and society from the Bronze Age to the 1800s, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): EAST-B131

Units: 1.0

Instructor(s): Jiang, Y.

*(Fall 2013)*

### **HIST B156 The Long 1960's**

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say "The Sixties?" This term has become so potent and loaded for so many people from all sides of the political spectrum that it's almost impossible to separate fact from fiction; myth from memory. We are all the inheritors of this intense period in American history but our inheritance is neither simple nor entirely clear. Our task this semester is to try to pull apart the meaning as well as the legend and attempt to figure out what "The Sixties" is (and what it isn't) and try to assess its long term impact on American society. This course satisfies the History Major's 100 level requirement.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Ullman, S.

*(Spring 2014)*

### **HIST B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B200

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B205 Greek History**

A study of Greece down to the end of the Peloponnesian War (404 B.C.E.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): CSTS-B205

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B207 Early Rome and the Early Republic**

This course surveys the history of Rome from its origins to the end of the Republic, with special emphasis on the rise of Rome in Italy and the evolution of the Roman state. The course also examines the Hellenistic world in which the rise of Rome takes place. The methods of historical investigation using the ancient sources, both literary and archaeological, are emphasized.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): CSTS-B207

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B208 The Roman Empire**

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Crosslisting(s): CSTS-B208

Units: 1.0

Instructor(s): Scott, R.

*(Spring 2014)*

### **HIST B211 Medieval World**

Italy in the High and Late Middle Ages examines cultural developments in the Italian peninsula through an intensive examination of translated primary sources of various genres-narrative chronicles, diaries, legal

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opinions, saints' lives etc--as well as paintings, frescoes and other examples of visual material culture.

Requirement(s): Division I or Division III

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B214 The Historical Roots of Women in Genetics and Embryology**

This course provides a general history of genetics and embryology from the late 19th to the mid-20th century with a focus on the role that women scientists and technicians played in the development of these sub-disciplines. We will look at the lives of well known and lesser-known individuals, asking how factors such as their educational experiences and mentor relationships influenced the roles these women played in the scientific enterprise. We will also examine specific scientific contributions in historical context, requiring a review of core concepts in genetics and developmental biology. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

Requirement(s): Division II: Natural Science

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): BIOL-B214

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B215 Europe and the Other: Immigrants and Minorities in Europe**

This course will introduce students to questions of socio-cultural and political belonging and the production of social marginality in Europe in the 19th and 20th centuries. Topics of study include religious and ethnic minorities in Britain, France, and Germany, colonial and postcolonial migration and the politics of culture, and the question of undocumented peoples.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B222 France and Algeria since 1830**

This course will trace the intertwined history of France and Algeria by analyzing the beginnings of the French presence in Algeria, colonization and resistance, citizenship and race, the Algerian War, and decolonization. Prerequisite: One 100-level history course.

Approach: Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): POLS-B223; FREN-B222; ANTH-B222

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B223 The Early Medieval World**

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): CSTS-B223

Units: 1.0

Instructor(s): Truitt, E.

*(Fall 2013)*

### **HIST B224 High Middle Ages**

This course will cover the second half of the European Middle Ages, often called the High and Late Middle Ages, from roughly 1000-1400. The course has a general chronological framework, and is based on important themes of medieval history. These include feudalism and the feudal economy; the social transformation of the millennium; monastic reform; the rise of the papacy; trade, exchange, and exploration; urbanism and the growth of towns.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CSTS-B224

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B225 Europe in the 19th Century**

The 19th century was a period of intense change in Europe. Some of the questions this class considers are: the relationship between empire, plantation-style agriculture and industrialization; the development of transportations and communication networks; multinational companies, a mass press, film, and



tourism as early markers of globalization.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

### **HIST B226 Topics in 20th Century European History**

This is a topics course. Topics vary.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Kurimay,A.

(Spring 2014)

*Spring 2014:* Current topic description: How have ideas about human rights shaped European politics throughout the twentieth century and how do they influence politics today? The course examines the history of human rights, as a set of ideas and as a motivation for social action. Concentrating on the role of human rights in European history, the course considers how ideas about rights motivated political and social change and looks at how different groups defined and fought for rights, either for themselves or others.

### **HIST B229 Europe 1914 - 1945**

Between 1914 and 1945 over sixty million people were killed across Europe and the wider world by warfare.

How can we make sense of this mass death? What

were the historical conditions that made such an

outcome possible? This course attempts to answer these questions by studying the causes, prosecution,

and effects of WWI and WWII. Topics of study will include the political inheritance of the nineteenth

century, the birth of Bolshevism and fascism, the rise and demise of the League of Nations, Nazi Europe, the

Holocaust, and the origins of the Cold War.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West.

Using methods from intellectual cultural and social history, themes include: theories of health and disease;

varieties of medical practice; rationalities of various

practices; views of the body and disease; medical

practitioners. No previous course work in medieval history is required. This course is a writing intensive (W) course.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): CSTS-B231; ARCH-B231

Units: 1.0

(Not Offered 2013-14)

### **HIST B235 Africa to 1800**

The course explores the formation and development of African societies, with a special focus on the key processes of hominisation, agricultural revolution, metalworking, the formation of states, the connection of West Africa to the world economy.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2013-14)

### **HIST B236 African History since 1800**

The course analyzes the history of Africa in the last two hundred years in the context of global political economy.

We will examine the major themes in modern African

history, including the 19th-century state formation,

expansion, or restructuration; partition and resistance;

colonial rule; economic, social, political, religious, and

cultural developments; nationalism; post-independence

politics, economics, and society, as well as conflicts and

the burden of disease. The course will also introduce

students to the sources and methods of African history.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Ngalamulume,K.

(Fall 2013)

### **HIST B237 Themes in Modern African History**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of pre-industrial cities,

colonial cities, and cities today. We will examine various

themes, such as the relationship between cities and

societies; migration and social change; urban space,

health problems, city life, and women.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): CITY-B237

Units: 1.0

Instructor(s): Ngalamulume,K.

(Spring 2014)

### **HIST B241 American Politics and Society: 1890-1945**

This course examines the first half of the twentieth

century in depth. While the twentieth century has

often been called the American Century (usually by

Americans), this century can truthfully be looked to as the moment when American influence and power, for good and ill, came to be felt on a national and global scale. While much of this “bigfoot” quality is associated with the post WWII period (see you in the spring), one cannot understand the America of today - in the early 21st century - without looking at the earlier period. This course looks closely at the political, social, and cultural developments that helped shape America in these pivotal years.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B242 American Politics and Society: 1945 to the Present**

How did we get here? This course looks at the stunning transformation of America after WWII. From a country devastated by economic crisis and wedded to isolationism prior to the war, America turned itself into an international powerhouse. Massive grass roots resistance forced the United States to abandon its system of racial apartheid, to open opportunities to women, and to reinvent its very definition as it incorporated immigrants from around the world. Simultaneously, American music and film broke free from their staid moorings and permanently altered international culture. Finally, through the “War on Terror”, starting after 9/11, America initiated an aggressive new foreign policy that has shattered traditional rules of warfare and reoriented global politics. We will explore the political, social, and cultural factors that have driven modern American history. Inquiry into the Past (IP)

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Ullman, S.

*(Spring 2014)*

### **HIST B243 Atlantic Cultures**

This is a topics course. Topics vary.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B244; POLS-B244; CITY-B244

Units: 1.0

Instructor(s): Ataç, M.

*(Spring 2014)*

### **HIST B246 Medievalisms**

This course assesses how the “Middle Ages” has been and continues to be constructed as a period of history, an object of inquiry, and a category of analysis. It considers how the past is formulated and called upon to conduct the ideological and cultural work of the present, and it reads historical documents and literary texts in dialogue with one another.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): ENGL-B246

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B247 Topics In German Cultural Studies**

This is a topics course. Topics vary.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): GERM-B223; COML-B223

Units: 1.0

*(Spring 2014)*

### **HIST B251 Topics: Growth & Spatial Organization of the City**

An introduction to growth & spatial organization of cities. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B250

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B257 British Empire I: Capitalism and Slavery**

Focusing on the Atlantic slave trade and the slave plantation mode of production, this course explores English colonization, and the emergence and the decline of British Empire in the Americas and Caribbean from the 17th through the late 20th centuries. It tracks some of the intersecting and overlapping routes—and roots—connecting histories and politics within and between these “new” world locations. It also tracks the further and proliferating links between developments in these regions and the histories and politics of regions in the “old” world, from the north Atlantic to the South China sea.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the

Past (IP)

Crosslisting(s): CITY-B257

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B258 British Empire: Imagining Indias**

This course considers ideas about and experiences of “modern” India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While “India” and “Indian history” along with “British empire” and “British history” will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: International Studies Major

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B260 Human Rights in China**

This course will examine China’s human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): EAST-B264

Units: 1.0

Instructor(s): Jiang, Y.

*(Spring 2014)*

### **HIST B262 The Chinese Revolution**

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): EAST-B263

Units: 1.0

Instructor(s): Jiang, Y.

*(Fall 2013)*

### **HIST B264 Passages from India: 1800-Present**

This course explores the histories and effects of migration from the Indian subcontinent to far-flung destinations across the globe. It starts with the circular migrations of traders, merchants, and pilgrims in the medieval period from the Indian subcontinent to points east (in southeast Asia) and west (eastern Africa). However, the focus of the course is on modern migrations from the subcontinent, from the indentured labor migrations of the British colonial period (to Africa, the Caribbean, and the South Pacific) to the post-Independence emigrations from the new nations of the subcontinent to Britain, Australia, New Zealand, Canada, and the United States.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B265 Colonial Encounters in the Americas**

The course explores the confrontations, conquests and accommodations that formed the “ground-level” experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement(s): Division I or Division III

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B267 History of Philadelphia: 1682 to Present**

This course will focus on the intersection of the sense of Philadelphia as it is popularly understood and the Philadelphia that we can reconstruct individually and together using scholarly books and articles, documentary and popular films and novels, visual evidence, and visits to the chief repositories of the city’s history. We will analyze the relationship between the official representations of Philadelphia and their sources and we will create our own history of the city.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Crosslisting(s): CITY-B267

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B273 Topics in Judaic Studies**

What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes

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astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government, and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries.

Counts towards: Middle East Studies

Crosslisting(s): HEBR-B271

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B274 Focus: Topics in Modern US History**

This is a topics course in 20th century America social history. Topics vary by half semester

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Counts towards: Praxis Program

Units: 0.5

*(Not Offered 2013-14)*

### **HIST B275 Improving Mankind: Enlightened Hygiene and Eugenics**

At first sight, hygiene and eugenics have nothing in common: the former is usually conceived as a good management of our everyday conditions of life, whereas the later are commonly reviled for having inspired discriminatory practices (in Nazi Germany, but also in the US, Sweden, and Switzerland). Our inquiry will explore how, in the context of the French Enlightenment, a subdiscipline of Medicine (namely Hygiene) was redefined, expanded its scope, and eventually became hegemonic both in the medical field and in the civil society. We will also explore how and why a philanthropic ideal led to the quest for the improvement of the human species. We will compare the French situation with that of other countries (mainly UK and the USA). Prerequisites: French Majors must have taken FREN B102; Students who wish to get credit in French will meet one extra hour TBD.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): FREN-B275

Units: 0

Instructor(s): Le Menthéour,R.

*(Fall 2013)*

### **HIST B278 American Environmental History**

This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment, and environmental history while investigating interactions

between Americans and their physical worlds.

Requirement(s): Division I: Social Science

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B278

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Crosslisting(s): POLS-B283; HEBR-B283

Units: 1.0

Instructor(s): Rudy,S.

*(Spring 2014)*

### **HIST B284 Movies and America**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. This class examines the complex cultural relationship between film and American historical self fashioning.

Requirement(s): Division I or Division III

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

*(Not Offered 2013-14)*

### **HIST B285 Show and Spectacle in Ancient Greece and Rome**

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources and paying attention to art, archaeology and topography, this course explores the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and the representation of ancient spectacle in contemporary film.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): CSTS-B255; CITY-B260; ARCH-B255

Units: 1.0

Instructor(s): Baertschi,A.

*(Fall 2013)*

**HIST B286 Topics in the British Empire**

This is a topics course covering various “topics” in the study of the British Empire. Course content varies.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): POLS-B286; CITY-B286  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B287 Immigration in the U.S.**

How we understand the history of immigration to the territory now known as the United States has been transformed by recent explorations of the notion of “whiteness.” This course will be framed by the ways in which this powerful lens for interpretation has helped to recast the meaning of ethnicity as we focus on individual immigrant groups and the context which they both entered and created from the 17th century to the present. The first half of the semester will concentrate largely on the “century of immigration,” from the early 19th through the early 20th century. Together, we will shape the second half of the course, deciding on the topics we will investigate and upon which 20th century groups we will focus.  
 Requirement(s): Division I or Division III  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B288 The Political Economy of the Middle East and North Africa**

This comparative approach considers historical constructions, the power of economic ideas, domestic politics and resources, and international regimes. Specific areas of focus include theories that seek to explain the economic/political conditions, left, nationalist and liberal, as well as the exceptional growth of the Gulf economies. Prerequisite: at least one other course on the Middle East or a strong area expertise in another region such as Latin America or China with permission of the instructor.  
 Requirement(s): Division I: Social Science  
 Counts towards: Middle East Studies  
 Crosslisting(s): POLS-B288  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B303 Topics in American History**

This is a topics course. Recent topics have included medicine, advertising, and history of sexuality.  
 Requirement(s): Division I or Division III  
 Counts towards: Africana Studies  
 Units: 1.0

*Fall 2013:* Current topic description: History of Medicine in America. This course offers an introduction to the history of medicine, health, and the medical sciences in America from the colonial period to the present. We will discuss the changing role of medicine and medical professionals in America, from the rise of modern medical specialties to the politics of disease and public health today. Particular attention will be paid to how race, class and gender have been factors in the creation of biomedical knowledge and practices, the organization of medical work and objects, and contributed to difference and inequality in society.

*Spring 2014:* Current topic description: This course investigates the evolution of reproduction in American medicine, science, politics and culture. We will explore changing ideas about reproductive bodies and health, parenthood, sexuality, and the family as well as changing practices of contraception, conception and childbirth. From midwifery in colonial America to contemporary practices of In Vitro Fertilization (IVF), this course focuses on persistent efforts of individuals, organizations, and the state to control reproduction.

**HIST B311 Topics in Medieval Art**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): HART-B311; CITY-B312  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B313 Religion in Modern Europe -- Enlightenment to Present**

Until recently, historians agreed with Nietzsche’s 19th century pronouncement that “God is dead,” viewing post-Enlightenment history as one of increasing secularism. This course re-examines that conclusion, looking both at recent historical research and at primary source documents like the Darwin’s Descent of Man or “l’affaire du foulard” in France. If religion remained important in modern Europe, why is Nietzsche’s verdict so widely accepted? The class has a substantial writing component.  
 Requirement(s): Division I or Division III  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B318 Topics in Modern European History**

This is a topics course. Topics vary.  
 Requirement(s): Division I or Division III  
 Units: 1.0  
 (Not Offered 2013-14)

**HIST B319 Topics in Modern European History**

This is a topics course. Topics vary.  
 Requirement(s): Division I or Division III  
 Units: 1.0  
 Instructor(s): Kurimay,A.

*Fall 2013:* Current topic description: The Birth and Evolution of Psychoanalysis: Vienna – Budapest - Berlin What was the connection between Central Europe and psychoanalysis or the “pseudoscience of sex”? Why were Sigmund Freud’s theories and psychoanalysis born in Vienna and embraced most fervently in Budapest and Berlin? In order to answer these questions, the seminar focuses on these three Central European capitals and explores the origins and development of psychoanalysis from the late nineteenth century throughout the first three decades of the twentieth. Using the lens of psychoanalysis the seminar also addresses the cultural, political and social histories of these three cities.

*Spring 2014:* Current topic description: This course examines the programs of persecution and mass murder carried out by the Nazi German regime between 1933 and 1945. We will consider not only the development of Nazi Germany as a “racial state”, but also the role of ideologies, such as antisemitism, nationalism, and racism, in shaping policies of exclusion in a European context. Concomitantly, the class will consider how subsequent generations commemorated and portrayed the memory of the Holocaust in both official and popular forms.

### **HIST B323 Memoria y Guerra Civil**

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisites: SPAN 200/202 and another 200-level course in Spanish.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Crosslisting(s): SPAN-B323  
Units: 1.0  
(Not Offered 2013-14)

### **HIST B325 Topics in Social History**

This a topics course that explores various themes in American social history. Course content varies.  
Requirement(s): Division I or Division III  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Spring 2014)

### **HIST B326 Topics in Chinese History and Culture**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Crosslisting(s): EAST-B325  
Units: 1.0  
(Not Offered 2013-14)

### **HIST B336 Social and Cultural History of Medicine in Africa**

The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care. We will also explore the questions regarding the sources of African history and their quality.  
Requirement(s): Division I: Social Science  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Spring 2014)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary. Enrollment limited to 15 students.  
Requirement(s): Division I: Social Science  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

### **HIST B349 Topics in Comparative History**

This is a topics course. Topics vary.  
Requirement(s): Division I or Division III  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

### **HIST B352 China’s Environment**

This seminar explores China’s environmental issues from a historical perspective. It begins by considering a range of analytical approaches, and then explores three general periods in China’s environmental changes, imperial times, Mao’s socialist experiments during the first thirty years of the People’s Republic, and the post-Mao reforms. Prerequisite: Sophomore standing.  
Requirement(s): Division I: Social Science  
Counts towards: Environmental Studies  
Crosslisting(s): EAST-B352  
Units: 1.0  
Instructor(s): Jiang, Y.  
(Spring 2014)

### **HIST B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.  
Crosslisting(s): HART-B355  
Units: 1.0  
(Not Offered 2013-14)

**HIST B364 Magical Mechanisms**

A reading and research seminar focused on different examples of artificial life in medieval cultures. Primary sources will be from a variety of genres, and secondary sources will include significant theoretical works in art history, critical theory and science studies. Prerequisite: at least one course in medieval studies, or the permission of the instructor.

Requirement(s): Division I or Division III

Crosslisting(s): CSTS-B364

Units: 1.0

Instructor(s): Truitt,E.

*(Spring 2014)*

**HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Crosslisting(s): CSTS-B368

Units: 1.0

*(Not Offered 2013-14)*

**HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction**

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors. Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**HIST B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B382; POLS-B382

Units: 1.0

*(Not Offered 2013-14)*

**HIST B383 Two Hundred Years of Islamic Reform, Radicalism and Revolution**

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.

Requirement(s): Division I: Social Science

Crosslisting(s): POLS-B383

Units: 1.0

*(Not Offered 2013-14)*

**HIST B395 Exploring History**

An intensive introduction to theory and interpretation in history, through the discussion of exemplary historiographical debates and analyses selected by the instructor. This semester the course will also explore questions of historical memory. CI, IP

Units: 1.0

Instructor(s): Ullman,S.

*(Spring 2014)*

**HIST B398 Senior Thesis**

Students research and write a thesis on a topic of their choice. Prerequisite: Senior History major.

Requirement(s): Division I or Division III

Units: 1.0

Instructor(s): Gallup-Diaz,I., Ngalamulume,K.

*(Fall 2013)*

**HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**HIST B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration

with faculty and field supervisors. A Praxis courses is distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

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## HISTORY OF ART

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Students may complete a major or minor in History of Art.

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### Faculty

David Cast, Professor and the Eugenia Chase Guild Chair in the Humanities

Erica R. Cho, Visiting Assistant Professor in History of Art and Film Studies

Rebecca J. DeRoo, Visiting Assistant Professor

Christiane Hertel, Professor (on leave semesters I and II)

Homay King, Associate Professor and Interim Director of the Center for Visual Culture

Steven Levine, Professor of History of Art on the Leslie Clark Professorship in the Humanities

Gridley McKim-Smith, Professor of History of Art on the Andrew W. Mellon Foundation Professorship in the Humanities (on leave semester I)

Roya Z. Rastegar, Andrew W. Mellon Post-Doctoral Fellow in the Humanities

### **Lisa Saltzman, Chair and Professor**

Alicia Wilcox Walker, Assistant Professor of History of Art on the Marie Neuberger Fund for the Study of Arts (on leave semesters I and II)

Michelle Wang, Instructor

The curriculum in History of Art immerses students in the study of visual culture. Structured by a set of evolving disciplinary concerns, students learn to interpret the visual through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors are encouraged to supplement courses taken in the department with history of art courses offered at Haverford, Swarthmore, and the University of Pennsylvania. Majors are also encouraged to study abroad for a semester.

### Major Requirements

The major requires ten units, approved by the major adviser. A usual sequence of courses would include at least one 100-level “critical approaches” seminar, four 200-level lecture courses, three 300-level seminars, and senior conference I and II in the fall and spring semesters of senior year. In the course of their departmental studies, students are strongly encouraged to take courses across media and areas, and in at least three of the following fields of study: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary, Film, and Non-Western.



With the approval of the major adviser, courses in fine arts or with significant curricular investment in visual studies may be counted toward the fulfillment of the distribution requirements, such as courses in ancient art offered by the Classical and Near Eastern Archaeology department or in architecture by the Growth and Structure of Cities department. Similarly, courses in art history taken abroad or at another institution in the United States may be counted. Generally, no more than two such courses may be counted toward the major requirements.

A senior paper, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior paper represents the culmination of the departmental experience.

## Honors

Seniors whose work is outstanding will be invited to submit an honors thesis instead of the senior paper. Two or three faculty members discuss the completed thesis with the honors candidate in a one-hour oral examination.

## Minor Requirements

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

## COURSES

### HART B100 The Stuff of Art

An introduction to chemistry through fine arts, this course emphasizes the close relationship of the fine arts, especially painting, to the development of chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count towards chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20.  
Requirement(s): Division II with Lab  
Crosslisting(s): CHEM-B100  
Units: 1.0  
(Not Offered 2013-14)

### HART B104 Critical Approaches to Visual Representation: The Classical Tradition

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian

Renaissance and the continuance of its formulations throughout the Westernized world.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast,D.

(Fall 2013)

### HART B106 Art of the Global Middle Ages

This course considers the art and architecture of the middle ages from a global perspective and surveys artistic interaction between Europe, Africa, and Asia from the fourth to fifteenth century. Emphasis is placed on theories of globalism and their articulation in relation to medieval cultures and history.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

### HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Levine,S.

(Spring 2014)

### HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Saltzman,L.

(Spring 2014)

### HART B110 Critical Approaches to Visual Representation: Identification in the Cinema

An introduction to the analysis of film through particular attention to the role of the spectator. Why do moving images compel our fascination? How exactly do film spectators relate to the people, objects, and places

that appear on the screen? Wherein lies the power of images to move, attract, repel, persuade, or transform its viewers? In this course, students will be introduced to film theory through the rich and complex topic of identification. We will explore how points of view are framed in cinema, and how those viewing positions differ from those of still photography, advertising, video games, and other forms of media. Students will be encouraged to consider the role the cinematic medium plays in influencing our experience of a film: how it is not simply a film's content, but the very form of representation that creates interactions between the spectator and the images on the screen. Film screenings include *Psycho*, *Being John Malkovich*, and others. Course is geared to freshman and those with no prior film instruction. Fulfills History of Art major 100-level course requirement, Film Studies minor Introductory course or Theory course requirement. Syllabus is subject to change at instructor's discretion. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI); Inquiry into the Past (IP) Counts towards: Film Studies Units: 1.0 Instructor(s): King, H. (Fall 2013)

#### **HART B125 Classical Myths in Art and in the Sky**

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment. Requirement(s): Division III: Humanities Approach: Inquiry into the Past (IP) Crosslisting(s): ARCH-B125; CSTS-B125 Units: 1.0 Instructor(s): Lindenlauf, A. (Fall 2013)

#### **HART B140 The Visual Culture of the Ancient Near East**

The visual culture of ancient Mesopotamia, a region with its heartland in modern Iraq, from the first city to the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals. Requirement(s): Division III: Humanities Counts towards: Middle East Studies Crosslisting(s): ARCH-B140 Units: 1.0 (Not Offered 2013-14)

#### **HART B190 The Form of the City: Urban Form from Antiquity to the Present**

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form. Requirement(s): Division I or Division III Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Crosslisting(s): CITY-B190; ANTH-B190 Units: 1.0 Instructor(s): Hein, C. (Spring 2014)

#### **HART B204 Greek Sculpture**

One of the best preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI); Inquiry into the Past (IP) Crosslisting(s): ARCH-B205 Units: 1.0 (Not Offered 2013-14)

#### **HART B205 Introduction to Film**

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI) Counts towards: Film Studies Crosslisting(s): ENGL-B205 Units: 1.0 Instructor(s): Nguyen, H. (Spring 2014)

#### **HART B206 Hellenistic and Roman Sculpture**

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period beginning with the death of Alexander the Great that saw the transformation of the classical world

through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): ARCH-B206

Units: 1.0

*(Not Offered 2013-14)*

### **HART B209 Topics in Chinese Cultural History**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Crosslisting(s): EAST-B210

Units: 1.0

*(Not Offered 2013-14)*

### **HART B211 Topics in Medieval History**

Cross listed with HIST B211 when the topic is appropriate.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **HART B212 Medieval Architecture**

This course takes a broad geographic and chronological scope, allowing for full exposure to the rich variety of objects and monuments that fall under the rubric of "medieval" art and architecture. We focus on the Latin and Byzantine Christian traditions, but also consider works of art and architecture from the Islamic and Jewish spheres. Topics to be discussed include: the role of religion in artistic development and expression; secular traditions of medieval art and culture; facture and materiality in the art of the middle ages; the use of objects and monuments to convey political power and social prestige; gender dynamics in medieval visual culture; and the contribution of medieval art and architecture to later artistic traditions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Crosslisting(s): CITY-B212

Units: 1.0

*(Not Offered 2013-14)*

### **HART B213 Theory in Practice: Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ITAL-B213; RUSS-B253; PHIL-B253;

GERM-B213

Units: 1.0

Instructor(s): Monserrati, M.

*(Fall 2013)*

### **HART B215 Russian Avant-Garde Art, Literature and Film**

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century.

Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): RUSS-B215

Units: 1.0

Instructor(s): Harte, T.

*(Spring 2014)*

### **HART B216 The City of Naples**

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.

Requirement(s): Division III: Humanities

Crosslisting(s): ITAL-B215; CITY-B216

Units: 1.0

Instructor(s): Harper, A.

*(Spring 2014)*

### **HART B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ANTH-B229; CITY-B229; SOCL-B230; EAST-B229

Units: 1.0

Instructor(s): McDonogh, G.

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised

about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

**HART B230 Renaissance Art**

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast,D.  
(Spring 2014)

**HART B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ARCH-B234; CSTS-B234

Units: 1.0

(Not Offered 2013-14)

**HART B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): ENGL-B238; RUSS-B238; COML-B238

Units: 1.0

Instructor(s): Harte,T.  
(Fall 2013)

**HART B241 New Visual Worlds in the Spanish Empire 1492 - 1820**

The events of 1492 changed the world. Visual works made at the time of the Conquest of the Caribbean, Mexico and South America by Spain and Portugal reveal multiple and often conflicting political, racial and ethnic agendas.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**HART B242 Material Identities in Latin America 1820 - 2010**

Revolutions in Latin America begin around 1810. By the 20th and 21st centuries, there is an international viewership for the works of Latin American artists, and in the 21st century the production of Latina and Latino artists living in the United States becomes particularly important.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): McKim-Smith,G.  
(Spring 2014)

**HART B250 Nineteenth-Century Art in France**

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix, Géricault, Ingres, Manet, and Monet. Extensive readings in art criticism are required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

**HART B253 Before Modernism: Architecture and Urbanism of the 18th and 19th Centuries**

The course frames the topic of architecture before the impact of 20th century Modernism, with a special focus on the two prior centuries - especially the 19th - in ways that treat them on their own terms rather than as precursors of more modern technologies and forms of expression. The course will integrate urbanistic and vernacular perspectives alongside more familiar landmark exemplars. Key goals and components of the course will include attaining a facility within pertinent bibliographical and digital landscapes, formal analysis and research skills exercised in writing projects, class field-trips, and a nuanced mastery of the narratives embodied in the architecture of these centuries.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Crosslisting(s): CITY-B253

Units: 1.0

(Not Offered 2013-14)

**HART B254 History of Modern Architecture**

A survey of the development of modern architecture since the 18th century. The course focuses on

international networks in the transmission of architectural ideas since 1890.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): CITY-B254  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B255 Survey of American Architecture**

An examination of landmarks, patterns, contexts, architectural decision-makers and motives of various players in the creation of the American built environment over the course of four centuries. The course will address the sequence of examples that comprise the master narrative of the traditional survey course, while also casting a questioning eye, probing the relation of this canon to the wider realms of building in the United States.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Crosslisting(s): CITY-B255  
 Units: 1.0  
 Instructor(s): Cohen, J.  
*(Fall 2013)*

#### **HART B266 Contemporary Art**

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B268 Greek and Roman Architecture**

A survey of Greek and Roman architecture taking into account building materials, construction techniques, various forms of architecture in their urban and religious settings from an historical and social perspective.  
 Approach: Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B268; CITY-B268  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B272 Since 1960: Contemporary Art and Theory**

Lectures and readings will examine major movements in contemporary art, including Pop Art, Minimalism, Conceptualism, Performance, Postmodernism, and Installation Art. We will examine the dialogue between visual works and critical texts by Roland Barthes, Claire Bishop, Frederic Jameson, Adrian Piper, and Kobena Mercer, among others.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)

Units: 1.0  
 Instructor(s): DeRoo, R.  
*(Fall 2013)*

#### **HART B280 Video Practices: Analog to Digital**

This course explores the history and theory of video art from the late 1960's to the present. The units include: aesthetics; activism; access; performance; and institutional critique. We will reflect on early video's "utopian moment" and its manifestation in the current new media revolution. Feminist, people of color and queer productions will constitute the majority of our corpus. Prerequisite: ENGL/HART B205 Intro to Film or consent of the instructor.  
 Requirement(s): Division III: Humanities  
 Counts towards: Gender and Sexuality Studies; Film Studies  
 Crosslisting(s): ENGL-B280  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B282 Arts of Sub-Saharan Africa**

This course examines the significant artistic and architectural traditions of African cultures south of the Sahara in their religious, philosophical, political, and social aspects.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Africana Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B299 History of Narrative Cinema, 1945 to the present**

This course surveys the history of narrative film from 1945 through contemporary cinema. We will analyze a chronological series of styles and national cinemas, including Classical Hollywood, Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Readings will provide historical context, and will introduce students to key concepts in film studies such as realism, formalism, spectatorship, the auteur theory, and genre studies. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Film Studies  
 Crosslisting(s): ENGL-B299

Units: 1.0  
Instructor(s): King,H.  
(Spring 2014)

**HART B300 The Curator in the Museum**

This course provides an introduction to theoretical and practical aspects of museums and to the links between practice and theory that are the defining characteristic of the museum curator's work today. The challenges and opportunities confronting curators and their colleagues, peers, audiences, and constituents will be addressed through readings, discussions, guest presentations, writings, and individual and group projects.

Units: 1.0  
(Not Offered 2013-14)

**HART B301 Making an Exhibition: Perspectives on Museums**

This course connects the theory and practice of museum exhibitions and other activities – and addresses the conceptual and organizational development of museums during the twentieth century and today – through the development, implementation, and assessment of an exhibition and related programs. Students will study the history and practice of museum exhibition-making while organizing a major public exhibition. They will work individually and as members of groups with student colleagues, with Bryn Mawr College faculty and staff, and with guests selected for their expertise in and knowledge of a range of museum activities and perspectives. The theory and practice of museum exhibition influences and relies upon methodological, anthropological, art historical, philosophical, historical, sociological, psychological, and organizational perspectives on the prominent place museums occupy in this culture. The course will consist of a series of encounters between the practice of, and reflection on, making an exhibition. Recommended Preparation: Relevant coursework in history of art, fine arts, archaeology, anthropology, history, or other fields in which museums play a prominent role.

Units: 1.0  
Instructor(s): Wallace,B.  
(Spring 2014)

**HART B305 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ARCH-B303; COML-B313  
Units: 1.0  
(Not Offered 2013-14)

**HART B306 Film Theory**

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic "author"; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example.

Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. Requirement(s): Division III: Humanities  
Counts towards: Film Studies  
Crosslisting(s): ENGL-B306; COML-B306  
Units: 1.0  
(Not Offered 2013-14)

**HART B311 Topics in Medieval Art**

This is a topics course. Topics vary. Requirement(s): Division III: Humanities  
Counts towards: Middle East Studies  
Crosslisting(s): HIST-B311; CITY-B312  
Units: 1.0  
(Not Offered 2013-14)

**HART B323 Topics in Renaissance Art**

Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600. Requirement(s): Division III: Humanities  
Crosslisting(s): CITY-B323  
Units: 1.0  
Instructor(s): Cast,D.  
(Spring 2014)

**HART B324 Roman Architecture**

The course gives special attention to the architecture and topography of ancient Rome from the origins of the city to the later Roman Empire. At the same time, general issues in architecture and planning with particular reference to Italy and the provinces from republic to empire are also addressed. These include public and domestic spaces, structures, settings and uses, urban infrastructure, the relationship of towns and territories, "suburban" and working villas, and frontier settlements. Prerequisite: ARCH 102. Requirement(s): Division III: Humanities  
Crosslisting(s): CSTS-B324; ARCH-B324  
Units: 1.0  
(Not Offered 2013-14)

**HART B330 Architecture and Identity in Italy: Renaissance to the Present**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): ITAL-B330; CITY-B330

Units: 1.0

Instructor(s): Harper,A.

(Fall 2013)

**HART B334 Topics in Film Studies**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Crosslisting(s): ENGL-B334

Units: 1.0

Instructor(s): Rastegar,R.

(Fall 2013)

*Fall 2013:* Current topic description: This course examines contemporary cinematic images produced in Middle Eastern and Arab countries and in their Diasporas. In his groundbreaking text *Orientalism*, Edward Said argued that Western representations of the "East" are constructed through an inverted mirror reflection of the West. Grounded in postcolonial theory and film studies, students will explore the role of cultural formation through moving image production and circulation.

**HART B336 Topics in Film**

This course examines experimental film and video from the 1930's to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom.

Requirement(s): Division III: Humanities

Counts towards: Film Studies

Crosslisting(s): ENGL-B336

Units: 1.0

(Not Offered 2013-14)

**HART B340 Topics in Baroque Art**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): COML-B340

Units: 1.0

(Not Offered 2013-14)

**HART B348 Advanced Topics in German Cultural Studies**

This is a topics course. Topics vary. Topic for 2011-12 was The Transnational Cosmopolitanism of Swiss Literature.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): GERM-B321; COML-B321; CITY-B319

Units: 1.0

(Not Offered 2013-14)

**HART B350 Topics in Modern Art**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Levine,S., Wallace,B.

*Fall 2013:* Current topic description: This course will study the history of modern art from the Armory Show of 1913 to the present through the example of a collection of paintings, drawings, and prints that will become the object of an exhibition to be mounted by students in the Canaday Library. In the fall, Professor Steven Levine will present the art historical context of the artists' work and in the spring, Curator Brian Wallace will guide the students through all the practical phases of putting on the show.

**HART B354 Gender and Contemporary Art**

We will examine artists from 1960 to the present whose work thematizes gender, including Robert Morris, Cindy Sherman, Kiki Smith, and Mike Kelley.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): DeRoo,R.

(Spring 2014)

**HART B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century.

Requirement(s): Division I or Division III

Crosslisting(s): HIST-B355; CITY-B355

Units: 1.0

(Not Offered 2013-14)

**HART B359 Topics in Classical Art and Archaeology**

This is a topics course. Topics vary. A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology or art history.

Requirement(s): Division III: Humanities  
Crosslisting(s): HART-B358; CSTS-B359  
Units: 1.0  
Instructor(s): Donohue,A.  
(Fall 2013)

*Fall 2013:* Current topic description: The topic is "illustration," broadly construed, and considered as both a subject of and a tool for study. The course will include discussions of common readings and individual reports. Emphasis will be on primary materials and their interpretation. The course will involve a wide range of ancient and modern cognitive, technical, and historical issues such as the visual presentation of information, the documentation of artifacts, and the evidentiary value of illustrations.

### **HART B362 The African Art Collection**

This seminar will introduce students to the African art holdings that are part of the Art and Archaeology Collections.

Requirement(s): Division III: Humanities  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2013-14)

### **HART B367 Asian American Film, Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual respect and solidarity among the participants in the class, no auditors will be allowed.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies; Film Studies  
Crosslisting(s): ENGL-B367  
Units: 1.0  
(Not Offered 2013-14)

### **HART B372 Feminist Art and Theory, 1970-Present**

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement and continues through current issues in global feminism. In the 1970s, feminist activist artists sought to establish new forms of art education, venues for exhibition, theoretical writing, and creative working methods to provide alternatives to traditional art institutions and art criticism. We will examine how current artists, building

on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, multi-media art, and performance.

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): DeRoo,R.  
(Fall 2013)

### **HART B373 Contemporary Art in Exhibition: Museums and Beyond**

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): DeRoo,R.  
(Fall 2013)

### **HART B377 Topics in Modern Architecture**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Crosslisting(s): CITY-B377  
Units: 1.0  
Instructor(s): Hein,C.  
(Spring 2014)

*Spring 2014:* Current topic description: This course examines the current multitude of projects for livable and sustainable cities and the paths proposed to achieve them. Following on a discussion of theories and methodologies, we will engage concepts as diverse as Livable Cities, Green Cities, Eco Cities or Transition towns, then continue to study concrete examples from around the world in their global and local context.

### **HART B380 Topics in Contemporary Art**

This is a topics course. Topics vary.  
Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Saltzman,L.  
(Spring 2014)

*Spring 2014:* Current topic description: Poems, novels, films, photographs, paintings, performances, monuments, memorials, even comics have engaged us with the traumatic history of the Holocaust. Our task



will be to examine such cultural objects, aided by the extensive body of the critical, historical, theoretical, and ethical writings through which such work has been variously critiqued and commended.

#### **HART B397 Junior Seminar**

Designed to introduce majors to the canonical texts in the field of art history and to formalize their understanding of art history as a discipline. Required of and limited to History of Art majors.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B398 Senior Conference I**

A critical review of the discipline of art history in preparation for the senior thesis. Required of all senior majors.

Units: 1.0

Instructor(s): Levine, S., DeRoo, R.

*(Fall 2013)*

#### **HART B399 Senior Conference II**

A seminar for the discussion of senior thesis research and such theoretical and historical concerns as may be appropriate. Interim oral reports. Required of all majors; culminates in the senior thesis.

Units: 1.0

Instructor(s): Cast, D., DeRoo, R.

*(Spring 2014)*

#### **HART B403 Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

#### **HART B403 Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

#### **HART B425 Praxis III**

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B610 Topics in Medieval Art**

This is a topics course. Topics vary.

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B630 Topics in Renaissance Art**

This is a topics course. Topics vary. Selected topics in 16th-century Italian art and its subsequent historiography

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B636 Vasari**

This seminar focuses on Giorgio Vasari as painter and architect and above all as a founder of the Florentine Academy and the writer of the first modern history of the arts. Topics covered range across the arts of that time and then the questions any such critical accounting of the arts calls up, imitation, invention, the notion of the artist and however it is possible to capture in words what seems often to be beyond them.

Units: 1.0

Instructor(s): Cast, D.

*(Fall 2013)*

#### **HART B640 Topics in Baroque Art: Spanish Painting and Sculpture**

This is a topics course. Topics vary.

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B645 Problems in Representation**

This seminar examines, as philosophy and history, the idea of realism, as seen in the visual arts since the Renaissance and beyond to the 19th and 20th centuries.

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B650 Topics in Modern Art**

This is a topics course. Topics vary. Admission by permission of the instructor.

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B671 Topics in German Art**

This is a topics course. Topics vary.

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B672 Feminist Art and Theory, 1970-Present**

How have feminist artists and theorists challenged the conventions of art history? This course begins with the feminist art world activism that arose in the 1970s in the context of the women's liberation movement and continues through current issues in global feminism. In

the 1970s, feminist activist artists sought to establish new forms of art education, venues for exhibition, theoretical writing, and creative working methods to provide alternatives to traditional art institutions and art criticism. We will examine how current artists, building on this recent history, continue to develop feminist aesthetics and politics in a variety of contemporary practices, including installation art, multi-media art, and performance.

Units: 1.0

Instructor(s): DeRoo,R.

*(Fall 2013)*

**HART B673 Contemporary Art in Exhibition: Museums and Beyond**

How does the collection and display of artwork create meanings beyond the individual art object? In recent decades, enormous shifts have occurred in exhibition design as artwork projected from the walls of the museum, moved outdoors to the space of the street, and eventually went online. We will study an array of contemporary exhibition practices and sites in their social and historical contexts, including the temporary exhibition, "the white cube," the "black box," museum installations, international biennials, and websites. During the seminar, we will examine how issues such as patronage, avant-gardism, globalization, and identity politics have progressively brought museums and other exhibition spaces into question.

Units: 1.0

Instructor(s): DeRoo,R.

*(Fall 2013)*

**HART B678 Portraiture**

This seminar on self-portraiture examines the representation of the individual from the Renaissance to the present in painting, photography, and film. Artists range from Artemisia Gentileschi and Poussin to Cézanne and Cindy Sherman.

Units: 1.0

Instructor(s): Levine,S.

*(Spring 2014)*

**HART B680 Topics in Contemporary Art**

This is a topics course. Topics vary.

Units: 1.0

Instructor(s): Saltzman,L.

*(Fall 2013)*

*Fall 2013:* Current topic description: This seminar will engage the history and theory of photography, as well as its "afterlife" in contemporary art and other forms of visual culture.

**HART B701 Supervised Work**

Supervised Work

Units: 1.0

Instructor(s): Cast,D., Levine,S., McKim-Smith,G., DeRoo,R., Walker,A., Hertel,C., Saltzman,L., King,H., Hein,C.

*(Spring 2014)*

## INTERNATIONAL STUDIES

Students may complete a major or a minor in International Studies.

### Co-Directors

**Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies**

**Michael Allen, Professor of Political Science and Co-Director of the International Studies Program**

### Steering Committee

Grace M. Armstrong, Eunice Morgan Schenck 1907  
Professor of French and Francophone Studies

Cynthia D. Bisman, Professor of Social Work and Social Research (on leave semester II)

Carol Hager, Chair and Associate Professor of Political Science and Director of the Center for Social Sciences

Carola Hein, Professor of Growth and Structure of Cities

Yonglin Jiang, Associate Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies

Madhavi Kale, Professor of History (on leave semesters I and II)

Toba Kerson, Professor of Social Work and Social Research

Mary Osirim, Interim Provost and Professor of Sociology

Melissa Pashigian, Professor of Anthropology

International Studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. International Studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture.

At Bryn Mawr, International Studies combines applied and theoretical approaches by drawing from disciplines in both the Social Sciences and Humanities. This broad conception of International Studies distinguishes our program from many others. It builds from a core of courses from politics, economics, and ethics, a branch of philosophy, and then incorporates electives from specified tracks that reflect areas of strength in faculty research and teaching. It allows students to explore the descriptive and normative aspects of living in a world characterized by the deep interconnections of a globalized world. It thus draws on Bryn Mawr's

longstanding interest in promoting justice with its already established coursework at the undergraduate level and at the Graduate School of Social Work and Social Research and on its well established programs in languages and cultures.

The curricular content is relevant in preparing graduates to participate critically and effectively in the many integrated transnational and global institutional networks of production, services, creative expression, research and governance. Thus students with specialties in the Humanities, Social Sciences, or Sciences can benefit from a visible and structured flow of courses in International Studies. The inter and multi-disciplinary approaches reflected in the structure for the major as well as for the minor reflect the kind of integrative thinking that is necessary for effective agency in the globalized world economy and society. Students in International Studies will be made aware of both the distinct modes of inquiry that may transcend disciplines and the cumulative effects of convergent examinations of phenomena from these different disciplinary perspectives.

International Studies engages students in the necessarily inter- and multi-disciplinary course work that will prepare them for productive roles in transnational or intergovernmental institutions and in the areas of public policy, law, governance, public health, medicine, business, diplomacy, journalism, and development. Courses cover both theoretical perspectives and empirical issues in different areas of the world. International Studies at Bryn Mawr provides a foundation for students interested in pursuing career opportunities in these areas or in entering graduate programs such as International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership.

A Bryn Mawr graduate in International Studies will be

- Capable of integrative analysis from different disciplinary perspectives
- Ethically literate
- Prepared for work in related fields such as law, public health, medicine, business, and journalism as well as for graduate study in International Politics/Relations, International Political Economy/Development Studies, International Law and Institutions, and Organizational Theory and Leadership
- Able to contribute their knowledge and leadership skills within governmental and nongovernmental organizations at transnational, regional, or global levels or in cross-cultural settings.

Although language study is not required per se for the major or the minor, students can take advantage of Bryn Mawr's traditional strength in the study of language and culture to enhance their study of non-Anglophone areas of the world. Those intending to study abroad in a non-Anglophone area must meet the level of proficiency required by the Junior Year Abroad program involved; and those intending to undertake graduate work in international studies should plan to acquire the advanced level of proficiency in one foreign language (at the time of admission or graduation) required by the most selective programs here and abroad. Since it began in 2005, the minor in International Studies has attracted a significant number of language majors who use their study of a particular language to select a coherent set of electives under a relevant track in the minor in order to pursue career and study opportunities in the international arena.

## Major Requirements

Students majoring in International Studies must complete a total of ten courses, which include a core of four courses, an elective track of four courses, and a senior capstone experience of either two courses (398 and 399) OR 398 and an additional 300 level course.

Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the major in International Studies to eleven. Also note that no more than two courses in an International Studies major work plan can be used to satisfy another major, minor, or concentration requirement.

## Core Courses

The Core is a mix of 100-300 level courses in International fields. Students must choose one course from among four eligible courses in EACH of Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the Core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each. The disciplines of Politics, Economics, and Philosophy have become central to International Studies programs since markets, conflicts, diplomacy and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in areas such as global ethical issues, development ethics, global justice, and human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

## POLITICAL SCIENCE

- Introduction to International Politics (POLS B250), or International Politics (POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (POLS H350)

## ECONOMICS

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (ECON H241) NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

## PHILOSOPHY

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core are available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from the Center for International Studies.

## CULTURE AND INTERPRETATION

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies.

Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature, History, Philosophy, Sociology, and Languages and Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad

analysis. Each of the courses selected from the range of disciplines capture this breadth and depth. Students interested in studying a specific region of the world separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202 or COML/PHIL B323)
- The Play of Interpretation (COML B293/ENGL B292/PHIL B293)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaïque France (FREN/CITY B251)
- Cultural Profiles in Modern Exile (GERM/COML/ANTH B231)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)

With the approval of an Advisor from the Center for International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

## Electives

Elective Tracks allow students to focus on one theme or area in greater depth across four courses, one of which must be at the 300 level.

The electives continue to anchor the major in inter- and multidisciplinary work while also adding flexibility so that students may be creative and purposeful in structuring their own work. What makes International Studies at Bryn Mawr unique is that it draws upon its established faculty research, resources, and reputations in the individual tracks at the same time as it offers flexibility under clear advising for each of the individualized pathways of learning. Students should choose the four electives from the approved lists under one of the tracks identified below.

Please refer to the International Studies Web site for detailed information regarding approved electives: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies). Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

Students may choose one of the following tracks:

## GENDER

Bryn Mawr's "proud history of global leadership for women" makes gender an obvious choice as one of the tracks enabling students to complete the Major in International Studies. To make good on Bryn Mawr's mission to prepare "students to be purposefully engaged citizens of an increasingly complex and interconnected world", the student in International Studies who selects the Gender track will study gender and its intersections with factors such as race, class, ethnicity, sexual orientation, age, religion, and disability in order to analyze gender with respect to the workings of the global economy and globalization more generally. Although not always the case, many organizations at the local, national, and global levels now understand gender to be a central factor in policies for alleviating poverty or promoting economic growth. The changes wrought by measures such as improving health care for women and children and increasing access to education, property, and work outside the home shows the importance of understanding gender and its intersections with other forms of discrimination in a globalized and interconnected world. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies).

## DEVELOPMENT

Development is most often understood in terms of processes of economic growth, industrialization, and modernization that result in a society's achieving a high (per capita) gross domestic product. These descriptions of economic processes tend to embed assumptions about progress, transformation, and liberation as exemplified in concepts such as "underdeveloped" or "developing" countries. The student in International Studies who selects this track will study the concept of development in a broad sense by using a multidisciplinary approach that combines courses from disciplines such as Anthropology, Economics, Cities, History, Philosophy, Political Science, and Sociology to effectively understand development processes from multiple perspectives. One result is an exploration of development that broadens the study from describing economic deprivation in terms of levels of income, for example, to understanding the ways in which equality, justice, well-being, and human flourishing are affected by growth and modernization processes. The student selecting the Development track will become versed in the critical issues, problems, and achievements common not only to developing regions of the world but also to developed countries and the world as a whole. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies).

## GLOBAL SOCIAL JUSTICE

Efforts to realize social justice are increasingly necessary in global systems as much as they have always been in national and local ones. The Global Social Justice track will allow students to make connections at all these levels. They will be able to draw on the long tradition of focus on Social Justice at Bryn Mawr and Haverford and on collaboration with the Graduate School of Social Work and Social Research and its thrust on Social Welfare. Bryn Mawr's mission statement identifies the characteristics of a Bryn Mawr education as "critical thinking, interdisciplinary perspective, engagement in a diverse community, and purposeful vision of social justice". The Global Social Justice track allows students to explore issues of social and political change in the context of economic and political transition in the globalized world. Students gain insight into how global issues affect relationships among people and cultures within and across national boundaries and how global issues are in turn affected by these relationships. They will study the ways in which dramatic economic disparities wrought by globalization and the global economy affect social welfare and thwart efforts to achieve social justice locally, nationally, and globally. The FOUR elective courses are to be selected from (but are not limited to) an approved list at: [brynmawr.edu/internationalstudies](http://brynmawr.edu/internationalstudies).

## Independent Design

Students who are so inclined may develop an independent design in consultation with an Advisor from the Center for International Studies. An Independent Design could include area studies that draw on Bryn Mawr's strengths in the study of languages and cultures and on our programs in Africana Studies, East Asian Studies and Latin American, Latino and Iberian Peoples and Cultures.

## Senior Capstone Experience

The capstone experience consists of two 300 level courses, 398 and 399, OR 398 and an additional 300 level course in International Studies.

The 398 seminar will have students do research, presentations, and final essays that delve deeper into topics from relevant courses in previously taken tracks and may incorporate experiences in Praxis courses, Summer internships, or Study Abroad. Should a student select to take 399 instead of an additional 300 level course, the 398 seminar could also be the basis for students to identify and begin preliminary work on research projects for 399 — including the exploration of theoretical perspectives and research methods that will provide a framework for their research and the matching of students with faculty serving as individual supervisors.

While most individualized supervision for those taking 399 will be of students writing a senior thesis, designated advisors in International Studies will work with those students who select to produce an extended document using platforms such as DVD documentary, a website, or a PowerPoint talk with pictures and video clips instead of writing a senior thesis.

## Minor Requirements

The Minor in International Studies has been in place since 2005. Students who have declared a Minor and have not yet graduated should consult with one of the Co-Directors of the Center for International Studies to determine whether to continue under the old requirements for the Minor, switch to doing a Major in International Studies, or make slight adjustments to the requirements for the Minor in light of revisions that now have the core requirements for the Minor in line with those for the Major.

The Minor has always attracted and will continue to attract students who major in a language, arts, an area study, Political Science, or Economics. It will be possible, however, for select students to pursue one of the tracks in the major under consultation with an Advisor from International Studies.

Students minoring in International Studies must complete a total of seven courses, which include a required core of four courses and an elective track of three courses. Please note that some of the courses listed in the core have prerequisites, which may increase the total number of courses for the minor in International Studies to eight.

## Core Courses

The Core is a mix of 100-300 level courses in International fields. Students must choose one course from among four eligible courses in EACH of Politics, Economics, and Philosophy (at least one of which is at the 300 level). They must also choose one course from among ten in Culture and Interpretation, a requirement in the core that is unique to Bryn Mawr. The rationale for the two parts of the core (Politics, Economics, and Philosophy and Culture and Interpretation) are given below along with corresponding lists of eligible courses under each. The disciplines of Politics, Economics, and Philosophy have become central to International Studies programs since markets, conflicts, diplomacy and rules are nested in values and norms as much as in state territories and institutional framings. The program at Bryn Mawr is distinctive in having the requirement that students take an ethics course in which they study topics in global ethical issues, development ethics, global justice, or human rights.

The eligible courses for the Politics, Economics, and Philosophy component of the core are:

### POLITICAL SCIENCE

- Introduction to International Politics (POLS B250), or International Politics (at Haverford)(POLS H151)
- Politics of International Law and Institutions (POLS B241)
- International Political Economy (POLS B391)
- Topics in International Politics (at Haverford) (POLS H350)

### ECONOMICS

- Economic Development (ECON B225), or Economic Development and Transformation: China vs. India (at Haverford) (ECON H240)
- The Economics of Globalization (ECON B236)
- Democracy and Development (ECON B385), or Economics of Transition and Euro Adoption in Central and Eastern Europe (at Haverford) (ECON H241)
- NOTE: Introduction to Economics (ECON B105) is a prerequisite for all other Economics courses.

### PHILOSOPHY

- Global Ethical Issues (PHIL B225), or Human Rights and Global Politics (POLS H262)
- Applied Ethics of Peace, Justice and Human Rights (PEAC H201)
- Development Ethics (PHIL B344)
- Global Justice (POLS H362)

If none of the eligible core courses from a particular discipline in the Politics, Economics, and Philosophy core is available in any given year, substitutions will be allowed with another allied course offered at Bryn Mawr, Haverford, Swarthmore or Penn, with the approval of an Advisor from the Center for International Studies.

### CULTURE AND INTERPRETATION

Also in the core, and unique to Bryn Mawr, Culture and Interpretation teaches how language, aesthetics, beliefs, values, and customs can shape possibilities for cross-cultural understanding and dialogue in globalizing polities, economies and societies.

Courses satisfying this requirement cover a broad perspective that teaches students about differing cultures and what it means to interpret or make cross-cultural comparisons and engage in cross-cultural dialogue in the global context. The list of eligible courses is, therefore, drawn from courses taught by Advisors from a range of key disciplines in International Studies: Anthropology, Cities, Comparative Literature,

History, Philosophy, Sociology, and Languages and Area Studies. The course is meant to be a broad analysis of culture and interpretation that does not focus on a country or region in isolation from this broad analysis. Each of the courses selected from the range of disciplines captures this breadth and depth. Students interested in studying a specific region of the world separate from its global implications can pursue this study in one of the tracks.

The eligible courses for the Culture and Interpretation component of the core are:

- Introduction to Cultural Anthropology (ANTH B102)
- Culture and Interpretation (COML/PHIL B202 or COML/PHIL B323)
- The Play of Interpretation (COML/ENGL/GERM/PHIL B292)
- Chinese Perspectives on the Individual and Society (at Haverford) (EAST H120)
- La Mosaïque France (FREN/CITY B251)
- Cultural Profiles in Modern Exile (GERM/COML/ANTH B231)
- Introduction to Latin American, Latino, and Iberian Peoples and Cultures (GNST B145)
- The Atlantic World 1492-1800 (HIST/ANTH B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)

With the approval of an Advisor from the Center for International Studies, substitutions may be allowed in the case of the ten eligible courses for the Culture and Interpretation component of the core when none is available in any given year.

### Electives

In addition to the four core courses listed, three electives are required. Each of the four tracks identifies a major topic or theme in International Studies that builds on or develops the core. The tracks under the minor will allow students who major in a discipline such as Political Science or Economics or in one of the Languages or Area Studies to have a minor that focuses their disciplinary work on International Studies.

Students should choose the three electives from the approved lists under one of the tracks identified below. Electives should demonstrate coherence and be approved by an advisor. Please refer to the International Studies Web site for detailed information regarding approved electives: <http://www.bryn-mawr.edu/internationalstudies>. Students should also check the International Studies Web site or the Tri-College Course Guide for information about courses that are offered in the current year.

## INTERNATIONAL POLITICS

This track allows students to focus on the dynamics and structures of intergovernmental and transnational relationships from the perspective of the discipline of Political Science. Through engagement with the most salient theoretical and policy debates, students may focus upon such themes as globalization and resistance to it, development and sustainability, nationalism and sovereignty, human rights, conflict and peace, public international law and institutions, and nongovernmental or civil society organizations and movements at regional, trans-regional and global levels. The three elective courses are to be selected from (but are not limited to) this approved list.

## INTERNATIONAL ECONOMICS

This track allows students to focus on various theoretical, empirical, and policy issues in international economics. Each of the courses in the track — trade, open-economy macroeconomics, development, and environmental economics — focuses on different economic aspects of the international or global economy. International trade looks at the major theories offered to explain trade and examines the effects of trade barriers and trade liberalization on welfare. International macroeconomics and international finance examines policy-making in open economies, exchange rate systems, exchange rate behavior, and financial integration and financial crises. Development economics is concerned, among other things, with understanding how developing countries can structure their participation in the global economy so as to benefit their development. Environmental economics uses economic analysis to examine the behavioral causes of local, regional, and global environmental and natural resource problems and to evaluate policy responses to them. The three elective courses are to be selected from this approved list.

## AREA STUDIES

This track allows students to situate and apply the economic, political, and social theory provided in the core to the study of a particular geopolitical area. It provides students with a global frame of reference from which to examine issues such as history, migration, colonization, modernization, social change, and development through an area study.

A coherent set of courses can be achieved by selecting the three electives from one of the following area studies: Africana, European, East Asian, and Latin American, Latino and Iberian Peoples and Cultures. Courses include (but are not limited to) this approved list.

## LANGUAGE AND ARTS

This track allows students to explore human interaction at the global level through language, literature, music, and the arts. Students in this track focus their studies on the forms of language and the arts that are generated through global processes and in turn affect the generation and exchange of ideas in and between different societies and cultures.

A coherent set of courses can be achieved by selecting the three electives from one of the following: English, French, German, Italian, Russian, Spanish, and Dance and Music. Courses include (but are not limited to) this approved list.

## COURSES

### ANTH B102 Introduction to Cultural Anthropology

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies .

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Units: 1.0

Instructor(s):Weidman,A., Uzwiak,B.

(Spring 2014)

### ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/

Iberian Peoples & Cultures; International Studies Major;

Peace, Conflict, and Social Justice Studies

Crosslisting(s): HIST-B200

Units: 1.0

(Not Offered 2013–14)

### ANTH B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the



psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): GERM-B231; COML-B231

Units: 1.0

*(Not Offered 2013-14)*

### **CITY B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B225

Units: 1.0

Instructor(s):Rock,M.

*(Fall 2013)*

### **CITY B238 The Economics of Globalization**

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major

Crosslisting(s): ECON-B236

Units: 1.0

Instructor(s):Ceglowski,J.

*(Spring 2014)*

### **COML B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary

aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): GERM-B231; ANTH-B231

Units: 1.0

*(Not Offered 2013-14)*

### **COML B293 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: International Studies Major

Crosslisting(s): PHIL-B293; ENGL-B292

Units: 1.0

Instructor(s):Seyhan,A.

*(Fall 2013)*

### **COML B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities

Counts towards: International Studies Major

Crosslisting(s): PHIL-B323

Units: 1.0

Instructor(s):Krausz,M.

*(Fall 2013)*

**ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105.

Requirement(s): Division I: Social Science  
Counts towards: Environmental Studies; International Studies Major  
Crosslisting(s): CITY-B225  
Units: 1.0  
Instructor(s): Rock, M.  
(Fall 2013)

**ECON B236 The Economics of Globalization**

An introduction to international economics through theory, policy issues, and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration, and foreign investment. Prerequisites: ECON B105. The course is not open to students who have taken ECON B316 or B348.

Requirement(s): Division I: Social Science  
Counts towards: International Studies Major  
Crosslisting(s): CITY-B238  
Units: 1.0  
Instructor(s): Ceglowski, J.  
(Spring 2014)

**ECON B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Requirement(s): Division I: Social Science  
Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
Crosslisting(s): POLS-B385  
Units: 1.0  
Instructor(s): Ross, M., Rock, M.  
(Spring 2014)

**ENGL B292 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.

Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: International Studies Minor  
Crosslisting(s): COML-B293; PHIL-B293  
Units: 1.0  
Instructor(s): Seyhan, A.  
(Fall 2013)

**GERM B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
Crosslisting(s): COML-B231; ANTH-B231  
Units: 1.0  
(Not Offered 2013-14)

**GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity

and change, globalization and struggles within dynamic histories, political economies, and creative expressions.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
 Units: 1.0  
 Instructor(s): Marquez, E.  
*(Fall 2013)*

### **HIST B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.  
 Requirement(s): Division I or Division III  
 Approach: Inquiry into the Past (IP)  
 Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): ANTH-B200  
 Units: 1.0  
*(Not Offered 2013-14)*

### **HIST B258 British Empire: Imagining Indias**

This course considers ideas about and experiences of "modern" India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While "India" and "Indian history" along with "British empire" and "British history" will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources, scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: International Studies Major  
 Units: 1.0  
*(Not Offered 2013-14)*

### **INST B398 Senior Seminar**

This non-thesis capstone course is a seminar in which students do research, presentations and a final essay. These delve into topics from relevant courses in previously-taken tracks and may incorporate experiences from Praxis, Summer, or Study Abroad.  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: International Studies Major

Units: 1.0  
 Instructor(s): Allen, M.  
*(Fall 2013)*

### **INST B399 Senior Project in International Studies**

This involves the writing of a thesis or the production of an extended document on platforms such as a DVD or a website with the guidance of a designated adviser in International Studies.  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: International Studies Major  
 Units: 1.0  
 Instructor(s): Allen, M.  
*(Spring 2014)*

### **PHIL B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; International Studies Major  
 Crosslisting(s): POLS-B225  
 Units: 1.0  
 Instructor(s): Payson, J.  
*(Spring 2014)*

### **PHIL B293 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: International Studies Major  
 Crosslisting(s): COML-B293; ENGL-B292  
 Units: 1.0  
 Instructor(s): Seyhan, A.  
*(Fall 2013)*

**PHIL B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism?

Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities

Counts towards: International Studies Major

Crosslisting(s): COML-B323

Units: 1.0

Instructor(s): Krausz, M.

(Fall 2013)

**PHIL B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society “develop”? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): POLS-B344

Units: 1.0

(Not Offered 2013-14)

**POLS B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): PHIL-B225

Units: 1.0

Instructor(s): Koggel, C.

(Spring 2014)

**POLS B241 The Politics of International Law and Institutions**

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: POLS 141.

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI)

Counts towards: International Studies Major

Units: 1.0

Instructor(s): Allen, M.

(Spring 2014)

**POLS B250 Introduction to International Politics**

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history.

Enrollment Limit: 16; enrollment preference given to sophomores, and up, particularly majors in Political Science and/or International Studies.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies

Units: 1.0

Instructor(s): Allen, M.

(Fall 2013)

**POLS B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society “develop”? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): PHIL-B344

Units: 1.0

(Not Offered 2013-14)

**POLS B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.

Requirement(s): Division I: Social Science  
Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
Crosslisting(s): ECON-B385  
Units: 1.0  
Instructor(s): Ross, M., Rock, M.  
(Spring 2014)

**POLS B391 International Political Economy**

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Counts towards: International Studies Major  
Units: 1.0  
Instructor(s): Allen, M.  
(Fall 2013)

**SOCL B102 Society, Culture, and the Individual**

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; International Studies Major  
Units: 1.0  
Instructor(s): Marquez, E., Karen, D.  
(Spring 2014)

**ITALIAN AND ITALIAN STUDIES**

Students may complete a major or minor in Italian.

**Faculty**

Loryn Fallon, Instructor  
Alexander Harper, Postdoctoral Fellow  
Dennis McAuliffe, Visiting Associate Professor  
Michele Monserrati, Lecturer  
Nicholas Patruno, Katharine E. McBride Professor  
**Roberta Ricci, Chair and Associate Professor of Italian and Director of Film Studies and Co-Director of Romance Languages**  
Gabiella Troncelletti, Instructional Assistant

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian are to acquire a knowledge of Italian language and literature and an understanding of Italian culture, including cinema, art, journalism, pop culture, and music. The Department of Italian also cooperates with the Departments of French and Spanish in the Romance Languages major and with the other foreign languages in the TRICO for a major in Comparative Literature. The Italian Department cooperates also with the Center for International Studies (CIS).

**College Foreign Language Requirement**

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

**Major Requirements**

Major requirements in Italian are 10 courses: ITAL 101, 102 and eight additional units, at least three of which are to be chosen from the offerings on the 300 level, and no more than one from an allied field. All students must take a course on Dante (301), one on the Italian Renaissance (303 or 304) and 307, and two on modern Italian literature. Where courses in translation

## 300 Italian and Italian Studies

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are offered, students may, with the approval of the department, obtain major credit provided they read the texts in Italian, submit written work in Italian and, when the instructor finds it necessary, meet with the instructor for additional discussion in Italian. Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102.

### Major with Honors

Students may apply to complete the major with honors.

The honors component requires the completion of a year-long thesis advised by a faculty member in the department. Students enroll in the senior year in ITAL 398 and ITAL 399. Application to it requires a GPA in the major of 3.7 or higher, as well as a written statement, to be submitted by 1 April of the junior year, outlining the proposed project (see further below) and indicating the faculty member who has agreed to serve as advisor. The full departmental faculty vets the proposals.

### Thesis

Students will write and research a 40-50 page thesis that aims to be an original contribution to Italian scholarship. As such, it must use primary evidence and also engage with the relevant secondary literature. By the end of the fall semester, students must have completed twenty pages in draft. In April they will give an oral presentation of their work of approximately forty minutes to faculty and interested students. The final draft is due on or around 20 April of the senior year and will be graded by two faculty members (one of whom is the advisor). The grade assigned is the major component of the spring semester grade. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. They must include a discussion of the primary sources on which the research will rest, as well as a preliminary bibliography of relevant secondary studies. They also must include a rough timetable indicating in what stages the work will be completed. It is expected that before submitting their proposals students will have conferred with a faculty member who has agreed to serve as advisor.

### Minor Requirements

Requirements for the minor in Italian are ITAL 101, 102 and four additional units including two at the 200 level and two at the 300 level. With departmental approval, students who begin their work in Italian at the 200 level

will be exempted from ITAL 101 and 102. For courses in translation, the same conditions for majors in Italian apply.

### Study Abroad

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College or in approved summer programs in Italy or in the United States.

### COURSES

#### ITAL B001 Elementary Italian

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Monserrati, M.

(Fall 2013)

#### ITAL B002 Elementary Italian II

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 or placement.

Requirement(s): Language Level 1

Units: 1.0

Instructor(s): Monserrati, M.

(Spring 2014)

#### ITAL B101 Intermediate Italian

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of

topics. We will read newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and discuss internet materials.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Ricci,R.

(Fall 2013)

### **ITAL B102 Intermediate Italian**

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and discuss internet materials.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Ricci,R.

(Spring 2014)

### **ITAL B200 Pathways to Proficiency**

This course is intended for students who have already completed the elementary-intermediate sequence and who are interested in pursuing the study of Italian. The aim of the course is to improve students' proficiency in the Italian language, so that they will be able to take more advanced courses in Italian literature and cultural studies. The focus of this course is to expose students to crucial issues that have influenced Italian culture and society, concurring to develop distinctive ways of thinking, cultural artifacts (literary works, music, works of art, and so on), and that are at the core of contemporary Italian society. Prerequisite: ITAL102 or placement.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **ITAL B201 Focus: Italian Culture and Society I**

Language and Cultural Studies course with a strong cultural component. It focuses on the wide variety of problems that a post-industrial and mostly urban society like Italy must face today. Language structure and patterns will be reinforced through the study of music, short films, current issues, and even stereotypes. Prerequisite: ITAL 102, or equivalent.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 0.5

(Not Offered 2013-14)

### **ITAL B207 Dante in Translation**

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order

to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Course taught in English; One additional hour for students who want Italian credit.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2013-14)

### **ITAL B208 Petrarca and Boccaccio in Translation**

The course will focus on a close analysis of Petrarch's Canzoniere and Boccaccio's Decameron, with attention given also to their minor works and the historical/literary context connected with these texts. Attention will also be given to Florentine literature, art, thought, and history from the death of Dante to the age of Lorenzo de' Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; and Florentine humanism from Salutati to Alberti. Course taught in English; ITAL B303 is the same course taught in Italian.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### **ITAL B211 Primo Levi, the Holocaust, and Its Aftermath**

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to other Italian women writers whose works are also connected with the Holocaust.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): HEBR-B211; COML-B211

Units: 1.0

Instructor(s): Patruno,N.

(Fall 2013)

### **ITAL B212 Italy Today: New Voices, New Writers, New Literature**

This course, taught in English, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course

will also take into consideration the social, cultural, and political factors surrounding them. The course will focus on works by writers who are now integral to Italian canon – among them: Cristina Ali-Farah, Igiaba Scego, Ghermandi Gabriella, Amara Lakhous. As part of the course, movies concerned with various aspects of Italian Migrant literature will be screened and analyzed.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Monserrati, M.

(Spring 2014)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): RUSS-B253; PHIL-B253; HART-B213; GERM-B213

Units: 1.0

Instructor(s): Monserrati, M.

(Fall 2013)

### **ITAL B215 The City of Naples**

The city of Naples emerged during the Later Middle Ages as the capital of a Kingdom and one of the most influential cities in the Mediterranean region. What led to the city's rise, and what effect did the city as a cultural, political, and economic force have on the rest of the region and beyond? This course will familiarize students with the art, architecture, culture, and institutions that made the city one of the most influential in Europe and the Mediterranean region during the Late Middle Ages. Topics include court painters in service to the crown, female monastic spaces and patronage, and the revival of dynastic tomb sculpture.

Requirement(s): Division III: Humanities

Crosslisting(s): HART-B216; CITY-B216

Units: 1.0

Instructor(s): Harper, A.

(Spring 2014)

### **ITAL B222 Focus: Reading Italian Literature in Italian I**

The course will read major examples of the short story and novella through several centuries of Italian fiction, including texts written by women writers and immigrant writers. We will read novelle and short stories by Fogazzaro, D'Annunzio, Primo and Carlo Levi, Pasolini, Dacia Maraini, Antonio Tabucchi. This is a half semester Focus course.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 0.5

(Not Offered 2013-14)

### **ITAL B223 Focus: Reading Italian Literature in Italian II**

The course consists of a close reading in Italian of representative theatrical texts from the contemporary stage to the origins of Italian theater in the 16th century, including pieces by Dario Fo, Luigi Pirandello, Carlo Goldoni, the Commedia dell'arte and Niccolò Machiavelli. Attention will be paid to the development of language skills through reading out loud, performance, and discussion of both form and content, enhanced by the use of recordings and videos. Attention will also be paid to the development of critical and analytical writing skills through the writing of short reviews and the research and writing of a term paper. This is a half semester Focus course.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 0.5

(Not Offered 2013-14)

### **ITAL B225 Italian Cinema and Literary Adaptation**

The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will "read" films as "literary images" and "see" novels as "visual stories." The reading of Italian literary sources will be followed by evaluation of the corresponding films by well-known directors, including female directors. We will study, through close textual analysis, such issues as Fascism, nationhood, gender, sexuality, politics, regionalism, death, and family in the Italian context.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2013-14)

### **ITAL B235 The Italian Women's Movement**

Emphasis will be put on Italian women writers and film directors, who are often left out of syllabi adhering to traditional canons. Particular attention will be paid to: a) women writers who have found their voices (through writing) as a means of psychological survival in a patriarchal world; b) women engaged in the women's movement of the 70's and who continue to look at, and rewrite, women's stories of empowerment and solidarity; c) "divaism", fame, via beauty and sex with a particular emphasis on the '60s (i.e. Gina Lollobrigida, Sofia Loren, Claudia Cardinale). Counts toward the Gender and Sexuality Studies Concentration.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia**

This course aims to explore representations of Mafia figures in Italian literature and cinema, with reference



also to Italian-American films, starting from the 'classical' example of Sicily. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative fiction, using Italian literature written by 19th, 20th, and 21st Italian Sicilian authors. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Ricci, R.

(Fall 2013)

### **ITAL B299 Grief, Sexuality, Identity: Emerging Adulthood**

Adolescence is an important time of personality development as a result of changes in the self-concept and the formation of a new moral system of values.

Emphasis will be placed on issues confronting the role of the family and peer relationships, prostitution, drugs, youth criminality/gangsters/violence, cultural diversity, pregnancy, gender identity, mental/moral/religious development, emotional growth, alcoholism, homosexuality, sexual behavior. Prerequisite: ITAL B102.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2013-14)

### **ITAL B301 Dante**

A reading of the Vita Nuova (Poems of Youth) and The Divine Comedy: Hell, Purgatory and Paradise in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Prerequisite: At least two literature courses (one at the 300 level)

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **ITAL B303 Petrarca and Boccaccio**

The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. The Decameron will be read in Italian. Attention will also be paid to Petrarca's Canzoniere, of

which a small selection will be read in Italian. Topics will include how each author represented women in the context of 14th-century Italy. Prerequisite: At least one 200-level course. Taught in Italian.

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **ITAL B304 Il Rinascimento in Italia e oltre**

Students will become familiar with the growing importance of women during the Renaissance, as women expanded their sphere of activity in literature (as authors of epics, lyrics, treatises, and letters), in court (especially in Ferrara), and in society, where for the first time women formed groups and their own discourse.

What happens when women become the subject of study? What is learned about women and the nation?

What is learned about gender and how disciplinary knowledge itself is changed through the centuries?

Prerequisite: At least one 200-level course. Taught in Italian.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **ITAL B307 Best of Italian Literature**

This course focuses on the key role played by Italian culture in the development of the European civilization and Western literature. Many texts found their way to France, Spain, England where they were read, translated, disseminated. This process of assimilation influenced life, language, politics, and literature. The unique role played by Italian Renaissance on European civilization shines through contemporary best-sellers, The Da Vinci Code. Prerequisite: a 200-level course in Italian

Requirement(s): Division III: Humanities

Units: 1.0

(Not Offered 2013-14)

### **ITAL B310 Italian Popular Fiction**

In English. This course explores the Italian "giallo" (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and "high literature," but also the role of detective fiction as a mirror of social anxieties.

Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Prerequisites: One literature course at the 200 level.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B310

Units: 1.0

(Not Offered 2013-14)

**ITAL B320 Nationalism and Freedom: The Italian Risorgimento in Foscolo, Manzoni, Leopardi**

This course deals with 19th century Italian poetry and literary movement for Italian unification inspired by the realities of the new economic and political forces at work after 1815. As a manifestation of the nationalism sweeping over Europe during the nineteenth century, the Risorgimento aimed to unite Italy under one flag and one government. For many Italians, however, Risorgimento meant more than political unity. It described a movement for the renewal of Italian society and people beyond purely political aims. Among Italian patriots the common denominator was a desire for freedom from foreign control, liberalism, and constitutionalism. The course will discuss issues such as Enlightenment, Romanticism, Nationalism, and the complex relationship between history and literature in Foscolo, Manzoni, and Leopardi. This course is taught in Italian.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Ricci,R.

(Spring 2014)

**ITAL B322 Focus: Reading Italian Literature in Italian III**

The focus of the course is on The Decameron, one of the most entertaining, beloved and imitated prose works ever written. Like Dante's divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. Prerequisite: two years of Italian and at least a 200-level course. Taught in Italian.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Units: 0.5

(Not Offered 2013-14)

**ITAL B323 Focus: Reading Italian Literature in Italian IV**

Attention to Petrarca's Canzoniere, of which a small selection will be read in Italian. Topics will include how the author represented women in the context of 14th-century Italy. Prerequisite: two years of Italian and at least a 200-level course.

Requirement(s): Division III: Humanities

Units: 0.5

(Not Offered 2013-14)

**ITAL B330 Architecture and Identity in Italy: Renaissance to the Present**

How is architecture used to shape our understanding of past and current identities? This course looks at the ways in which architecture has been understood to represent, and used to shape regional, national, ethnic, and gender identities in Italy from the Renaissance to the present. The class focuses on Italy's classical traditions, and looks at the ways in which architects

and theorists have accepted or rejected the peninsula's classical roots. Subjects studied include Baroque Architecture, the Risorgimento, Futurism, Fascism, and colonialism. Course readings include Vitruvius, Leon Battista Alberti, Giorgio Vasari, Jacob Burckhardt, and Alois Riegl, among others.

Crosslisting(s): HART-B330; CITY-B330

Units: 1.0

Instructor(s): Harper,A.

(Fall 2013)

**ITAL B380 Modernity and Psychoanalysis: Crossing National Boundaries in 20th c. Italy and Europe**

Designed as an in-depth interdisciplinary exploration of Italy's intellectual life, the course is organized around major literary and cultural trends in 20th century Europe, including philosophical ideas and cinema. We investigate Italian fiction in the global and international perspective, from modernity to Freud and Psychoanalysis, going beyond national boundaries and proposing ethical models across historical times.

Prerequisites: One 200-Level course in Italian

Units: 1.0

(Not Offered 2013-14)

**ITAL B398 Senior Seminar**

This course is open only to senior Italian and Romance Languages majors. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. By the end of the fall semester, students must have completed twenty pages in draft. See Thesis description.

Units: 1.0

Instructor(s): Ricci,R.

(Fall 2013)

**ITAL B399 Senior Conference**

This course is open only to senior Italian and Romance Languages majors. Under the direction of the instructor, each student prepares a senior thesis on an author or a theme that the student has chosen. In April there will be an oral defense with members and majors of the Italian Department. See Thesis description.

Units: 1.0

Instructor(s): Ricci,R.

(Spring 2014)

**ITAL B403 Supervised Work**

Offered with approval of the Department.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**ITAL B403 Supervised Work**

Offered with approval of the Department.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

## LATIN AMERICAN, LATINO, AND IBERIAN PEOPLES AND CULTURES

Students may complete a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

### Coordinators

**Ignacio Gallup-Diaz, Chair and Associate Professor of History and Director of Latin American, Latino and Iberian Peoples and Cultures (LALIPC)**

### Advisory Committee

Erika Marquez, Visiting Assistant Professor

Gary W. McDonogh, Professor of Growth and Structure of Cities

Gridley McKim-Smith, Professor of History of Art on the Andrew W. Mellon Foundation Professorship in the Humanities

Maria Cristina Quintero, Professor of Spanish and Director of Comparative Literature

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

H. Rosi Song, Chair and Associate Professor of Spanish, Co-Director of Romance Languages and Interim Director (fall 2013) of Gender and Sexuality Studies

Jennifer Harford Vargas, Assistant Professor of English

Latin American, Latino and Iberian peoples, histories, and cultures have represented both central agents and crucibles of transformations across the entire world for millennia. Global histories and local experiences of colonization, migration, exchange, and revolution allow students and faculty to construct a critical framework of analysis and to explore these dynamic worlds, their peoples and cultures, across many disciplines.

As a concentration, such study must be based in a major in another department, generally Spanish, Cities, History, History of Art, Political Science, or Sociology (exceptions can be made in consultation with the major and concentration adviser). To fulfill requirements, the student must complete the introductory course, GNST 245 Introduction to Latin American, Latino and Iberian Peoples and Culture or the equivalent course at Haverford (SPAN 240). They should then plan advanced courses in language, affiliated fields and the major that lead to a final project in the major that relates closely

to themes of the concentration. One semester of study abroad is strongly encouraged in the concentration and students may complete some requirements with appropriately selected courses in many Junior Year Abroad (JYA) programs. The student also must show competence in one of the languages of the peoples of Iberia or Latin America. Students are admitted into the concentration at the end of their sophomore year after submission of a plan of study worked out in consultation with the major department and the LALIPC coordinator. Students should keep in touch with the coordinator as they develop major projects in these areas.

### Concentration Requirements

Competence in a language spoken by significant collectives of Iberian or Latin American peoples to be achieved no later than junior year. This competence may be attested by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by completion of a 200-level course with a merit grade. Faculty will work with students to assess languages not regularly taught in the Tri-Co, including Portuguese, Catalan, and other languages.

GNST B245/ HC SPAN 240 as a gateway course in the first or second year. The student should also take at least five other courses selected in consultation with the program coordinator, at least one of which must be at the 300 level. One of these classes may be cross-listed with the major; up to two may be completed in JYA.

A long paper or an independent project dealing with Iberian, Latin American, or Latina/o issues, to be completed during the junior year in a course in the major or concentration and to be read by the LALIPC coordinator.

A senior essay/long paper dealing with some issue relevant to the concentration should be completed in the major and read by one faculty member participating in the concentration. All senior concentrators will present their research within the context of some LALIPC student-faculty forum as well.

### Junior Year Abroad

JYA provides both classes and experience in language, society, and culture that are central to the concentration. Students interested in JYA programs in the Iberian Peninsula, Latin America, and the Caribbean should consult with both their major adviser and the concentration coordinator in order to make informed choices. We will also work with students to identify programs that may allow them to work with languages not regularly taught in the Tri-Co, especially Portuguese.

**COURSES****ANTH B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): HIST-B200

Units: 1.0

*(Not Offered 2013-14)*

**ANTH B219 Visual Anthropology, Latin America and Social Movements**

Focusing on indigenous communities and social movements, this course examines the cultural uses of visual art, photography, film, and new media in Latin America. Students will analyze a variety of materials to reconsider western conceptions of art. As well, students will explore how anthropologists employ visual methods in ethnographic research. Prerequisites: ANTH B102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Uzwiak, B.

*(Spring 2014)*

**ANTH B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0

Instructor(s): McDonogh, G.

*(Spring 2014)*

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender)

to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

**ANTH B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major

Crosslisting(s): GERM-B231; COML-B231

Units: 1.0

*(Not Offered 2013-14)*

**ANTH B258 Immigrant Experiences**

The course will examine the causes and consequences of immigration by looking at various immigrant groups in the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of migration changing (labor migration, refugee flows, return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore scholarly texts, films, and novels to examine what it means to be an immigrant, what generational and cultural conflicts immigrants experience, and how they identify with the new country and the old country.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SOCL-B246

Units: 1.0

Instructor(s): Takenaka, A.

*(Fall 2013)*

**CITY B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0  
 Instructor(s): McDonogh, G.  
 (Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

### **COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

This course examines the ban on books and art in the US, Latin America, the Middle East, and Eastern Europe through a study of the historical, political, and sociocultural conditions of censorship practices and the rhetorical strategies writers and artists use to translate repression and trauma into idioms of resistance. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle East Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B231 Cultural Profiles in Modern Exile**

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
 Crosslisting(s): GERM-B231; ANTH-B231  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B237 The Dictator Novel in the Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use

to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): ENGL-B237; SPAN-B237  
 Units: 1.0  
 Instructor(s): Harford Vargas, J.  
 (Spring 2014)

### **COML B248 The Reception of Classics in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): CSTS-B248; SPAN-B248  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): SPAN-B260  
 Units: 1.0  
 (Not Offered 2013-14)

### **COML B271 Literatura y delincuencia: explorando la novela picaresca**

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.

Requirement(s): Division III: Humanities  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): SPAN-B270  
 Units: 1.0  
 (Not Offered 2013-14)

**COML B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B322

Units: 1.0

(Not Offered 2013-14)

**COML B345 Topics in Narrative Theory**

This is a topics course. Topics vary.

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B345

Units: 1.0

Instructor(s): Ricketts,R.

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

**CSTS B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B248; COML-B248

Units: 1.0

(Not Offered 2013-14)

**EAST B229 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ANTH-B229; CITY-B229; SOCL-B230; HART-B229;

Units: 1.0

Instructor(s): McDonogh,G.

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

**ENGL B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B217

Units: 1.0

Instructor(s):Harford Vargas,J.

(Fall 2013)

**ENGL B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): SPAN-B237; COML-B237

Units: 1.0  
 Instructor(s): Harford Vargas, J.  
 (Spring 2014)

### ENGL B276 Transnational American Literature

This course asks students to re-imagine "American" literature through a transnational framework. We will explore what paradigms are useful for conceptualizing U.S. literature given shared political histories, aesthetic modes, racial discourses, and patterns of migration in the hemisphere. Reading canonical Anglo American writers alongside ethnic minority writers, we will examine how their aesthetic engagements and cultural entanglements with Latin America transform our understanding of what constitutes a national literary tradition.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Units: 1.0  
 (Not Offered 2013-14)

### ENGL B332 Novelas de las Américas

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. Prerequisites: SPAN B110 and/or SPAN B120 and a 200-level course in Spanish.

Requirement(s): Division III: Humanities  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): SPAN-B332  
 Units: 1.0  
 Instructor(s): Gaspar, M.  
 (Fall 2013)

### ENGL B345 Topics in Narrative Theory

This is a topics course. Topics vary.  
 Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): COML-B345  
 Units: 1.0  
 Instructor(s): Ricketts, R.

*Spring 2014:* Current topic description: Students in this course will explore the history of literary "realism" and the development of the verisimilitude we take for granted in prose today. Whether they aimed to portray real life vividly or describe made-up worlds realistically, many authors exploited the blurry boundary between factual and fictional writing, between storytelling and

reporting. Course texts will include essays, novels, plays, and short stories from a range of British and American literary traditions.

### GERM B231 Cultural Profiles in Modern Exile

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
 Crosslisting(s): COML-B231; ANTH-B231  
 Units: 1.0  
 (Not Offered 2013-14)

### GNST B245 Introduction to Latin American, Latino, and Iberian Peoples and Cultures

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions.

Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major  
 Units: 1.0  
 Instructor(s): Marquez, E.  
 (Fall 2013)

### HART B229 Topics in Comparative Urbanism

This is a topics course.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
 Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229  
 Units: 1.0  
 Instructor(s): McDonogh, G.

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and

practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

#### **HART B241 New Visual Worlds in the Spanish Empire 1492 - 1820**

The events of 1492 changed the world. Visual works made at the time of the Conquest of the Caribbean, Mexico and South America by Spain and Portugal reveal multiple and often conflicting political, racial and ethnic agendas.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

#### **HART B242 Material Identities in Latin America 1820 - 2010**

Revolutions in Latin America begin around 1810. By the 20th and 21st centuries, there is an international viewership for the works of Latin American artists, and in the 21st century the production of Latina and Latino artists living in the United States becomes particularly important.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s):McKim-Smith,G.

*(Spring 2014)*

#### **HIST B127 Indigenous Leaders 1492-1750**

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised "traditional" forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies

Units: 1.0

Instructor(s):Gallup-Diaz,I.

*(Fall 2013)*

#### **HIST B200 The Atlantic World 1492-1800**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B200

Units: 1.0

*(Not Offered 2013-14)*

#### **HIST B265 Colonial Encounters in the Americas**

The course explores the confrontations, conquests and accommodations that formed the "ground-level" experience of day-to-day colonialism throughout the Americas. The course is comparative in scope, examining events and structures in North, South and Central America, with particular attention paid to indigenous peoples and the nature of indigenous leadership in the colonial world of the 18th century.

Requirement(s): Division I or Division III

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

#### **HIST B287 Immigration in the U.S.**

How we understand the history of immigration to the territory now known as the United States has been transformed by recent explorations of the notion of "whiteness." This course will be framed by the ways in which this powerful lens for interpretation has helped to recast the meaning of ethnicity as we focus on individual immigrant groups and the context which they both entered and created from the 17th century to the present. The first half of the semester will concentrate largely on the "century of immigration," from the early 19th through the early 20th century. Together, we will shape the second half of the course, deciding on the topics we will investigate and upon which 20th century groups we will focus.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*



**HIST B371 Topics in Atlantic History: The Early Modern Pirate in Fact and Fiction**

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors. Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B230 Topics in Comparative Urbanism**

This is a topics course.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ANTH-B229; CITY-B229; HART-B229; EAST-B229  
Units: 1.0  
Instructor(s): McDonogh, G.  
(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

**SOCL B231 Punishment and Social Order**

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened "penal net" in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality. Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): CITY-B231  
Units: 1.0  
Instructor(s): Marquez, E.  
(Spring 2014)

**SOCL B242 Urban Field Research Methods**

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.  
Requirement(s): Division I: Social Science  
Counts towards: Praxis Program  
Crosslisting(s): CITY-B242; ANTH-B242  
Units: 1.0  
Instructor(s): Takenaka, A.  
(Spring 2014)

**SOCL B246 Immigrant Experiences: Introduction to International Migration**

The course will examine the causes and consequences of immigration by looking at various immigrant groups in the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of migration changing (labor migration, refugee flows, return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore scholarly texts, films, and novels to examine what it means to be an immigrant, what generational and cultural conflicts immigrants experience, and how they identify with the new country and the old country.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ANTH-B258  
Units: 1.0  
Instructor(s): Takenaka, A.  
(Fall 2013)

**SOCL B259 Comparative Social Movements in Latin America**

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): POLS-B259; CITY-B220  
Units: 1.0  
Instructor(s): Marquez, E.  
(Fall 2013)

**SOCL B314 Immigrant Experiences**

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies  
Units: 1.0

*(Not Offered 2013-14)*

**SPAN B110 Introducción al análisis cultural**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Puig-Herz, A.

*(Spring 2014)*

**SPAN B203 Tópicos en la literatura hispana**

This is a topic course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Gaspar, M., Puig-Herz, A.

*(Spring 2014)*

*Spring 2014:* Current topic description: ¡A morir de risa! Humor negro y nación en el cine español contemporáneo. Dark humor is one of the defining characteristics of contemporary Spanish cinema. Or is it? This course investigates regional and national boundaries through the entertaining and disturbing lenses of sex, violence, and humor. We will focus mostly on cinema since the 1970s, including films by internationally recognized directors such as Fernando Trueba, Alex de la Iglesia, and Pedro Almodóvar.

**SPAN B208 Drama y sociedad en España**

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics

include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances.

Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Pre-requisite: Spanish 202 or another 200-level course or placement.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B211 Borges y sus lectores**

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B212

Units: 1.0

Instructor(s): Sacerio-Garí, E.

*(Fall 2013)*

**SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.

Requirement(s): Division III: Humanities

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B217

Units: 1.0

Instructor(s): Harford Vargas, J.

*(Fall 2013)*

**SPAN B223 Género y modernidad en la narrativa del siglo XIX**

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B231 El cuento y novela corta en España**

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, María de Zayas, and a number of contemporary writers such as Julián Marías and Soledad Puértolas. Our approach will include formal and thematic considerations, and attention will be given to social and historical contexts.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s):Quintero,M.

(Fall 2013)

**SPAN B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B237; COML-B237

Units: 1.0

Instructor(s):Harford Vargas,J.

(Spring 2014)

**SPAN B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CSTS-B248; COML-B248

Units: 1.0

(Not Offered 2013-14)

**SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B260

Units: 1.0

(Not Offered 2013-14)

**SPAN B270 Literatura y delincuencia: explorando la novela picaresca**

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B271

Units: 1.0

(Not Offered 2013-14)

**SPAN B307 Cervantes**

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: Spanish 202 and another 200-level course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

**SPAN B309 La mujer en la literatura española del Siglo de Oro**

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Pre-requisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s):Quintero,M.

(Fall 2013)

**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Prerequisite: A 200-level course in Spanish, SPAN 208.

Requirement(s): Division III: Humanities

Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B321 Del surrealismo al afrorealismo**

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo. Manifestos and literary works by Latin American authors will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: a 200-level Spanish course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B322

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B323 Memoria y Guerra Civil**

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): HIST-B323

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B332 Novelas de las Américas**

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish. Prerequisites: SPAN B110 and/or SPAN B120 and a 200-level course in Spanish.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B332

Units: 1.0

Instructor(s): Gaspar, M.

*(Fall 2013)*

**SPAN B351 Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

## TRI-CO PROGRAM IN LINGUISTICS

Bi-Co students may major or minor in the Tri-Co Linguistics Department (Bryn Mawr, Haverford, Swarthmore).

### Faculty

#### *Bryn Mawr College*

Deepak Kumar, Professor of Computer Science

Amanda Weidman, Associate Professor of Anthropology

#### *Haverford College*

Marilyn Boltz, Professor of Psychology

Brook Lillehaugen, Assistant Professor of Linguistics

Ana López-Sánchez, Assistant Professor of Spanish

Danielle Macbeth, T. Wistar Brown Professor of Philosophy

#### *Swarthmore College*

Shelley DePaul, Instructor of Linguistics

Melanie Drolsbaugh, Instructor of American Sign Language

Theodore Fernald, Professor of Linguistics

K. David Harrison, Associate Professor of Linguistics

Lorraine Leeson, Julian and Virginia Cornell Distinguished Visiting Professor of Linguistics

Brook Lillehaugen, Assistant Professor (Tri-College) of Linguistics

Brittany McLaughlin, Visiting Instructor, (Part Time) of Linguistics

Donna Jo Napoli, Professor of Linguistics

Nathan Sanders, Visiting Assistant Professor of Linguistics

Anisa Schardl, Visiting Instructor of Linguistics

Linguistics is the scientific study of language, the medium which allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which will prepare students for future pursuits in any field where such skills are essential. Linguistics is also relevant to other disciplines, such as Psychology, Philosophy, Mathematics, Computer Science, Sociology and Anthropology. (Some of our students have double majored with one of them.)

The primary goals of the linguistics major are to introduce students to the field of linguistics proper through a series of foundation courses in linguistics theory and methodology; to provide training in the application of certain theoretical and methodological tools to the analysis of linguistic data; and to offer an array of interdisciplinary courses that allow students to explore other related fields that best suit their interests.

### Major Requirements

The Tri-Co Linguistics Department offers two majors:

- Linguistics
- Linguistics and Language (Ling&Lang)

Students may learn more about the major requirements at the following websites:

[www.haverford.edu/linguistics/](http://www.haverford.edu/linguistics/)  
[www.swarthmore.edu/SocSci/Linguistics/](http://www.swarthmore.edu/SocSci/Linguistics/)

1. All majors must take one course or seminar from each of the following three categories:
  - Sounds: LING H115 at HC or LING045, 052 at SC
  - Forms: LING H113 at HC or LING050 at SC
  - Meanings: LING H114 at HC or LING026, 040 at SC
2. All majors are required to take the structure of a non-Indo-European Language, typically LING282 at HC, or LING061, 062, 064 at SC.
3. All majors must take two elective courses in Linguistics or related fields.
4. In addition, all majors are required to write a senior thesis in the fall of their senior year in LING100 (Research Seminar). This thesis constitutes the comprehensive requirement. The course can be taken for one or two credits.

### Minor Requirements

Students may minor in linguistics by completing six credits in the following three areas of study:

- A. Mandatory Foundation Courses (three credits):
  - LING H113 or LING S050 Introduction to Syntax
  - LING H114 or LING S040 Introduction to Semantics
  - LING H115 Phonetics and Phonology

## B. Synthesis Courses (choose one):

- LING H282 Structure of Chinese
- LING H382 Topics in Chinese Syntax and Semantics
- LING S060 Structure of Navajo
- LING S062 Structure of American Sign Language
- LING S064 Structure of Tuvan

## C. Elective Courses (choose two):

- LING/PSYC H238 The Psychology of Language
- LING B101 Introduction to Linguistics
- LING/PHIL H253 Analytic Philosophy of Language
- LING/PHIL H260 Historical Introduction to Logic
- LING/ANTH B281 Language in the Social Context
- LING/CMSC B325 Computational Linguistics
- LING/SPAN H365 The Politics of Language in the Spanish-Speaking World
- LING/EAST H382 Topics in Chinese Syntax and Semantics

## Departmental Honors for Bi-Co Majors

Honors will be granted, at the discretion of the faculty members, to those senior majors who have consistently distinguished themselves in major-related course work (typically with a GPA of 3.7 or higher), active and constructive participation in the intellectual life of the department, and an outstanding senior thesis. A senior major may receive high honors if deemed exceptional in all three areas.

For Bi-Co students who plan to declare either major in the Linguistics Department:

At the college level, students must fill out the major declaration form as required by the Registrar's Office of your college.

At the departmental level, students must fill out the Sophomore Paper available at the Linguistics Department website ([www.haverford.edu/linguistics/](http://www.haverford.edu/linguistics/)), scan it and email it to Shizhe Huang ([shuang@haverford.edu](mailto:shuang@haverford.edu)) AND Dorothy Kunzig ([dkunzig1@swarthmore.edu](mailto:dkunzig1@swarthmore.edu)).

## CONTACT INFORMATION FOR BI-CO STUDENTS:

Shizhe Huang  
Co-Chair of the Linguistics Department  
[shuang@haverford.edu](mailto:shuang@haverford.edu)

Bryn Mawr College currently offers these courses in Linguistics:

### LING B101 Introduction to Linguistics

An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Lillehaugen, B.

(Fall 2013)

### LING B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Crosslisting(s): ANTH-B281

Units: 1.0

(Not Offered 2013-14)

### LING B325 Computational Linguistics

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: some background in linguistics or computer science.

Crosslisting(s): CMSC-B325

Units: 1.0

Instructor(s): Kumar, D.

(Fall 2013)

Haverford College currently offers the following courses in Linguistics:

LING H113 Introduction to Syntax  
 LING H114 Introduction to Semantics  
 LING H115 Phonetics and Phonology  
 LING H238 Psychology of Language  
 LING H282 Structure of Chinese  
 LING H365 The Politics of Language in the Spanish-Speaking World  
 LING H382 Topics in Chinese Syntax and Semantics

Swarthmore College currently offers the following courses in Linguistics:

LING S001 Intro to Linguistics (W)  
 LING S010 Hebrew for Text Study II  
 LING S020 Natural Language Processing  
 LING S025 Language, Culture & Society  
 LING S034 Psychology of Language  
 LING S040 Semantics (W)  
 LING S045 Phonetics & Phonology  
 LING S050 Syntax (W)  
 LING S064 Structure of Tuvan  
 LING S070 Translation Workshop  
 LING S075 Field Methods  
 LING S100 Research Seminar

## MATHEMATICS

Students may complete a major or minor in Mathematics. Within the major, students may complete the requirements for secondary school certification. Majors may complete an M.A. in Mathematics, if accepted into the combined A.B./M.A. program, or may enter the 3-2 Program in Engineering and Applied Science at the California Institute of Technology.

### Faculty

#### **Leslie C. Cheng, Chair (spring 2014) and Professor**

Victor J. Donnay, Professor of Mathematics and Chair of Environmental Studies

Helen G. Grundman, Professor

Peter G. Kasius, Instructor

#### **Paul Melvin, Chair (fall 2013) and (on leave semester II)**

Djordje Milicevic, Assistant Professor

Amy N. Myers, Lecturer and Math Program Coordinator

Gregory R. Schneider, Lecturer

Lisa Traynor, Professor

The Mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

### Major Requirements

A minimum of 10 semester courses is required for the major, including the six core courses listed below and four electives at or above the 200 level.

Core Requirements:

- MATH B201 Multivariable Calculus (H121 or H216)
- MATH B203 Linear Algebra (H215)
- MATH B301 Real Analysis I (H317)
- MATH B303 Abstract Algebra I (H333)
- MATH B302 Real Analysis II (H318) or MATH B304 Abstract Algebra II (H334)
- MATH B398 or B399 Senior Conference

The analysis and algebra sequences, MATH 301/302 and MATH 303/304, both have a strong proof writing focus. Consequently, students often find it useful to take a course such as MATH 206 (Transition to Higher

Mathematics) before they enroll in these sequences, and in any case should consult with the instructor if they are unsure about their level of preparation.

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major adviser. A student may also, in consultation with a major adviser, petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

## Honors

A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional units of work at the 300 level or above (which may include one or two units of MATH 395/396 or MATH 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

## Minor Requirements

The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

## Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and should enroll in MATH 102 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 201 as their first mathematics course. All other students are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

## A.B./M.A. Program

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four (or possibly five) years.

## 3-2 Program in Engineering and Applied Science

See the description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, for earning both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

## COURSES

### MATH B001 Fundamentals of Mathematics

Basic techniques of algebra, analytic geometry, graphing, and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor.

Units: 1.0

*(Not Offered 2013-14)*

### MATH B005 Math Workshop

Review of arithmetic and introduction to the basics of elementary and intermediate algebra for students whose mathematical backgrounds require such support. This course prepares students to take either MATH 001 or MATH 104 immediately thereafter. Placement in this course is by advice of the department. This is a half-credit course.

Units: 0.5

*(Not Offered 2013-14)*

### MATH B101 Calculus I

A first course in one-variable calculus: Functions, limits, continuity, the derivative, differentiation formulas, applications of the derivative, the integral, integration by substitution, fundamental theorem of calculus. May include a computer component. Prerequisite: adequate score on calculus placement exam, or permission of the instructor. Students should have a reasonable command of high school algebra, geometry and trigonometry. Requirement(s): Division II and Quantitative Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

*(Fall 2013)*

### MATH B102 Calculus II

A continuation of Calculus I: Transcendental functions, techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Prerequisite: merit grade in MATH 101, adequate score on calculus placement exam, or permission of the instructor.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Schneider, G., Milicevic, D.

*(Spring 2014)*



**MATH B104 Basic Probability and Statistics**

This course introduces students to key concepts in both descriptive and inferential statistics. Students learn how to collect, describe, display, and interpret both raw and summarized data in meaningful ways. Topics include summary statistics, graphical displays, correlation, regression, probability, the law of averages, expected value, standard error, the central limit theorem, hypothesis testing, sampling procedures, and bias. Students learn to use statistical software to summarize, present, and interpret data. This course may not be taken after any other statistics course. Prerequisite: Math readiness or permission of instructor.

Requirement(s): Quantitative

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Cheng, L., Kasius, P.  
(Spring 2014)

**MATH B151 Introduction to Math and Sustainability**

The world faces many sustainability challenges: climate change, energy, over-population, natural resource depletion. Using techniques of mathematical modeling including dynamical systems and bifurcation theory (tipping points), we will study quantitative aspects of these problems. No advanced mathematics beyond high school mathematics (pre-calculus) is required.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2013-14)

**MATH B201 Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, vector analysis (gradients, curl and divergence), line and surface integrals, the theorems of Gauss, Green and Stokes. May include a computer component. Prerequisite: MATH 102 or permission of instructor.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

(Fall 2013)

**MATH B203 Linear Algebra**

Systems of linear equations, matrix algebra, determinants, vector spaces and subspaces, linear independence, bases and dimension, linear transformations and their representation by matrices, eigenvectors and eigenvalues, orthogonality, and applications of linear algebra. Pre or corequisite: MATH 102, or permission of the instructor

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

(Spring 2014)

**MATH B205 Theory of Probability with Applications**

The course analyzes repeatable "experiments," such as coin tosses or die rolls, in which the short-term outcomes are uncertain, but the long-run behavior is predictable. Such random processes are used as models for real-world phenomena to solve problems such as determining the effectiveness of a new drug, or deciding whether a series of record-high temperatures is due to the natural variation in weather or rather to climate change. Topics include: random variables, discrete distributions (binomial, geometric, negative binomial, Poisson, hypergeometric, Benford), continuous densities (exponential, gamma, normal, Maxwell, Rayleigh, chi-squared), conditional probability, expected value, variance, the Law of Large Numbers, and the Central Limit Theorem. Prerequisite: MATH 201.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Myers, A.

(Spring 2014)

**MATH B206 Transition to Higher Mathematics**

An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning, and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology, and other advanced fields. Corequisite: MATH 203; not open to students who have had a 300-level math course.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Kasius, P.

(Spring 2014)

**MATH B210 Differential Equations with Applications**

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical, and analytic methods. Applications to physics, biology, and economics. Corequisite: MATH 201 or 203.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Kasius, P., Schneider, G.

(Spring 2014)

**MATH B221 Introduction to Topology and Geometry**

An introduction to the ideas of topology and geometry through the study of knots and surfaces in three-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Corequisite: MATH 201 or 203.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Melvin,P.

(Fall 2013)

### **MATH B231 Discrete Mathematics**

An introduction to discrete mathematics with strong applications to computer science. Topics include propositional logic, proof techniques, recursion, set theory, counting, probability theory and graph theory. Students are strongly encouraged to have taken CMSC B110 or B205 prior to registering for this course, or at least take CMSC B110 or B205 concurrently.

Requirement(s): Division II and Quantitative

Approach: Quantitative Methods (QM)

Crosslisting(s): CMSC-B231

Units: 1.0

Instructor(s): Xu,D.

(Fall 2013)

### **MATH B290 Elementary Number Theory**

Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: MATH 102.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2013-14)

### **MATH B295 Select Topics in Mathematics**

This is a topics course. Topics vary.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Cheng,L., Myers,A.

(Spring 2014)

### **MATH B301 Real Analysis I**

A first course in real analysis, providing a rigorous development of single variable calculus, with a strong focus on proof writing. Topics covered: the real number system, elements of set theory and topology, limits, continuous functions, the intermediate and extreme value theorems, differentiable functions and the mean value theorem, uniform continuity, the Riemann integral, the fundamental theorem of calculus. Possible additional topics include analysis on metric spaces or dynamical systems. Prerequisite: MATH 201. Some students also find it helpful to have taken a transitional course such as MATH 206 before enrolling in this course.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Donnay,V., Milicevic,D.

(Fall 2013)

### **MATH B302 Real Analysis II**

A continuation of Real Analysis I: Infinite series, power series, sequences and series of functions, pointwise and uniform convergence, and additional topics selected from: Fourier series, calculus of variations, the Lebesgue integral, dynamical systems, and calculus in higher dimensions. Prerequisite: MATH 301.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Donnay,V., Milicevic,D.

(Spring 2014)

### **MATH B303 Abstract Algebra I**

A first course in abstract algebra, including an introduction to groups, rings and fields, and their homomorphisms. Topics covered: cyclic and dihedral groups, the symmetric and alternating groups, direct products and finitely generated abelian groups, cosets, Lagrange's Theorem, normal subgroups and quotient groups, isomorphism theorems, integral domains, polynomial rings, ideals, quotient rings, prime and maximal ideals. Possible additional topics include group actions and the Sylow Theorems, free abelian groups, free groups, PIDs and UFDs. Prerequisite: MATH 203. Some students also find it helpful to have taken a transitional course such as MATH 206 before enrolling in this course.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Traynor,L.

(Fall 2013)

### **MATH B304 Abstract Algebra II**

A continuation of Abstract Algebra I. Vector spaces and linear algebra, field extensions, algebraic and transcendental extensions, finite fields, fields of fractions, field automorphisms, the isomorphism extension theorem, splitting fields, separable and inseparable extensions, algebraic closures, and Galois theory. Also, if not covered in Abstract Algebra I: group actions and Sylow theorems, free abelian groups, free groups, PIDs and UFDs. Possible additional topic: finitely generated modules over a PID and canonical forms of matrices. Prerequisite: MATH 303.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Traynor,L.

(Spring 2014)

### **MATH B308 Applied Mathematics I**

Course content varies.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2013-14)

**MATH B310 Introduction to the Mathematics of Financial Derivatives**

An introduction to the mathematics utilized in the pricing models of derivative instruments. Topics to be covered may include Arbitrage Theorem, pricing derivatives, Wiener and Poisson processes, martingales and martingale representations, Ito's Lemma, Black-Scholes partial differentiation equation, Girsanov Theorem and Feynman-Kac Formula. Prerequisite: MATH 201 or permission of instructor.

Requirement(s): Division II: Natural Science

Units: 1.0

*(Not Offered 2013-14)*

**MATH B312 Topology**

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces, introduction to geometric topology (classification of surfaces, manifolds). Typically offered yearly in alternation with Haverford. Co-requisite: MATH 301, MATH 303, or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

*(Not Offered 2013-14)*

**MATH B315 Geometry**

An introduction to geometry with an emphasis that varies from year to year. Prerequisites: MATH 201 and 203 (or equivalent) or permission of instructor.

Requirement(s): Division II: Natural Science

Units: 1.0

*(Not Offered 2013-14)*

**MATH B322 Functions of Complex Variables**

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations. Prerequisite: MATH 301 or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Traynor, L.

*(Spring 2014)*

**MATH B361 Harmonic Analysis and Wavelets**

A first introduction to harmonic analysis and wavelets. Topics to be covered include Fourier series on the circle, Fourier transforms on the line and space, Discrete Wavelet Transform, Fast Wavelet Transform and filter-bank representation of wavelets. Prerequisite: MATH B203 or permission of instructor.

Requirement(s): Division II: Natural Science

Units: 1.0

Instructor(s): Cheng, L.

*(Fall 2013)*

**MATH B395 Research Seminar**

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. This is a topics course. Prerequisite: Permission of instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Melvin, P., Cheng, L., Donnay, V.,

Grundman, H., Traynor, L., Milicevic, D.

*(Fall 2013)*

**MATH B396 Research Seminar**

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. Prerequisite: Permission of instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Cheng, L., Donnay, V., Grundman, H.,

Traynor, L., Milicevic, D.

*(Spring 2014)*

**MATH B398 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Melvin, P., Schneider, G.

*(Fall 2013)*

**MATH B399 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Grundman, H., Milicevic, D.

*(Spring 2014)*

**MATH B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**MATH B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**MATH B501 Graduate Real Analysis I**

In this course we will study the theory of measure and integration. Topics will include Lebesgue measure, measurable functions, the Lebesgue integral, the Riemann-Stieltjes integral, complex measures, differentiation of measures, product measures, and  $L^p$  spaces.

Units: 1.0

*(Not Offered 2013-14)*

**MATH B502 Graduate Real Analysis II**

This course is a continuation of Math 501.

Units: 1.0

*(Not Offered 2013-14)*

**MATH B503 Graduate Algebra I**

This is the first course in a two course sequence providing a standard introduction to algebra at the graduate level. Topics in the first semester will include categories, groups, rings, modules, and linear algebra.

Units: 1.0

Instructor(s): Grundman,H.

*(Fall 2013)*

**MATH B504 Graduate Algebra II**

This course is a continuation of Math 503, the two courses providing a standard introduction to algebra at the graduate level. Topics in the second semester will include linear algebra, fields, Galois theory, and advanced group theory.

Units: 1.0

Instructor(s): Grundman,H.

*(Spring 2014)*

**MATH B505 Graduate Topology I**

This is the first course of a 2 semester sequence, covering the basic notions of algebraic topology. The focus will be on homology theory, which will be introduced axiomatically (via the Eilenberg-Steenrod axioms) and then studied from a variety of points of view (simplicial, singular and cellular homology). The course will also treat cohomology theory and duality (on manifolds), and the elements of homotopy theory.

Units: 1.0

*(Not Offered 2013-14)*

**MATH B506 Graduate Topology II**

Math 505 and Math 506 offer an introduction to topology at the graduate level. These courses can be taken in either order. Math 506 focuses on differential topology. Topics covered include smooth manifolds, smooth maps, and differential forms.

Units: 1.0

Instructor(s): Traynor,L.

*(Fall 2013)*

**MATH B701 Supervised Work**

Units: 1.0

Instructor(s): Cheng,L., Grundman,H., Traynor,L., Milicevic,D., Melvin,P.

*(Spring 2014)*

**MATH B702 Research Seminar**

Units: 1.0

Instructor(s): Grundman,H.

*(Fall 2013)*

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## MIDDLE EASTERN STUDIES

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Students may complete a concentration in Middle Eastern Studies.

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### Co-Directors

**Michael Allen, Professor of Political Science**

**Kalala Ngalamulume, Associate Professor of Africana Studies and History**

### Steering Committee Members and Advisors

Grace Armstrong, Chair and Eunice M. Schenck 1907 Professor of French, Director of Middle Eastern Languages

Cynthia Bisman, Professor of Social Work and Social Research (on leave semester II)

Carol J. Hager, Associate Professor of Political Science

Carola Hein, Professor of Growth and Structure of Cities

Toba Kerson, Professor of Social Work and Social Research

Christine Koggel, Harvey Wexler Chair and Professor of Philosophy

Mary Osirim, Interim Provost and Professor of Sociology

Melissa Pashigian, Chair and Associate Professor of Anthropology

Yonglin Jiang, Associate Professor of East Asian Studies on the Jye Chu Lectureship in Chinese Studies

Courses on the Middle East may contribute to majors in other fields or serve as electives. In addition, students may complete a concentration in Middle East Studies.

The Middle Eastern Studies Program focuses on the study of the area from Morocco to Afghanistan from antiquity to the present day. Bryn Mawr students can investigate the history, politics and cultures of the Middle East through coursework, independent study, study abroad, and events here and at neighboring institutions. In conjunction with courses at Haverford and Swarthmore, the Advisory Committee from Bryn Mawr College co-ordinates courses and works with colleagues from Haverford and Swarthmore College on tri-college curricular planning.

The members of the Middle Eastern Studies Committee can help students who are interested in Middle Eastern topics plan coursework and independent study.

There are two tracks to Middle East Studies Concentration; one requires study or competence in a Middle Eastern language, the other does not.

## Track 1

The first track consists of six courses in the Humanities or Social Sciences that focus on the ancient or modern Middle East distributed in the following manner:

- a. An introductory course called "Themes in Middle Eastern Society and Culture" This course will be offered every other year by relevant Middle Eastern Studies Institute faculty from Bryn Mawr and, where possible, the Tri-Co Community. The course will be taught by at least two faculty members who would follow a broadly defined theme. Possible themes include: Irrigation, Agriculture and Society; History and Collective Memory; Urbanism and Social Transformation; War and Peace, and Literature and Imagination.
- b. Three elective Middle Eastern topic courses, including at least one at the 300 level in a specific area to be chosen in consultation with the student's adviser. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major.
- c. Two additional Middle Eastern topic courses, at least one of which must be in either the humanities or social sciences if a student's work in (a) and (b) does not include one or the other of these.
- d. Of the six courses one must be pre-modern in content.
- e. Of the six courses only three may be in the student's major.

## Track 2

The second track consists of language study and other courses. Students opting for this track must take the equivalent of two years of study of a modern Middle Eastern language or pass a proficiency exam in one of these languages, whereby they may also meet the standard set for the A.B. degree for the foreign language requirement. Four additional courses distributed as follows are required for the concentration:

- a. An introductory course called "Themes in Middle Eastern Society and Culture" as defined above.
- b. Three elective Middle Eastern topic courses, which meet the following conditions:
  - One course must be in the social sciences;
  - One course must be in the humanities;
  - At least one course must be at the 300 level to be selected after consultation with the student's adviser so as to expose the student to in-depth study of the Middle East with a geographic, conceptual, or particular historical focus;

- At least one course must be pre-modern in content.
- c. Of the four courses, only two may also form a part of the student's major.

For Arabic and Hebrew languages, please see those sections.

## COURSES

### ANTH B275 Cultures and Societies of the Middle East

Through a close reading of ethnographic, historical, and literary materials, this course will introduce students to some of the key conceptual issues and regional distinctions that have emerged from classic and contemporary studies of culture and society in the Middle East. The course will survey the following themes: orientalism; gender and patriarchy; democracy and state-formation; political Islam; oil and Western dominance; media and religion; violence and nationalism; identity and diaspora. Prerequisite: ANTH B102 or equivalent. No knowledge of the Middle East is assumed.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

### ANTH B382 Religious Fundamentalism in the Global Era

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B382; HIST-B382

Units: 1.0

*(Not Offered 2013-14)*

### ARCH B104 Archaeology of Agricultural and Urban Revolutions

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Geoarchaeology; Middle East Studies  
Crosslisting(s): CITY-B104  
Units: 1.0  
Instructor(s): Magee, P.  
(Fall 2013)

**ARCH B140 The Visual Culture of the Ancient Near East**

The visual culture of ancient Mesopotamia, a region with its heartland in modern Iraq, from the first city to the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals.

Requirement(s): Division III: Humanities  
Counts towards: Middle East Studies  
Crosslisting(s): HART-B140  
Units: 1.0  
(Not Offered 2013-14)

**ARCH B226 Archaeology of Anatolia**

One of the cradles of civilization, Anatolia witnessed the rise and fall of many cultures and states throughout its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**ARCH B240 Archaeology and History of Ancient Mesopotamia**

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship, and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be addressed.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**ARCH B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle East Studies  
Crosslisting(s): POLS-B244; HIST-B244; CITY-B244  
Units: 1.0  
Instructor(s): Ataç, M.  
(Spring 2014)

**ARCH B355 Archaeology of the Achaemenid Empire in Cross Cultural Context**

The Achaemenid Empire (538-332 B.C.E.) ruled the largest landmass of any of the ancient Near Eastern Empires. Attempts by archaeologists to understand the manner in which authority was asserted over this area have suffered from a reliance on biased historical sources, largely from the Classical World. This course uses archaeological data to re-examine the Achaemenid Empire in a global context. This data is examined through a methodological framework that emphasizes comparative studies of ancient and more recent Empires in Africa, the Americas, South Asia, and the Mediterranean.

Counts towards: Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

This course examines the ban on books and art in the US, Latin America, the Middle East, and Eastern Europe through a study of the historical, political, and sociocultural conditions of censorship practices and the rhetorical strategies writers and artists use to translate repression and trauma into idioms of resistance.

Prerequisite: EMLY B001 or a 100-level intensive writing course.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**CSTS B223 The Early Medieval World**

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the

disintegration of the Carolingian Empire.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B223  
 Units: 1.0  
 Instructor(s): Truitt, E.  
*(Fall 2013)*

#### **GNST B156 Themes in Middle Eastern Society**

The basis for the Middle East Studies Concentration, this course features changing themes. For Fall 2010, the theme is the space of religion: in daily life; in politics and culture; space and metaphor. Included are sacred kingship, the rise of Islamic states, roles of Middle Eastern Christians and Jews and challenges from secular ideologies that transform the space of religion.  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Middle East Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B140 The Visual Culture of the Ancient Near East**

The visual culture of ancient Mesopotamia, a region with its heartland in modern Iraq, from the first city to the fall of Babylon in 539 BCE, includes images designed to gain favor of the gods, promote royal achievements and adorn the deceased on the journey to the afterlife. Particular emphasis placed on the visual analysis of royal and elite artistic production of architecture, sculpture and cylinder seals.  
 Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): ARCH-B140  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HART B311 Topics in Medieval Art**

This is a topics course. Topics vary.  
 Requirement(s): Division III: Humanities  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B311; CITY-B312  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HEBR B110 Israeli Cinema**

The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian societies and their impact on films' form and content.  
 Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies; Middle East Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HEBR B271 Topics in Judaic Studies**

What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government, and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries.  
 Counts towards: Middle East Studies  
 Crosslisting(s): HIST-B273  
 Units: 1.0  
*(Not Offered 2013-14)*

#### **HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Middle East Studies  
 Crosslisting(s): POLS-B283; HIST-B283  
 Units: 1.0  
 Instructor(s): Rudy, S.  
*(Spring 2014)*

#### **HIST B128 Crusade, Conversion and Conquest**

A thematic focus course exploring the nature of Christian religious expansion and conflict in the medieval period. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of "just war" and "holy war"; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.  
 Requirement(s): Division I or Division III  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Units: 1.0

Instructor(s): Truitt, E.  
(Spring 2014)

### **HIST B222 France and Algeria since 1830**

This course will trace the intertwined history of France and Algeria by analyzing the beginnings of the French presence in Algeria, colonization and resistance, citizenship and race, the Algerian War, and decolonization. Prerequisite: One 100-level history course.

Approach: Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): POLS-B223; FREN-B222; ANTH-B222

Units: 1.0

(Not Offered 2013-14)

### **HIST B223 The Early Medieval World**

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle East Studies

Crosslisting(s): CSTS-B223

Units: 1.0

Instructor(s): Truitt, E.  
(Fall 2013)

### **HIST B273 Topics in Judaic Studies**

What happened in Jewish history between antiquity and the modern era, between composing the Talmud and receiving citizenship in European nations? As we try to understand how Jews got from there to here, this seminar will explore the diverse and sometimes astonishing forms of Jewish life in the medieval and early modern periods (approximately 1000-1800), with special focus on the evolution of Jewish relations with the majority culture. Topics will include the golden age of Jewry in Muslim Spain, the development of European anti-Jewish policies and persecutions, Jewish self-government, and cosmopolitanism, as well as many of the philosophers, mystics and would-be messiahs who sparked religious movements and change in the course of these tumultuous centuries.

Counts towards: Middle East Studies

Crosslisting(s): HEBR-B271

Units: 1.0

(Not Offered 2013-14)

### **HIST B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works

of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Crosslisting(s): POLS-B283; HEBR-B283

Units: 1.0

Instructor(s): Rudy, S.  
(Spring 2014)

### **HIST B288 The Political Economy of the Middle East and North Africa**

This comparative approach considers historical constructions, the power of economic ideas, domestic politics and resources, and international regimes. Specific areas of focus include theories that seek to explain the economic/political conditions, left, nationalist and liberal, as well as the exceptional growth of the Gulf economies. Prerequisite: at least one other course on the Middle East or a strong area expertise in another region such as Latin America or China with permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Middle East Studies

Crosslisting(s): POLS-B288

Units: 1.0

(Not Offered 2013-14)

### **HIST B311 Topics in Medieval Art**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Middle East Studies

Crosslisting(s): HART-B311; CITY-B312

Units: 1.0

(Not Offered 2013-14)

### **HIST B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B382; POLS-B382

Units: 1.0

(Not Offered 2013-14)



**POLS B282 The Exotic Other: Gender and Sexuality in the Middle East**

This course is concerned with the meanings of gender and sexuality in the Middle East, with particular attention to the construction of tradition, its performance, reinscription, and transformation, and to Western interpretations and interactions. Prerequisite: one course in social science or humanities. Previous gender or Middle East course is a plus.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

**POLS B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Middle East Studies

Crosslisting(s): HIST-B283; HEBR-B283

Units: 1.0

Instructor(s): Rudy, S.

*(Spring 2014)*

**POLS B287 Media and Politics: The Middle East Transformed**

The events of 2011 transformed the Middle East, overthrowing or threatening regimes across the region. The course will focus on the media technologies, the political actors, and international events that produced these changes, as well as examine works on political transitions, revolutions, and social movements.

Prerequisite: A previous social science or history course is strongly recommended, or a previous course on media.

Requirement(s): Division I: Social Science

Counts towards: Middle East Studies

Units: 1.0

*(Not Offered 2013-14)*

**POLS B288 The Political Economy of the Middle East and North Africa**

This comparative approach considers historical constructions, the power of economic ideas, domestic politics and resources, and international regimes. Specific areas of focus include theories that seek to

explain the economic/political conditions, left, nationalist and liberal, as well as the exceptional growth of the Gulf economies. Prerequisite: at least one other course on the Middle East or a strong area expertise in another region such as Latin America or China with permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Middle East Studies

Crosslisting(s): HIST-B288

Units: 1.0

*(Not Offered 2013-14)*

**POLS B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B382; HIST-B382

Units: 1.0

*(Not Offered 2013-14)*

**POLS B383 Two Hundred Years of Islamic Reform, Radicalism, and Revolution**

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.

Requirement(s): Division I: Social Science

Counts towards: Middle East Studies

Crosslisting(s): HIST-B383

Units: 1.0

*(Not Offered 2013-14)*

## MUSIC

The Department of Music is located at Haverford and offers well-qualified students a major and minor in music. For a list of requirements and courses offered, see Music at Haverford.

### Faculty

Ingrid Arauco, Associate Professor

Christine Cacioppo, Visiting Instructor

**Curt Cacioppo, Professor and Chair**

Richard Freedman, Professor

Heidi Jacob, Associate Professor, Director of the Haverford-Bryn Mawr Orchestral Program

Thomas Lloyd, Associate Professor, Director of the Haverford-Bryn Mawr Choral Program

Andrew Oster, Visiting Assistant Professor

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The composition/theory program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and ensembles formed within the context of Haverford's chamber music program. Students can receive academic credit for participating in these ensembles (Music 102, 214, 215, 216, and 219). They can also receive credit for Private Study (Music 208, 209, 210) in voice or their chosen instrument.

### Special Programs and Funds

The Music Department Guest Artists Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been Native American flutist Mary Youngblood, the Daedalus Quartet, pianist Charles Abramovic, violinist Arnold Steinhardt, and

the Network for New Music. The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the glee club and orchestra at Haverford from 1947 to 1975. The fund supports applied music lessons for students enrolled in the department's private study program. The John H. Davison '51 Fund for Student Composers supports new works by student composers. This fund recognizes John's 40 years of teaching and musical creativity at Haverford. The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony. The Kessinger Family Fund for Asian Performing Arts (administered jointly with the John Hurford '60 Humanities Center) sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has sponsored visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

### Major Requirements

- 1) Theory-composition: 203, 204, 303.
- 2) Musicology: three courses, as follows: 229, plus any two of 220, 221, 222, 223, 224, and 225 or 325.
- 3) Two electives in music, chosen from: 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 265, 266, 304, and 325.
- 4) Performance: participation in a department-sponsored performance group is required for at least a year. Music 208, 209, or 210 instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
- 5) An additional full credit course equivalent is required of music majors in their senior year. The senior experience in music may be fulfilled through an independent study project (usually a composition, performance, or research paper pursued in the context of Music 480) or through enhancement of a regular advanced course offering to include an independent study component. The format of the senior experience will be determined prior to the beginning of the student's senior year, after consultation with the department.
- 6) Majors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

### Minor Requirements

- 1) Theory-Composition: 203 and 204
- 2) Musicology: 229, plus any one of 220, 221, 222, 223, 224, and 225 or 325.
- 3) One elective chosen from: 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 265, 266, 303, 304, and 325.

- 4) Music 208, 209, 210 instrumental or vocal private study or department ensemble participation for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
- 5) Minors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

Substitutions for Haverford College courses in fulfillment of the major or minor in music must be approved in advance by the music department.

## Requirements for Honors

Criteria for Departmental Honors:

- a) minimum GPA in music courses of 3.7, AND
- b) grade on senior project of 4.0

Criteria for Departmental High Honors:

- a) outstanding, standard-setting contribution to the department in the context of courses and/or ensembles, AND
- b) exceptional level of originality, depth, and synthesis in the senior project as compared to undergraduate work generally, outside Haverford (ie, a level of work that should be sufficient to gain admission to top graduate programs in the field.

## COURSES

### MUSC H319 Intermedial Transformations: Musico-Acoustic Imaginations in Literature and Film

Prerequisite: One 200-level course in the Humanities U.Schoenherr

## THEORY AND COMPOSITION COURSES

### MUSC H110 Musicianship and Literature

Intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing and keyboard harmony. Discussion of musical forms and techniques of melody writing and harmonization; short projects in composition.  
Staff

### MUSC H203 Tonal Harmony I

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Emphasis is on composing melodies, constructing phrases, and harmonizing in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 110 or consent.  
I.Arauco

### MUSC H204 Tonal Harmony II HU

Continuation of Music 203, introducing chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 203  
C.Cacioppo

### MUSC H265 Symphonic Technique and Tradition HU

In this course, we will be familiarizing ourselves with significant orchestral repertory of the past three centuries, learning to read the orchestral score, studying the capabilities of various orchestral instruments and how they are used together, and tracing the evolution of orchestral writing and orchestral forms from the Classical period to the present. Short exercises in scoring for orchestra; final project is a presentation on a major orchestral work of your choice. Prerequisite: Music 203.  
I.Arauco

### MUSC H266 Composition HU

An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles; experimentation with harmony, form, notation and text setting. Weekly performance of student pieces; end-of-semester recital. Prerequisite: Music 204 or consent of instructor.  
I.Arauco

### MUSC H303 Advanced Tonal Harmony HU

Study of late nineteenth-century harmonic practice in selected works of Liszt, Wagner, Brahms, Faure, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short exercises; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills. Prerequisite: Music 204  
C.Cacioppo

### MUSC H304 Counterpoint HU

18th century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Canon; composition of two-part invention; fugal writing in three parts; chorale prelude; analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 204  
I.Arauco

### MUSC H325 Seminar in 20th Century Theory and Practice HU

Classic and contemporary 20th-century composers, works, and trends, with reference to theoretical and

aesthetic writings and the broader cultural context.

Prerequisite: Music 303a or 224

I.Arauco

## **PERFORMANCE COURSES**

### **MUSC H102 Chorale**

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra.

Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required.

Entrance by audition. Students can start Chorale at the beginning of any semester. Prerequisite: Audition and consent of the instructor.

T.Lloyd

### **MUSC H107 Introductory Piano HU**

Music 107 is an introduction to music and the art of playing the piano. The course consists of a weekly hour long session on Tuesday evenings (lecture, directed listening, or playing workshop) plus an individual lesson of 20 minutes at an arranged time. It is expected that the student will practice an hour each day, 6 days a week. Students are expected to keep a listening journal, which consists of personal responses to the music, as well as a page of research on a topic related to each listening assignment. The final exam is a performance of 2 or more short works on the class recital at the end of the term. Enrollment limited to 16 students, with 5 spaces reserved for majors/minors.

C.Cacioppo

### **MUSC H207 Topics in Piano: American Roots HU**

Prerequisite: Audition and consent of instructor

C.Cacioppo

### **MUSC H208 Private Study: Instrumental HU**

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their private lessons, but may apply for private study subsidies at the beginning of each semester's study through the department. Prerequisite: Departmental audition & consent of supervisor

H.Jacob

### **MUSC H209 Private Study: Voice**

10 hour-long voice lessons with approved teachers for 1/2 credit, graded. Jury exam at end of semester. Must participate in Chorale or Chamber Singers the same semester to be eligible for credit or partial subsidy for cost of lessons, which is not covered by

tuition Prerequisite: Departmental audition & consent of supervisor

T.Lloyd

### **MUSC H210 Private Study: Keyboard**

Prerequisite: Departmental audition and consent of supervisor.

C.Cacioppo

### **MUSC H214 Chamber Singers**

Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly. Prerequisite: Audition and consent of instructor

T.Lloyd

### **MUSC H215 Chamber Music**

Intensive rehearsal of works for small instrumental groups, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisite: Audition and consent of instructor

H.Jacob

### **MUSC H216 Orchestra**

For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester. Prerequisite: Audition and consent of instructor

H.Jacob

### **MUSC H219 Art Song**

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coachings with the instructor, culminating in a public recital at the end of the semester. Prerequisite: Audition and consent of instructor

T. Lloyd

## **MUSICOLOGY COURSES**

### **MUSC H 111 Introduction to Western Music**

A survey of the European musical tradition from the middle ages to modern times. Students will hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky, Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and

reading, students will attend concerts and prepare written assignments.

R.Freedman

### **MUSC H220 Saints and Sinners. Musical Europe before 1400**

The course will explore music and its cultural uses in Medieval Europe. We will study the main genres and forms of in secular and sacred contexts, from monasteries, convents, and cathedrals, to courts and cities. We will trace the changing character of music itself, from plainsong to polyphonic and from troubadour tunes to art song of the 14th century, in works by figures like Hildegard, Leonin, Machaut, Landini, and Vitry. We will study transformations in musical notation, theoretical underpinnings of musical time and counterpoint, and the status of music itself in the divine cosmos. We will also pause to put all of this in the context of current scholarship and historical performance practice.

Prerequisite: Any full-credit course in Music (such as Music 110, 111, 229, 203), or equivalent prior experience in musical study.

R.Freedman

### **MUSC H221 Music, Ritual, and Representation. 1400-1600**

Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation, and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez, and Orlando di Lasso, among many others. Classroom assignments will consider basic problems raised by the study of early music: questions of style and structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisite: Music 110 or 111 or consent of instructor.

R.Freedman

### **MUSC H222 Composers, Players, and Listeners in the 17th and 18th centuries**

This course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers, and audiences in an international context of patronage and publishing. From Monteverdi, Schltz and Lully to Rameau, Bach, and Handel. Prerequisite: Music 110 or 111 or consent of instructor

R.Freedman

### **MUSC H223 Between Galant and Learned: Musical Life and the Enlightenment**

This course ranges from the conservatories of Naples to opera houses of Vienna and Paris. Music by Pergolesi, Gluck, Haydn, Mozart, the young Beethoven, and many others; debates on music and language; the craft of

composition; private patrons and public music; music and social change. Prerequisite: Music 110 or 111 or consent of instructor

R.Freedman

### **MUSC H224 Music, Myth, and Meaning in the 19th Century**

An exploration of songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler, and Brahms in the rich landscape of literary Romanticism and nationalism; philosophies of music and music history. Prerequisite: Music 110 or 111, or consent of instructor

R.Freedman

### **MUSC H225 Novelty and Renewal in 20th-Century Music**

An exploration of how composers, musicians, and listeners have behaved (and have misbehaved) during the last 100 years. Works by Debussy, Schoenberg, Berg, Stravinsky, Bartok, Hindemith, Weill, Prokofiev, Shostakovich, Rochberg, Glass, and many others, considered in through priorities of modernist aesthetics and the changing place of music in society. Central themes will include the search for order and control; music and the state; music, film, and electronic technologies; new roles for composers, performers, and listeners. Prerequisite: Any full-credit course in Music (such as Music 110, 111, 229, 203), or equivalent prior experience in musical study.

R. Freedman

### **MUSC H229 Thinking about Music: Ideas, History, and Musicology**

Core concepts and perspectives for the serious study of music. Students will explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music? Music and Technology, The Global Soundscape, Music and the State, Tonality, Sense, and Reason. Each unit will use a small number of musical works, performances, or documents as focal points. In each unit we will also read current musicological work in attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. Prerequisite: Musc 110, 203, or equiv prior knowledge of music.

R.Freedman

### **MUSC H246 Words and Music: Wagner's Ring and the Modern World**

R.Freedman

### **MUSC H250 Words and Music**

Prerequisite: One 100-level course in Music or consent of instructor.

R.Freedman/C.Cacioppo

### **MUSC H251 Music, Film, and Narrative**

An introduction to music and film, with special attention to works from the 1930's through the 1950's by composers such as Auric, Copland, Eisler, Herrmann, Korngold, Prokofiev, Shostakovich, Steiner, Tiomkin and Waxman. Close study of orchestration, harmony and thematic process as they contribute to cinematic narrative and form. Source readings to include artistic positions staked out by film composers themselves, as well as critical and scholarly essays by leading writers on the narrative possibilities of film music. Prerequisite: Music 203 or equivalent knowledge of music theory. R. Freedman

### **MUSCH 257 Sociology of the Arts**

Typically offered in alternate years.

L.McCormick

### **MUSCH 480 Independent Study**

Prerequisite: Approval of department and consent of instructor.

I.Arauco/C.Cacioppo/R.Freedman/H.Jacob/T.Lloyd

## **DIVERSE TRADITIONS COURSES**

### **MUSC H149 Native American Music and Belief**

Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary Indian musical cross-overs and the aesthetic of multi-culturalism; emphasizes class participation in singing traditional Indian songs. Satisfies the Social Justice requirement.

C.Cacioppo

### **MUSC H227 Jazz and the Politics of Culture**

A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply-felt views about society and culture. Enrollment limited to 35 students.

Prerequisite: Sophomore standing or higher

R.Freedman

## **NEUROSCIENCE**

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Students may complete a minor in Neuroscience as an adjunct to any major at Bryn Mawr or Haverford pending approval of the student's coursework plan by their respective Neuroscience adviser.

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### **Advisory Committee**

Peter D. Brodfuehrer, Adviser for Biology

Rebecca Compton, Adviser Psychology at Haverford College

Karen F. Greif, Biology

Andrea Morris, Adviser for Biology at Haverford College

Leslie Rescorla, Psychology

Wendy F. Sternberg, Psychology at Haverford College

Anjali Thapar, Psychology

Earl Thomas, Adviser for Psychology

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology, philosophy and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques and perspectives from these disciplines, as well as emerging fields such as computation and cognitive science, to yield new insights into the workings of the nervous system and behavior.

Students may complete a minor in Neuroscience as an adjunct to any major at Bryn Mawr or Haverford pending approval of the student's coursework plan by their respective Neuroscience adviser. The minor in Neuroscience is designed to allow students to pursue their interests in behavior and the nervous system across disciplines. The first requirement for the minor is a course that acts as a gateway to the discipline and should be taken early in a student's academic plan.

### **Minor Requirements**

1. HC Psych 217 (Biological Psychology) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
2. Five credits from advanced courses on the following lists, with these constraints:
  - a. The five credits must sample from three different disciplines.
  - b. At least three of the five credits must be from List A (neuroscience courses); the remainder can be from List A or B (courses from allied disciplines).

- c. At least one of the credits must be at the 300-level or higher.
- d. One of the five credits may come from supervised senior research in neuroscience.
- e. With permission of major and minor advisers, a student may count no more than two of the six minor credits towards the student's major.

## List of Courses

### List A: Neuroscience courses

BIOL B244	Behavioral Endocrinology
BIOL B304	Cell and Molecular Neurobiology
BIOL B321	Neuroethology
BIOL B326	From Channels to Behavior
BIOL B364	Developmental Neurobiology
BIOL B401	Supervised Research in Neural & Behavioral Sciences
BIOL H309	Molecular Neurobiology
BIOL H330	Laboratory in Neural and Behavioral Science
BIOL H350	Pattern Formation in the Nervous System
BIOL H357	Topics in Protein Science [protein aggregation in neurodegenerative disease]
BIOL H403	Senior Research Tutorial in Protein Folding and Design
BIOL H409	Senior Research Tutorial in Molecular Neurobiology
PSYC B323	Cognitive Neuroscience
PSYC B395	Psychopharmacology
PSYC H240	Psychology of Pain and Pain Inhibition
PSYC H260	Cognitive Neuroscience
PSYC B401	Supervised Research in Neural and Behavioral Sciences
PSYC H370	Neuroscience of Mental Illness
PSYC H394	Senior Research Tutorial in Biological Psychology
PSYC H395	Senior Research Tutorial in Cognitive Neuroscience

### List B: Allied disciplines

BIOL B250	Computational Models in the Sciences
BIOL H302	Cell Architecture
BIOL H306	Inter and Intra Cellular Communication
BIOL H312	Development and Evolution

CMSC B250	Computational Models in the Sciences
CMSC B325	Computational Linguistics
CMSC B361	Emergence
CMSC B371	Cognitive Science
CMSC B372	Introduction to Artificial Intelligence
CMSC B376	Developmental Robotics
LING H113	Introduction to Syntax
LING H114	Introduction to Semantics
LING H245	Phonetics and Phonology
PHIL B244	Philosophy and Cognitive Science
PHIL B319	Philosophy of Mind
PHIL H102	Rational Animals
PHIL H106	Philosophy of Consciousness
PHIL H110	Mind and World
PHIL H112	Mind, Myth, and Memory
PHIL H251	Philosophy of Mind
PHIL H351	Topics in Philosophy of Mind
PSYC B201	Learning Theory and Behavior
PSYC B209	Abnormal Psychology
PSYC B212	Human Cognition
PSYC B350	Developmental Cognitive Disorders
PSYC B351	Developmental Psychopathology
PSYC H213	Memory and Cognition
PSYC H220	Psychology of Time
PSYC H238	Psychology of Language

## COURSES

### BIOL B110 Biological Exploration I

This is a topics course. Topics vary. BIOL B110 is an introductory-level courses designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.

Requirement(s): Division II with Lab  
Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Greif, K., Davis, T., Skirkanich, J., Shapiro, J.

*Fall 2013:* Current topic description: Biology B110-001 will explore areas of biology through a unifying theme. It will center on the reading of "The Emperor of All Maladies: A Biography of Cancer" by Siddhartha Mukherjee and will examine the biology of Cancer from

perspectives of biochemistry, cell biology, genetics and genomics and physiology.

*Fall 2013:* Current topic description: Biology B110-002 will investigate the relationship between genotype and phenotype through analysis of inheritance patterns in families and populations and examination of the regulation and decoding of genetic information that ultimately produces whose structure/function dictates cellular activity.

*Fall 2013:* Current topic description: Biology B110-003, this course will explore the ways that the genomes of various organisms have been altered by nature and by human interventions, focusing on the mechanisms and effects of those genetic modifications.

### **BIOL B111 Biological Exploration II**

This is a topics course. Topics vary. BIOL 110 is an introductory-level course designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. Lecture three hours, laboratory three hours a week.

Requirement(s): Division II with Lab

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Brodfuehrer,P., Skirkanich,J., Davis,G., Mozdzer,T.

*Spring 2014:* Current topic description: Biology B111-001, taking an ecological approach, we will use invasive species as our central theme in order to predict how organisms can affect multiple levels for biological organization from the organismal to the ecosystem level.

*Spring 2014:* Current topic description: Biology B111-002, this course will examine the underlying physiology associated with specific animal behaviors such as bat echolocation, and thermoregulation and bee foraging.

*Spring 2014:* Current topic description: Biology B111-003, this course will introduce the basic principles underlying the development of organisms and how development evolves to meet various environmental challenges.

### **BIOL B202 Introduction to Neuroscience**

An introduction to the nervous system and its broad contributions to function. The class will explore fundamentals of neural anatomy and signaling, sensory and motor processing and control, nervous system development and examples of complex brain functions. Lecture three hours a week. Prerequisites: One semester of Bio 110-111 or permission of instructor.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Greif,K.

(*Fall 2013*)

### **BIOL B244 Behavioral Endocrinology**

An interdisciplinary-based analysis of the nature of hormones, how hormones affect cells and systems, and how these effects alter the behavior of animals. Topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisites: One semester of BIOL 110-111 or one of the following courses: B202, PSYC B218 or PSYC H217.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

(*Not Offered 2013-14*)

### **BIOL B321 Neuroethology**

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved neural solutions to specific problems posed to them by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford.

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Brodfuehrer,P.

(*Fall 2013*)

### **BIOL B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

Counts towards: Neuroscience

Crosslisting(s): PSYC-B326

Units: 1.0

(*Not Offered 2013-14*)

### **BIOL B364 Developmental Neurobiology**

A lecture/discussion course on major topics in the development of the nervous system. Some of the topics to be addressed are cell generation, cell



migration, cell survival and growth, axon guidance and target specificity, synapse formation and behavioral development. Lecture three hours a week. Prerequisite: BIOL 201 or 271, BIOL 202 or equivalent, or permission of instructor.

Counts towards: Neuroscience

Units: 1.0

*(Not Offered 2013-14)*

### **BIOL B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research.

Counts towards: Neuroscience

Crosslisting(s): PSYC-B396

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B201 Learning/Behavior Analysis**

This course covers the basic principles of behavior, and their application to the understanding of the human condition. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination and concept formation, choice, functional analysis of verbal behavior and awareness and problem solving. Behavior Analysis is presented as a distinct research methodology with a distinct language, as well as a distinct theoretical approach within psychology.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B209 Abnormal Psychology**

This course will cover the main psychological disorders manifested by individuals as they develop across the life span. The semester will begin with an historical overview of how psychopathology has been conceptualized and treated across many centuries of Western history. The course will then review the assumptions of the major models which have been formulated to explain psychopathology: the biological, the psychodynamic, the behavioral, and the cognitive. We will begin with childhood and adolescent disorders and then cover the main disorders of adults. Among the disorders covered will be: attention deficit disorder, anorexia/bulimia, conduct disorder/antisocial personality, borderline personality disorder, anxiety disorders, psychophysiological disorders, substance abuse, depression, and schizophrenia. For each disorder, we

will explore issues of classification, theories of etiology, risk and prevention factors, research on prognosis, and studies of treatment. Prerequisite: Introductory Psychology (PSYC 105).

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Neuroscience

Units: 1.0

Instructor(s): Neeren, A.

*(Spring 2014)*

### **PSYC B212 Human Cognition**

This course deals with the scientific study of human cognition. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving. Historical as well as contemporary perspectives will be discussed, and data from cognitive psychology, cognitive neuroscience, and computational modeling will be reviewed. The laboratory consists of experiments related to these topics. Lecture three hours, laboratory 90 minutes a week. Prerequisite: Introductory Psychology (PSYC 105)

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Thapar, A.

*(Fall 2013)*

### **PSYC B218 Behavioral Neuroscience**

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).

Requirement(s): Division II: Natural Science

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Thomas, E.

*(Fall 2013)*

### **PSYC B323 Advanced Topics in Cognitive Neuroscience**

A seminar course dealing with state-of-the-art developments in the cognitive neuroscience of human memory. We will cover topics related to the cognitive and neural architecture of working memory, episodic memory, semantic memory, false memory, and various forms of non-declarative memory. A strong emphasis will be placed on studies utilizing functional neuroimaging,

neuropsychological investigations, and animal models. This is a topics course. Course content will vary.

Prerequisite: a course in cognition (PSYC B212, PSYC H213, PSYC H260) or behavioral neuroscience (either PSYC B218 or PSYC H217).

Counts towards: Neuroscience

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience.

The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

Requirement(s): Division II: Natural Science

Counts towards: Neuroscience

Crosslisting(s): BIOL-B326

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research.

Counts towards: Neuroscience

Crosslisting(s): BIOL-B396

Units: 1.0

*(Not Offered 2013-14)*

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## **PEACE, CONFLICT, AND SOCIAL JUSTICE STUDIES**

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Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

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### **Advisory Committee**

**Alison Cook-Sather, Mary Katherine Woodworth**  
**Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict and Social Justice Program**

Marc Howard Ross, William Rand Keenan Jr. Professor Emeritus of Political Science, Bryn Mawr College

Laurie Cain Hart, Anthropology, Haverford College

Ignacio Gallup-Diaz, Associate Professor of History, Chair and Junior Advisor, Bryn Mawr College

Clark McCauley, Professor of Psychology, Bryn Mawr College

Barak Mendelsohn, Political Science, Haverford College

Susanna Wing, Associate Professor of Political Science, Haverford College

The Peace, Conflict, and Social Justice Studies program reflects Bryn Mawr's interest in the study of conflicts, peacemaking, and social justice and offers students the opportunity to design a course of study, to sustain a thematic focus across disciplinary boundaries, and to enrich their major program in the process. Students are encouraged to draw courses from the programs at Haverford ([www.haverford.edu/pjhr](http://www.haverford.edu/pjhr)) and Swarthmore ([www.swarthmore.edu/x20631.xml](http://www.swarthmore.edu/x20631.xml)) as well.

Students in the concentration can pursue a wide range of theoretical and substantive interests concerning questions such as: intra-state and international causes of conflict; cooperative and competitive strategies of negotiation and bargaining; intergroup relations and the role of culturally constituted institutions and practices in conflict management; social movements; protests and revolutions; the role of religion in social conflict and its mitigation; human rights and transitional justice in post conflict societies; and social justice and identity questions arising from ethnic, religious and cultural diversity and the implications of these constructions for the distribution of material and symbolic resources in society as well as the practical capacities to engage individuals and groups across constructions of difference by linking practice and theory. A list of courses students have included in their concentrations can be found at [www.brynmawr.edu/peacestudies/courseoptions.html](http://www.brynmawr.edu/peacestudies/courseoptions.html). Below is a more general description of the concentration requirements.

Students in the concentration are encouraged to explore alternative conceptions of peace and social justice in

different cultural contexts and historical moments by emphasizing the connections between the intellectual scaffolding needed to analyze the construction of social identities and the social, political and economic implications of these constructions for the distribution of material and symbolic resources within and between societies and the challenges and opportunities to engage individuals and groups to move their communities and societies towards peace and social justice.

## Concentration Requirements

Students who wish to take the concentration meet with a faculty adviser by the spring of their sophomore year to develop a plan of study. All concentrators are required to take three core courses: (1) an introductory course, Introduction to Peace, Social Justice and Human Rights at Haverford or Introduction to Peace, Conflict, and Social Justice Studies at Swarthmore; (2) a 200-level course (Conflict and Conflict Management, International Law, Politics of Humanitarianism, or Forgiveness, Mourning, and Mercy in Law and Politics), and (3) a project involving community participation and reflection by participation in bi-semester meetings, attendance at lectures/workshops, and development of a portfolio in their junior and senior years. This constellation of this second option earns students a single credit that is awarded upon the successful completion of all components.

In addition, students are required to take three courses chosen in consultation with their adviser, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; social justice, diversity and identity, ethnic conflict in general or in a specific region of the world (e.g. Southern Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, social justice movements, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or a particular policy question such as immigration or bilingual education.

The following courses are pre-approved ([www.brynmawr.edu/peacestudies/courses.html](http://www.brynmawr.edu/peacestudies/courses.html)). To see if other courses might be counted toward the concentration, contact the program director, Alison Cook-Sather, [acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu).

## COURSES

### ANTH B111 Introduction to Peace, Conflict, and Social Justice Studies

A broad and interdisciplinary overview of the study of conflict management. Areas to be introduced will

include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. This course will also serve as a foundation course for students in or considering the Peace, Conflict, and Social Justice Studies concentration.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B111

Units: 1.0

*(Not Offered 2013-14)*

### ANTH B200 The Atlantic World 1492-1800

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded version of North American, Caribbean, or Latin American history.

Requirement(s): Division I or Division III

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin Amer/Latino/Iberian Peoples & Cultures; International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): HIST-B200

Units: 1.0

*(Not Offered 2013-14)*

### ANTH B206 Conflict and Conflict Management: A Cross-Cultural Approach

This course examines cross-cultural differences in the levels and forms of conflict and its management through a wide range of cases and alternative theoretical perspectives. Conflicts of interest range from the interpersonal to the international levels and an important question is the relevance of conflict and its management in small-scale societies as a way to understand political conflict and dispute settlement in the United States and modern industrial settings. Prerequisite: one course in Political Science, Anthropology, or Sociology.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B206

Units: 1.0

*(Not Offered 2013-14)*

### ANTH B281 Language in Social Context

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity, and

experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class, and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. Prerequisite: ANTH 102 or permission of instructor.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): LING-B281

Units: 1.0

*(Not Offered 2013-14)*

### **ANTH B347 Advanced Issues in Peace, Conflict, and Social Justice Studies**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: POLS B206, B111, or POLS H247.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B347

Units: 1.0

*(Not Offered 2013-14)*

### **ANTH B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B382; HIST-B382

Units: 1.0

*(Not Offered 2013-14)*

### **CITY B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This

course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B348

Units: 1.0

Instructor(s): Ross, M.

*(Spring 2014)*

### **ECON B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisites: ECON 200; ECON 253 or 304; and one course in Political Science OR Junior or Senior Standing in Political Science OR Permission of the Instructor.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B385

Units: 1.0

Instructor(s): Ross, M., Rock, M.

*(Spring 2014)*

### **EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. This is a Praxis II course (weekly fieldwork in a school or other educational setting).

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Peace, Conflict, and Social Justice Studies; Praxis Program

Units: 1.0

Instructor(s): Martin, R.

*(Fall 2013)*

**HIST B127 Indigenous Leaders 1492-1750**

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised "traditional" forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied.

Requirement(s): Division I or Division III

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2013)

**HIST B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B382; POLS-B382

Units: 1.0

(Not Offered 2013-14)

**POLS B111 Introduction to Peace, Conflict, and Social Justice Studies**

A broad and interdisciplinary overview of the study of conflict management. Areas to be introduced will include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. This course will also serve as a foundation course for students in or considering the Peace, Conflict, and Social Justice Studies concentration.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B111

Units: 1.0

(Not Offered 2013-14)

**POLS B206 Conflict and Conflict Management: A Cross-Cultural Approach**

This course examines cross-cultural differences in the levels and forms of conflict and its management through a wide range of cases and alternative theoretical perspectives. Conflicts of interest range from the interpersonal to the international levels and an important question is the relevance of conflict and its management in small-scale societies as a way to understand political conflict and dispute settlement in the United States and modern industrial settings. Prerequisite: one course in Political Science, Anthropology, or Sociology.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B206

Units: 1.0

(Not Offered 2013-14)

**POLS B211 Politics of Humanitarianism**

This course examines the international politics and history that underlie the ideas, social movement, and system of organizations designed to regulate the conduct of war and improve the welfare of those victimized by war. It begins with ethical, legal and organizational foundations, and then examines to post-Cold War cases and beyond. Topics include just war theory, international humanitarian law, humanitarian action and intervention, and transitional justice. Prerequisites: one class in Political Science or comparable course by permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Peace, Conflict, and Social Justice Studies

Units: 1.0

(Not Offered 2013-14)

**POLS B250 Introduction to International Politics**

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. Enrollment Limit: 16; enrollment preference given to sophomores, and up, particularly majors in Political Science and/or International Studies.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies

Units: 1.0

Instructor(s): Allen, M.

(Fall 2013)

**POLS B316 The Politics of Ethnic, Racial, and National Groups**

An analysis of ethnic and racial conflict and cooperation that will compare and contrast the experiences of racial minorities in the United States and Muslim minorities in Europe. Particular attention is paid to the processes of group identification and political organization; the politicization of racial and ethnic identity; patterns of conflict and cooperation between minorities and the majority population over time; and different paths to citizenship. The course will emphasize how the politics of differentiation has similarities across setting and historical periods as well as important differences

Counts towards: Peace, Conflict, and Social Justice Studies  
Units: 1.0  
(Not Offered 2013-14)

**POLS B347 Advanced Issues in Peace, Conflict, and Social Justice Studies: Utopias, Dystopias, and Peace**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods.

Prerequisite: POLS B206, B111, or POLS H247.  
Counts towards: Peace, Conflict, and Social Justice Studies  
Crosslisting(s): ANTH-B347  
Units: 1.0  
(Not Offered 2013-14)

**POLS B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.

Counts towards: Peace, Conflict, and Social Justice Studies  
Crosslisting(s): CITY-B348  
Units: 1.0  
Instructor(s): Ross, M.  
(Spring 2014)

**POLS B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. These theories will be applied to Western interventions in the Balkans. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will write a final paper applying these theories to a case of ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC 208 or two semesters of political science, or instructor's permission.

Counts towards: Peace, Conflict, and Social Justice Studies  
Crosslisting(s): PSYC-B358  
Units: 1.0  
Instructor(s): McCauley, C.  
(Spring 2014)

**POLS B379 The United Nations and World Order**

Initially founded in 1945 to address the challenges of international armed aggression, the United Nations has since evolved, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the organization's pre-eminent role in international peace and security, economic development, and human rights and humanitarian affairs. Prerequisites: Students are required to have completed at least a year of Political Science or Peace, Conflict, and Social Justice Studies courses (one class must be International Politics (POLS B250) or have the permission of the instructor.

Requirement(s): Division I: Social Science  
Counts towards: Peace, Conflict, and Social Justice Studies  
Units: 1.0  
(Not Offered 2013-14)

**POLS B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III  
 Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): ANTH-B382; HIST-B382  
 Units: 1.0  
*(Not Offered 2013-14)*

### **POLS B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.

Requirement(s): Division I: Social Science  
 Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): ECON-B385  
 Units: 1.0  
 Instructor(s): Ross, M., Rock, M.  
*(Spring 2014)*

### **PSYC B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. These theories will be applied to Western interventions in the Balkans. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will write a final paper applying these theories to a case of ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC 208 or two semesters of political science, or instructor's permission.

Counts towards: Peace, Conflict, and Social Justice Studies  
 Crosslisting(s): POLS-B358  
 Units: 1.0  
 Instructor(s): McCauley, C.  
*(Spring 2014)*

### **SOCL B314 Immigrant Experiences**

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced

and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

### **SOCL B350 Movements for Social Justice in the US**

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.

Requirement(s): Division I: Social Science  
 Counts towards: Gender and Sexuality Studies; Peace, Conflict, and Social Justice Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

## PHILOSOPHY

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Students may complete a major or minor in Philosophy.

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### Faculty

Kevin Connolly, Lecturer

**Robert J. Dostal, Rufus M. Jones Professor and Chair**

Christine Koggell, Harvey Wexler Chair of Philosophy

Michael Krausz, Milton C. Nahm Professor of Philosophy (on leave semester II)

Jessica Brooke Payson, Lecturer

Adrienne Prettyman, Lecturer

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law, and social services. The major in Philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics, and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion, and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprising 13 member institutions in the Delaware Valley. It sponsors conferences on various topics in philosophy and an annual undergraduate student philosophy conference.

### Major Requirements

Students majoring in Philosophy must take a minimum of 11 semester courses in the discipline and attend the monthly noncredit departmental colloquia which feature leading visiting scholars. The following five courses are required for the major: the two-semester Historical Introduction (PHIL 101 and 102); Ethics (PHIL 221); Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212), or Logic (PHIL 103); and Senior Conference (PHIL 398 and PHIL 399). At least three other courses at the 300 level are required, one of which must concentrate on the work of a single philosopher or a period of philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

### Honors

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

### Minor Requirements

Students may minor in Philosophy by taking six courses in the discipline at any level. They must also attend the monthly noncredit department colloquia.

### Cross-Registration

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the chair of the department to make sure specific courses meet requirements.

### Prerequisites

No introductory-level course carries a prerequisite. However, most courses at both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

## COURSES

### PHIL B101 Happiness and Reality in Ancient Thought

What makes us happy? The wisdom of the ancient world has importantly shaped the tradition of Western thought but in some important respects it has been rejected or forgotten. What is the nature of reality? Can we have knowledge about the world and ourselves, and, if so, how? In this course we explore answers to these sorts of metaphysical, epistemological, ethical, and political questions by examining the works of the two central Greek philosophers: Plato and Aristotle. We will consider earlier Greek religious and dramatic writings, a few Presocratic philosophers, and the person of Socrates who never wrote a word.



Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Units: 1.0  
 Instructor(s): Connolly, K.  
 (Spring 2014)

**PHIL B102 Science and Morality in Modernity**

In this course, we explore answers to fundamental questions about the nature of the world and our place in it by examining the works of some of the central figures in modern western philosophy. Can we obtain knowledge of the world and, if so, how? Does God exist? What is the nature of the self? How do we determine morally right answers? What sorts of policies and political structures can best promote justice and equality? These questions were addressed in “modern” Europe in the context of the development of modern science and the religious wars. In a time of globalization we are all, more or less, heirs of the Enlightenment which sees its legacy to be modern science and the mastery of nature together with democracy and human rights. This course explores the above questions and considers them in their historical context. Some of the philosophers considered include Descartes, Locke, Hume, Kant, and Wollstonecraft.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Units: 1.0  
 Instructor(s): Payson, J., Prettyman, A.  
 (Spring 2014)

**PHIL B103 Introduction to Logic**

Logic is the study of formal reasoning, which concerns the nature of valid arguments and inferential fallacies. In everyday life our arguments tend to be informal and sometimes imprecise. The study of logic concerns the structure and nature of arguments, and so helps to analyze them more precisely. Topics will include: valid and invalid arguments, determining the logical structure of ordinary sentences, reasoning with truth-functional connectives, and inferences involving quantifiers and predicates. This course does not presuppose any background knowledge in logic.

Requirement(s): Division III: Humanities  
 Approach: Quantitative Methods (QM)  
 Units: 1.0  
 Instructor(s): Prettyman, A.  
 (Spring 2014)

**PHIL B204 Marx, Nietzsche, Freud, and the Rhetoric of Modernity**

This course examines selected writings by Marx, Nietzsche, and Freud as pre-texts for a critique of cultural reason and underlines their contribution to questions of language, representation, history, ethics,

and art. These three visionaries of modernity have translated the abstract metaphysics of “the history of the subject” into a concrete analysis of human experience. Their work has been a major influence on the Frankfurt School of critical theory and has also led to a revolutionary shift in the understanding and writing of history and literature now associated with the work of modern French philosophers Jacques Derrida, Michel Foucault, Julia Kristeva, and Jacques Lacan. Our readings will, therefore, also include short selections from these philosophers in order to analyze the contested history of modernity and its intellectual and moral consequences. Special attention will be paid to the relation between rhetoric and philosophy and the narrative forms of “the philosophical discourse(s) of modernity” (e.g., sermon and myth in Marx; aphorism and oratory in Nietzsche, myth, fairy tale, case hi/story in Freud). Cross-listed with Philosophy 204.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
 Crosslisting(s): GERM-B212  
 Units: 1.0  
 (Not Offered 2013-14)

**PHIL B205 Philosophy and Medical Issues**

The field of medicine provides a rich terrain for the study and application of philosophical ethics. This course will introduce students to fundamental ethical theories and present ways in which these theories connect to particular medical issues. We will also discuss what are often considered the four fundamental principles of medical ethics (autonomy, beneficence, non-maleficence, and justice) in connection to specific topics related to medical practice (such as reproductive rights, euthanasia, and allocation of health resources).

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Payson, J.  
 (Fall 2013)

**PHIL B211 Theory of Knowledge**

Varieties of realism and relativism address questions about what sorts of things exist and the constraints on our knowledge of them. The aim of this course is to develop a sense of how these theories interrelate, and to instill philosophical skills in the critical evaluation of them. Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Krausz, M.  
 (Fall 2013)

**PHIL B212 Metaphysics**

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person survive without their body? Is the recognition of others required to be a person?

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

**PHIL B221 Ethics**

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established theories such as virtue ethics, deontology, utilitarianism, relativism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. How should we live our lives and interact with others? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical issues such as reproductive rights, euthanasia, animal rights and the environment will be considered.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Payson, J.

*(Fall 2013)*

**PHIL B222 Aesthetics Nature and Experience of Art**

Prerequisite: One introductory course in philosophy. Here are some questions we will discuss in this course: What sort of thing is a work of art? Can criticism in the arts be objective? Do such cultural entities answer to more than one admissible interpretation? What is the role of a creator's intentions in fixing upon admissible interpretations? What is the nature of aesthetic experience? What is creativity in the arts? Readings will be drawn from contemporary sources.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): COML-B222

Units: 1.0

*(Not Offered 2013-14)*

**PHIL B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation.

This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): POLS-B225

Units: 1.0

Instructor(s): Payson, J.

*(Spring 2014)*

**PHIL B228 Introduction to Political Philosophy: Ancient and Early Modern**

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): POLS-B228

Units: 1.0

Instructor(s): Salkever, S.

*(Spring 2014)*

**PHIL B229 Concepts of the Self**

Each of us is a person, who grows and changes throughout the span of a human life. This course explores metaphysical and epistemological issues that arise out of this simple observation. What is a person, and what makes you the same person over time? What is the relation among person, self, and body? What are you conscious of when you are self-conscious? Could the self be an illusion? What is self-knowledge and is it a special kind of knowledge? We will address these issues by reading historical and contemporary sources from western and eastern philosophical traditions.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Prettyman, A.

*(Fall 2013)*

**PHIL B231 Introduction to Political Philosophy: Modern**

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): POLS-B231

Units: 1.0

*(Not Offered 2013-14)*

**PHIL B240 Environmental Ethics**

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Environmental Studies

Crosslisting(s): POLS-B240

Units: 1.0

Instructor(s): Dostal,R.

(Spring 2014)

**PHIL B244 Philosophy and Cognitive Science**

Cognitive science is a multidisciplinary approach to the study of human cognition. It goes from the abstract study of concepts of cognition at one end to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers at the other. Philosophy, linguistics, psychology, computer science, and neuroscience are the major contributors to cognitive science. Philosophy both contributes to and examines cognitive science.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

**PHIL B245 Philosophy of Law**

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about the nature of law as they arise within specific contexts, and judicial cases. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems.

Requirement(s): Division I: Social Science  
 Approach: Critical Interpretation (CI)

Crosslisting(s): POLS-B245

Units: 1.0

Instructor(s): Elkins,J.

(Spring 2014)

**PHIL B252 Feminist Theory**

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist

theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B253

Units: 1.0

(Not Offered 2013-14)

**PHIL B253 Theory in Practice: Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Crosslisting(s): ITAL-B213; RUSS-B253; HART-B213; GERM-B213

Units: 1.0

Instructor(s): Monserrati,M.

(Fall 2013)

**PHIL B293 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: International Studies Major

Crosslisting(s): COML-B293; ENGL-B292

Units: 1.0

Instructor(s): Seyhan,A.

(Fall 2013)

**PHIL B300 Three Approaches to the Philosophy of Praxis: Nietzsche, Kant and Plato**

A study of three important ways of thinking about theory and practice in Western political philosophy. Prerequisites: POLS B228 and B231, or PHIL B101 and B201.

Requirement(s): Division III: Humanities

Crosslisting(s): POLS-B300

Units: 1.0  
Instructor(s): Salkever, S.  
(Fall 2013)

**PHIL B310 Philosophy of Science**

An examination of positivistic science and its critics. The topics of this course will include: the demarcation between science and non-science; falsificationism vs. verificationism; the structure of scientific revolutions and research programs; criticism and growth of scientific knowledge; interpretive ideals in science; scientific explanation; truth and objectivity; the effect of interpretation upon that which is interpreted in modern physics; constructivism vs. realism in philosophy of science.

Requirement(s): Division III: Humanities  
Crosslisting(s): BIOL-B310  
Units: 1.0  
(Not Offered 2013-14)

**PHIL B317 Philosophy of Creativity**

This course will address the following questions: What are the criteria of creativity? Is explaining creativity possible? Should we understand creativity in terms of persons, processes or products? What is the relation between creativity and skill? What is genius? What is creative imagination? Is there a difference between creativity in the arts and creativity in the sciences? What is the relation between the context of discovery and the context of justification? What is the relation between tradition and creativity? Is there a significant relationship between creativity and self-transformation?

Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Krausz, M.  
(Fall 2013)

**PHIL B319 Philosophy of Mind**

The conscious mind remains a philosophical and scientific mystery. In this course, we will explore the nature of consciousness and its place in the physical world. Some questions we will consider include: How is consciousness related to the brain and the body? Are minds a kind of computer? Is the conscious mind something non-physical or immaterial? Is it possible to have a science of consciousness, or will consciousness inevitably resist scientific explanation? We will explore these questions from a philosophical perspective that draws on relevant literature from cognitive neuroscience.

Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Prettyman, A.  
(Spring 2014)

**PHIL B321 Greek Political Philosophy Aristotle: Ethics and Politics**

Topics in Greek Political Philosophy. Topic for Fall 2012: Aristotle's Nicomachean Ethics and Politics A

careful reading of the Nicomachean Ethics and the Politics, treated as a single series of lectures designed to lead its immediate Greek audience (the equivalent of Socrates' interlocutors in Plato)—and perhaps us as well—more deeply into the questions and problems that are Aristotle's theoretical basis for the paradigmatically human activities of practical reason (*phronêsis*) and thoughtful choice (*prohairesis*—see NE 6.1, 1139b). There will be some additional readings from Aristotle, from Aristotle's Greek contemporaries and predecessors (including Plato and Thucydides), and from recent work designed to bring Aristotelian perspectives to bear on the moral and political issues of our own time. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

Requirement(s): Division III: Humanities  
Crosslisting(s): POLS-B320  
Units: 1.0  
(Not Offered 2013-14)

**PHIL B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings.

Requirement(s): Division III: Humanities  
Counts towards: International Studies Major  
Crosslisting(s): COML-B323  
Units: 1.0  
Instructor(s): Krausz, M.  
(Fall 2013)

**PHIL B324 Computational Linguistics**

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: some background in linguistics or computer science.

Crosslisting(s): CMSC-B325; LING-B325  
Units: 1.0  
Instructor(s): Kumar, D.  
(Fall 2013)

**PHIL B326 Relativism: Cognitive and Moral**

Cognitive relativists believe that truth is relative to particular cultures or conceptual schemes. In an analogous way, moral relativists believe that moral rightness is relative to particular cultures or conceptual

schemes. Relativistic theories of truth and morality are widely embraced in the current intellectual climate, and they are as perplexing as they are provocative. This course will examine varieties of relativism and their absolutistic counterparts. Readings will be drawn from contemporary sources.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **PHIL B327 Political Philosophy in the 20th Century**

A study of 20th- and 21st-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Michel Foucault, Jurgen Habermas, and John Rawls. Topics include the relationship of individual rationality and political authority, the "crisis of modernity," and the debate concerning contemporary democratic citizenship. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. Enrollment is limited to 18 students.

Requirement(s): Division III: Humanities

Crosslisting(s): POLS-B327

Units: 1.0

*(Not Offered 2013-14)*

### **PHIL B329 Wittgenstein**

Wittgenstein is notable for developing two philosophical systems. In the first, he attempted to show that there is a single common structure underlying all language, thought and being. In the second, he denied the idea of such a structure and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. The course begins by sketching the first system. We then turn to his rejection of the earlier ideas as outlined in *Philosophical Investigations* and *On Certainty*. We also examine contemporary interpretations of Wittgenstein's later work.

Requirement(s): Division III: Humanities

Crosslisting(s): GERM-B329

Units: 1.0

*(Not Offered 2013-14)*

### **PHIL B330 Kant**

The significance of Kant's transcendental philosophy for thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called "continental" schools of thought. This course will provide a close study of Kant's breakthrough work: *The Critique of Pure Reason*. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, metaphysics, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism, 20th-century phenomenology, and contemporary analytic philosophy. Prerequisite: PHIL 102 or at least one 200 level Philosophy course.

Requirement(s): Division III: Humanities

Units: 1.0

*(Not Offered 2013-14)*

### **PHIL B338 Phenomenology: Heidegger and Husserl**

This upper-level seminar will consider the two main proponents of phenomenology—a movement in philosophy in the 20th century that attempted to restart philosophy in a radical way. Its concerns are philosophically comprehensive: ontology, epistemology, philosophy of science, ethics, and so on. Phenomenology provides the important background for other later developments in 20th-century philosophy and beyond: existentialism, deconstruction, post-modernism. This seminar will focus primarily on Edmund Husserl's *Crisis of the European Sciences* and Martin Heidegger's *Being and Time*. Other writings to be considered include some of Heidegger's later work and Merleau-Ponty's preface to his *Phenomenology of Perception*.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Dostal, R.

*(Fall 2013)*

### **PHIL B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): POLS-B344

Units: 1.0

*(Not Offered 2013-14)*

### **PHIL B352 Feminism and Philosophy**

It has been said that one of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition, whether of science, knowledge, morality, or politics has a hidden male bias. This course will explore feminist criticisms of and alternatives to traditional Western theory by examining feminist challenges to traditional liberal moral and political theory. Specific questions may include how to understand the power relations at the root of women's oppression, how to theorize across differences, or how ordinary individuals are to take responsibility for pervasive and complex systems of oppression.

Requirement(s): Division III: Humanities

Crosslisting(s): POLS-B352

## 348 Philosophy

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Units: 1.0  
Instructor(s): Payson, J.  
(Spring 2014)

### **PHIL B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): ENGL-B365; POLS-B365; COML-B365  
Units: 1.0  
(Not Offered 2013-14)

### **PHIL B371 Topics in Political Philosophy**

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. For the current year's topic, please consult the Tri-Course guide.  
Enrollment criteria: At least one course in political theory or philosophy or consent of instructor.  
Requirement(s): Division I or Division III  
Crosslisting(s): POLS-B371  
Units: 1.0  
Instructor(s): Elkins, J.  
(Fall 2013)

### **PHIL B372 Introduction to Artificial Intelligence**

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots.  
Requirement(s): Division II and Quantitative  
Crosslisting(s): CMSC-B372  
Units: 1.0  
(Not Offered 2013-14)

### **PHIL B380 Persons, Morality and Modernity**

What demands does the modern world impose on those who live in it? What kinds of persons does the modern world bring into being? What kinds of ethical claims can that world make on us? What is the relationship between public and private morality, and between each of us as public citizens and private persons? This course explores such questions through an examination of a variety of texts in political theory and philosophy.  
Requirement(s): Division III: Humanities

Crosslisting(s): POLS-B380  
Units: 1.0  
(Not Offered 2013-14)

### **PHIL B381 Nietzsche**

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.  
Crosslisting(s): POLS-B381  
Units: 1.0  
Instructor(s): Elkins, J.  
(Spring 2014)

### **PHIL B395 Topics: Origins of Political Philosophy**

This is a topics course. Course content varies  
Requirement(s): Division III: Humanities  
Units: 1.0  
(Not Offered 2013-14)

### **PHIL B398 Senior Seminar**

Senior majors are required to write an undergraduate thesis on an approved topic. The senior seminar is a two-semester course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor.  
Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Dostal, R.  
(Fall 2013)

### **PHIL B399 Senior Seminar**

The senior seminar is a required course for majors in Philosophy. It is the course in which the research and writing of an undergraduate thesis is directed both in and outside of the class time. Students will meet sometimes with the class as a whole and sometimes with the professor separately to present and discuss drafts of their theses.  
Requirement(s): Division III: Humanities  
Units: 1.0  
Instructor(s): Dostal, R.  
(Spring 2014)

### **PHIL B403 Supervised Work**

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Fall 2013)

### **PHIL B403 Supervised Work**

Units: 1.0  
Instructor(s): Dept. staff, TBA  
(Spring 2014)

## PHYSICS

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Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.

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### Faculty

Peter A. Beckmann, Marion Reilly Professor (on leave semester II)

Xuemei May Cheng, Assistant Professor

Mark Matlin, Senior Lecturer and Lab Coordinator

**Elizabeth McCormack, Chair and Professor**

Michael Noel, Professor (on leave semester II)

Hyewon K Pechkis, Lecturer

Joseph A Pechkis, Lecturer

Michael B. Schulz, Associate Professor (on leave semesters I and II)

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

### Required Introductory Courses for the Major and Minor

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. Students are encouraged to place out of MATH 101 and 102 if that is appropriate. Although College credit is given for a score of 4 or 5 on the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental advanced placement examination either during the summer before entering Bryn Mawr or just prior to, or during, the first week of classes. Then, the department can place students in the appropriate course. Students are not given credit for courses they place out of as a result of taking this placement exam. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, the major

sequence is designed so that a student who completes the introductory sequence by the end of the sophomore year can major in physics.

### Major Requirements

The physics major provides depth in the discipline through a series of required courses, as well as the flexibility to choose from a range of electives in physics and related fields. This allows students to follow various paths through the major and thus tailor their program of study to best meet their career goals and scientific interests.

Beyond the two introductory physics courses and the two introductory mathematics courses, ten additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Five of the ten courses must be PHYS 201, 214, 306, and MATH 201, 203. In addition, either PHYS 331 or 305 is required as well as the year-long, one-credit Senior Seminar, PHYS 398 and 399. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with any one course from among ASTR 342, 343, and 344, or any 300-level math course. Other substitutions from related disciplines such as chemistry, geology, and engineering) may be possible. Please consult with the major's advisor to discuss such options.

#### Four-Year Plan meeting the minimum requirements for the major:

##### 1st Year

PHYS 121, 122  
MATH 101, 102

##### 2nd Year

PHYS 201, 214  
MATH 201, 203

##### 3rd Year

PHYS 306, 331 or 305, and one other 300-level physics course

##### 4th Year

Two 300-level physics courses, plus 398 and 399

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year.

#### Three-Year Plan meeting the minimum requirements for the major:

##### 1st Year

MATH 101, 102

### 2nd Year

PHYS 121, 122  
MATH 201, 203

### 3rd Year

PHYS 201, 214, 306, 331 or 305

### 4th Year

Three 300-level physics courses, plus 398 and 399

## Honors

The degree of Bachelor of Arts is awarded with honors in physics in recognition of academic excellence. The award, which is made upon the recommendation of the department, is based on the quality of a Senior Thesis and on an achievement of a GPA of at least 3.4 in 200-level courses and above in physics, astronomy, and mathematics at Bryn Mawr and Haverford Colleges and an overall GPA of at least 3.0.

## Study Abroad

Many physics majors participate in the college's junior year study abroad program. Undergraduate physics courses are surprisingly standardized throughout the world. The Majors Adviser will work with you to design an appropriate set of courses to take wherever you go.

## Minor Requirements

The requirements for the minor, beyond the introductory sequence, are PHYS 201, 214 and 306; PHYS 331 or 305; MATH 201, 203; and one additional 300-level physics course. The astronomy and mathematics courses described under "Major Requirements" may not be substituted for the one additional 300-level physics course.

## Preparation for Graduate School

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be well prepared for graduate school, students should take, at a minimum, these upper-level courses: PHYS 302, 303, 308, and 309. Students should also take any additional courses in physics and allied fields that reflect their interests, and should engage in research with a member of the faculty by taking PHYS 403. (Note that PHYS 403 does not count towards the 14 courses required for the major.) Seniors can take graduate courses, usually PHYS 501: Quantum Mechanics or PHYS 503: Electromagnetism, to get a head start on graduate school.

## Minor in Educational Studies or Secondary-School Teacher Certification

Students majoring in physics can pursue a minor in educational studies or state certification to teach at the secondary-school level. Students seeking the minor need to complete six education courses including a two-semester senior seminar, which requires five to eight hours per week of fieldwork. To earn secondary-school certification (grades 7-12) in physics, students must: complete the physics major plus two semesters of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses; complete six education courses; and student teach full-time (for two course credits) second semester of their senior year. For additional information, see the "Education" section of the catalog.

## Pre-Health Professions

A major in physics can be excellent preparation for a career in the health professions. A recent (2010) study by the American Institute of Physics finds that "...as a group, physics bachelor's degree recipients achieve among the highest scores of any college major on the entrance exams for medical school..." In addition to one year of physics, most medical and dental schools require one year of English, one year of biology, one year of general chemistry, and one year of organic chemistry. Students wishing to pursue this path should consult the physics major's advisor early in their studies as well as the Health Professions Advising Office to develop an appropriate major plan. For additional information, see the "Education" section of the catalog.

## Engineering Options

Although Bryn Mawr does not offer engineering courses, several options are available to students with an interest in this field.

### A PHYSICS MAJOR WITH AN ENGINEERING FOCUS

A path through the physics major can be developed that provides a solid preparation for further studies at the masters or doctoral level in engineering. This path can include coursework in engineering taken at Swarthmore College or the University of Pennsylvania.

### 3-2 PROGRAM IN ENGINEERING AND APPLIED SCIENCE WITH CAL TECH

Students can pursue engineering through the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, earning both an A.B. at Bryn Mawr and a B.S. at



Caltech. For additional information see the "Academic Opportunities" section of the catalog.

#### 4+1 PROGRAM IN ENGINEERING AT UPENN

Students can pursue engineering through the 4+1 Program in Engineering and Applied Science offered in cooperation with the University of Pennsylvania, earning an A.B. at Bryn Mawr and an M.A. at U. Penn. For additional information, see page 51, or visit [www.brynmawr.edu/catalog/2012-13/program/opportunities/41penn\\_engineering.html](http://www.brynmawr.edu/catalog/2012-13/program/opportunities/41penn_engineering.html).

#### A.B./M.A. Program

To earn an M.A. degree in physics in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis.

#### Courses at Haverford College

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as indicated in the listings of the specific courses below. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. Haverford 335 and Bryn Mawr 325 are both topics in advanced theoretical physics and they also tend to alternate. In addition, 100- and 200-level courses at Haverford can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

#### Introductory Physics Sequences

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS121/122/201/214 is a coordinated, four-semester sequence in physics. Students are encouraged to place out of MATH 101 and 102 if that is appropriate.

#### COURSES

##### PHYS B101 Introductory Physics I

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions

track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. Lecture three hours, laboratory two hours.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Matlin, M., McCormack, E.  
(Fall 2013)

##### PHYS B102 Introductory Physics II

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Matlin, M., Cheng, X.  
(Spring 2014)

##### PHYS B121 Modeling the Physical World

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as conservation laws, symmetries and relativistic space-time, as well as topics in modern physics taken from the following: fundamental forces, nuclear physics, particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Lecture three hours, laboratory two hours. Co-requisite: MATH 101.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Beckmann, P., Matlin, M.  
(Fall 2013)

**PHYS B122 Classical Mechanics**

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced oscillators, scattering and orbit problems. Lecture three hours, laboratory two hours. Prerequisites: PHYS 121 and MATH 101. Corequisite: MATH 102.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): McCormack,E.  
(Spring 2014)

**PHYS B142 The Search for Life in the Universe**

This course will investigate the biological, chemical, and astrophysical factors believed to be necessary for extraterrestrial life to exist, and perhaps to communicate with us. It also will explore possible homes to such life in both our solar system and the greater Milky Way galaxy. Lecture three hours, laboratory two hours. Also see PHYS B172 for the lecture only course.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Matlin,M.  
(Spring 2014)

**PHYS B172 The Search for Life in the Universe**

This course will investigate the biological, chemical, and astrophysical factors believed to be necessary for extraterrestrial life to exist, and perhaps to communicate with us. It also will explore possible homes to such life in both our solar system and the greater Milky Way galaxy. Also see PHYS B142 for the lecture/laboratory course.

Requirement(s): Division II and Quantitative  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Matlin,M.  
(Spring 2014)

**PHYS B201 Electromagnetism**

The lecture material covers electro- and magneto-statics, electric and magnetic fields, induction, Maxwell's equations, and electromagnetic radiation. Scalar and vector fields and vector calculus are developed as needed. The laboratory involves passive and active circuits and projects in analog and digital electronics. Lecture three hours, laboratory three hours. Prerequisite: PHYS 102 or 122. Corequisite: MATH 201.

Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Cheng,X.  
(Fall 2013)

**PHYS B214 An Introduction to Quantum Mechanics**

An introduction to the principles governing systems at the atomic scale and below. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, and the time dependence of quantum states. Recent developments, such as paradoxes calling attention to the counter-intuitive aspects of quantum physics, will be discussed. Additional topics may be included at the discretion of the instructor. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Prerequisite: MATH 201, PHYS 121 and 122, or permission of the instructor. Corequisite: MATH 203. Requirement(s): Division II w/Lab and Quant  
Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0  
(Spring 2014)

**PHYS B302 Advanced Quantum Mechanics and Applications**

This course presents nonrelativistic quantum mechanics, including Schrodinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford; Prerequisites: PHYS 214 and PHYS 306.

Units: 1.0  
(Spring 2014)

**PHYS B303 Statistical Mechanics and Thermodynamics**

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium, the microcanonical, canonical, and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac, and Maxwell Boltzmann statistics. The statistical basis of classical thermodynamics is investigated. Examples and applications are drawn from among solid state physics, low temperature physics, atomic and molecular physics, electromagnetic waves, and cosmology. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford; 2012-13 at Bryn Mawr. Prerequisite: PHYS 214. Corequisite: PHYS 306.

Units: 1.0  
(Not Offered 2013-14)

**PHYS B305 Advanced Electronics Lab**

This laboratory course is a survey of electronic principles and circuits useful to experimental physicists and engineers. Topics include the design and analysis of circuits using transistors, operational amplifiers, feedback and analog-to-digital conversion. Also covered

is the use of electronics for automated control and measurement in experiments, and the interfacing of computers and other data acquisition instruments to experiments. Laboratory eight hours a week.

Prerequisite: PHYS B201

Units: 1.0

Instructor(s): Noel, M.

(Spring 2014)

### **PHYS B306 Mathematical Methods in the Physical Sciences**

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed.

Prerequisites: MATH 201 and 203.

Units: 1.0

(Fall 2013)

### **PHYS B308 Advanced Classical Mechanics**

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford. Prerequisite: PHYS 201 or PHYS 214. Corequisite: PHYS 306.

Units: 1.0

(Fall 2013)

### **PHYS B309 Advanced Electromagnetic Theory**

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special relativity. Some examples and applications may come from superconductivity, plasma physics, and radiation theory. Lecture three hours and additional recitation sessions as needed. Alternates between Bryn Mawr and Haverford. Prerequisites: PHYS 201 and 306.

Units: 1.0

(Not Offered 2013-14)

### **PHYS B322 Solid State Physics**

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires,

and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials.

Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.

Units: 1.0

Instructor(s): Cheng, X.

(Fall 2013)

### **PHYS B324 Optics**

This course covers principles of geometrical and physical optics. Topics include electromagnetic waves and their propagation in both isotropic and anisotropic media; interference, diffraction, and Fourier optics; coherence theory; ray optics and image formation; and, as time permits, an introduction to the quantum nature of light. Prerequisites: PHYS 201 and 306.

Units: 1.0

(Not Offered 2013-14)

### **PHYS B325 Advanced Theoretical Physics**

This course presents one or more of several subjects, depending on instructor availability and student interest. The possible subjects are (1) special relativity, general relativity, and gravitation, (2) the standard model of particle physics, (3) particle astrophysics and cosmology, (4) relativistic quantum mechanics, (5) grand unified theories, (6) string theory, loop quantum gravity, and causal set theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 306 and 308. Corequisite: PHYS 302.

Units: 1.0

(Not Offered 2013-14)

### **PHYS B331 Advanced Experimental Physics**

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the class. Laboratory eight hours a week. Corequisite: PHYS 214.

Units: 1.0

(Not Offered 2013-14)

### **PHYS B380 Physics Pedagogy**

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.

## 354 Physics

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Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### PHYS B380 Physics Pedagogy

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201 or 214.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### PHYS B390 Independent Study

At the discretion of the department, juniors or seniors may supplement their work in physics with the study of topics not covered in regular course offerings.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### PHYS B390 Independent Study

At the discretion of the department, juniors or seniors may supplement their work in physics with the study of topics not covered in regular course offerings.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### PHYS B398 Senior Seminar I

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department.

Prerequisites: Senior Standing.

Units: 0.5

(Fall 2013)

### PHYS B399 Senior Seminar II

Required for senior Physics majors. Students meet weekly with faculty to discuss recent research findings in physics as well as career paths open to students with a major in Physics. Students are required to attend all colloquia and student research presentations hosted by the Bryn Mawr College Physics department.

Prerequisites: Senior Standing.

Units: 0.5

(Spring 2014)

### PHYS B403 Supervised Research

At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. Students provide a written paper and give an oral presentation at the end of the semester or year. Students are encouraged to contact individual faculty members and the departmental Web pages for further information.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Fall 2013)

### PHYS B403 Supervised Research

At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. Students provide a written paper and give an oral presentation at the end of the semester or year. Students are encouraged to contact individual faculty members and the departmental Web pages for further information.

Units: 1.0

Instructor(s): Dept. staff, TBA  
(Spring 2014)

### PHYS B503 Electromagnetic Theory I

This course is the first semester of a year-long standard sequence on electromagnetism. This semester begins with topics in electrostatics, including Coulomb's and Gauss's Laws, Green functions, the method of images, expansions in orthogonal functions, boundary-value problems, and dielectric materials. The focus then shifts to magnetic phenomena, including the magnetic fields of localized currents, boundary-value problems in magnetostatics, and the interactions of fields and magnetic materials. The last portion of the course treats Maxwell's equations, transformation properties of electromagnetic fields, electromagnetic waves and their propagation and, time permitting, the basics of waveguides. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0

(Not Offered 2013-14)

### PHYS B504 Electromagnetic Theory II

This course is the second semester of a two semester graduate level sequence on electromagnetic theory. Topics include electromagnetic radiation, multiple fields, scattering and diffraction theory, special relativity, Lagrangian and Hamiltonian descriptions, radiation from point particle motion, Lienard-Wiechert potentials, classical electron theory and radiation reaction.

Additional topics may be included at the discretion of the instructor. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisite:

PHYS 503

Units: 1.0

(Not Offered 2013-14)

**PHYS B505 Classical Mechanics I**

This course will cover mechanics topics familiar from the undergraduate curriculum, but from deeper theoretical and mathematical perspectives. Topics will include Lagrange & Hamilton methods, the central force problem, rigid body motion, oscillations, and canonical transformations. Time permitting, other topics that might be explored include chaos theory, special relativity, and the application of Lagrangian and Hamiltonian methods to continuous systems. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings.

Units: 1.0

*(Not Offered 2013-14)*

**PHYS B507 Statistical Mechanics I**

Review of Thermodynamics; Equilibrium statistical mechanics -- microcanonical and canonical ensembles; Ideal gases, photons, electrons in metals; Phase transitions; Monte Carlo techniques; Classical fluids, Non-equilibrium statistical mechanics.

Units: 1.0

Instructor(s): Beckmann,P.

*(Fall 2013)*

**PHYS B522 Solid State Physics**

This course presents the physics of solids and nanomaterials. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch theorem and band structure. Additional topics are taken from nanoscale structures (0-D nanodots, 1-D nanowires, and 2-D thin films), nanomagnetism, spintronics, superconductivity, and experimental methods for fabrication and characterization of nanomaterials. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS B201 and PHYS B214 and B306.

Units: 1.0

Instructor(s): Cheng,X.

*(Fall 2013)*

**PHYS B701 Supervised Work**

Units: 1.0

Instructor(s): McCormack,E., Noel,M., Cheng,X., Battat,J., Schulz,M., Beckmann,P.

*(Spring 2014)*

## THE CAROLINE MCCORMICK SLADE DEPARTMENT OF POLITICAL SCIENCE

Students may complete a major or minor in Political Science. Within the major, students may complete a concentration in environmental studies. Please note: Students who have already declared the major may be eligible to satisfy the former requirements in lieu of those set out below, and should consult their departmental adviser.

**Faculty**

Michael H. Allen, Professor and Co-Director of the International Studies Program

Daniel Chomsky, Lecturer

**Jeremy Elkins, Interim Chair and Associate Professor**

Marissa Martino Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics

Carol Hager, Chair and Associate Professor and Director of the Center for Social Sciences

Seung-Youn Oh, Assistant Professor

Marc Ross, William Rand Kenan, Jr. Professor Emeritus

Sayres Rudy, Lecturer

**Major Requirements****WHAT IS POLITICAL SCIENCE, AND WHAT WILL THE MAJOR PREPARE ME FOR?**

Political Science is the study of justice and authority, peace and conflict, public policies and elections, government and law, democracy and autocracy, freedom and oppression. More than any other social science, Political Science pursues a wide variety of approaches in explaining how and why political events and institutions come about as they do, and in evaluating ways in which polities, policies, and leaders are good and bad, laudable and criticizable. Some of these approaches are like those found in Sociology (survey research) or in Anthropology (ethnography) or in economics (cost-benefit analysis) or in the interpretive branches of history, philosophy, and literary criticism. The variety of complementary approaches housed within the same department is the great strength of Political Science as an undergraduate major. The major is excellent preparation for those planning to go on to law or public policy schools, as well as to graduate work in Political Science. Majors in the department have gone

on to careers both in this country and abroad in public service, journalism, law, education, and administration.

## Majoring in Political Science at Bryn Mawr: Getting Started

The study of politics covers a wide ground, and the Political Science major is designed to give students an opportunity to focus their study while also attending to questions, issues, and problems that run through the study of politics more generally, and that connect the study of politics to other fields.. While there are many such questions, issues, and problems, we have organized the major along the lines of four general themes/categories. These “fields” of inquiry are:

- Identity and Difference;
- Policy Formation and Political Action;
- Interdependence and Conflict; and
- Political Theory.

Political Science, 101, which is required of all majors, is designed to introduce students to the study of politics in general and to these four themes/ categories. Political Science majors are not required to take 101 as their first course; and while some students will choose to begin with 101, others (including those who may not know whether they wish to major in Political Science) may well prefer to begin their study of politics with a different course at the 100- or 200- level. However, those who intend to major in Political Science are expected to take no more than two other courses prior to taking Political Science 101 and to complete Political Science 101 before the end of their sophomore year.

Students who wish to declare Political Science as a major should choose an advisor, who can be any member of the Political Science faculty. It is generally best to choose an advisor whose courses are in at least one substantive area in which the student intends to focus. Prior to declaring a major, students are required to have completed 101 and to write a brief essay (2-3 pages) on the kinds of questions or problems that they would like to pursue in the study of politics. The essay should be discussed in advance with the student’s advisor and should be submitted to the advisor. Based on the essay, the student and the advisor will formulate a tentative course plan for the major.

Courses offered in the Political Science Department at Haverford count fully as credits toward the Bryn Mawr major. Majors in the Bryn Mawr department must take at least three of their major courses here (in addition to 101 and 398-399). It is therefore strongly advised that at least one of your initial courses in Political Science be taken at Bryn Mawr.

## Purpose

The major in Political Science develops reading, writing, and thinking skills needed for a critical understanding of the political world. Course work includes a variety of approaches to the study of politics: historical/ interpretive, quantitative/deductive, and philosophical. Using these approaches, students examine political life in a variety of contexts, from neighborhoods to global systems, asking questions about the ways humans have addressed the organization of society, the management of conflicts, or the structure of power and authority.

## Course Requirements

The Political Science major consists of a minimum of 10 courses:

1. Political Science 101;
2. Two concentrations, at least one of which should be from among the four themes/categories. The second concentration will ordinarily be chosen as well from those themes/categories, but it can also be based on a more substantive focus, to be determined in consultation with the student’s advisor. Each concentration requires a total of 3 courses, at least one of which must be at the 300-level and all of which must be either at the 200- or 300- level.
3. Senior Conference and Senior Essay (to be taken in the fall and spring terms of the senior year and during which students will conceptualize, research, and write their senior thesis);
4. One additional course, which may be at any level; and
5. At least three of the courses, in addition to 101, 398 and 399, must be taken in the Bryn Mawr Political Science Department.

## Major Credit for Courses Outside the Political Science Department

Up to three courses from departments other than Political Science may be offered for major credit, if in the judgment of the department these courses are an integral part of a student’s major plan. This may occur when courses taken in related departments or programs (such as History, Sociology, Philosophy, Africana Studies, East Asian Studies, and Economics) are closely linked with courses the student takes in Political Science. For example, a student with a focus in “Interdependence and Conflict” may count a relevant course in psychology, or history, or sociology, etc.; a student with a focus in international politics may count a course in international economics, and so on. Decisions as to which outside courses are countable for Political

Science major credit are made by the faculty on a case by case basis: when in doubt, consult your major advisor or the department chair. Ordinarily, 100 level or other introductory courses (non-Political Science) taken in related departments may not be used for major credit in Political Science.

## Departmental Honors

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered for departmental honors.

## Haverford Political Science Courses

All Haverford Political Science courses will count toward the Bryn Mawr major (the same is generally true for courses at Swarthmore and the University of Pennsylvania); courses taken in related departments at Haverford will be considered for major credit in the same way as similar courses taken at Bryn Mawr. Everyone majoring in Political Science at Bryn Mawr must take at least three courses in Political Science at Bryn Mawr, not counting Political Science 101, 398 and 399.

## Minor Requirements

### WHAT IS POLITICAL SCIENCE, AND WHAT WILL THE MINOR PREPARE ME FOR?

Political Science is the study of justice and authority, peace and conflict, public policies and elections, government and law, democracy and autocracy, freedom and oppression. More than any other social science, Political Science pursues a wide variety of approaches in explaining how and why political events and institutions come about as they do, and in evaluating ways in which polities, policies, and leaders are good and bad, laudable and criticizable. Some of these approaches are like those found in Sociology (survey research) or in Anthropology (ethnography) or in Economics (cost-benefit analysis) or in the interpretive branches of history, philosophy, and literary criticism. The variety of complementary approaches housed within the same department is the great strength of Political Science as an undergraduate major or minor.

## Course Requirements

A minor in political science consists of six courses distributed across at least two fields, at least four of which must be at the 200 or 300 level and at least two of which must be at the 300 level. At least three of the courses must be taken from the Bryn Mawr Department of Political Science course offerings.

The four fields are:

- Identity and Difference;
- Policy Formation and Political Action;

- Interdependence and Conflict; and
- Political Theory.

## Course Designations

Almost every course offered in the Political Science Department at Bryn Mawr and Haverford will count for at least one of the four fields, and some may count for more than one. (No single course, however, may be counted as part of more than one field of concentration.) Many courses offered at Swarthmore and Penn will also count towards these. If there are courses offered at Bryn Mawr of Haverford that are not found on the list below, students should consult their advisor or the Political Science Department Chair to determine the proper designation. Designation for courses offered at Swarthmore and Penn should be discussed with a student's advisor, or if she does not have an advisor, with the Political Science Chair.

## IDENTITY AND DIFFERENCE

- 123 American Politics: Difference and Discrimination (H)
- 131 Comparative Politics
- 206 Conflict & Conflict Management
- 220 Constitutional Law
- 226 Social Movement Theory (H)
- 228 Introduction to Political Philosophy: Ancient and Early Modern
- 229 Latino Politics in the U.S. (H)
- 231 Introduction to Political Philosophy: Modern
- 235 African Politics (H)
- 242 Women in War and Peace (H)
- 245 Philosophy of Law
- 248 Modern Middle East Cities
- 253 Feminist Theory
- 282 The Exotic Other
- 285 Religion and the Limits of Liberalism (H)
- 286 Religion and American Public Life (H)
- 287 Media and Politics: The Middle East Transformed
- 316 Ethnic Group Politics—Identity and conflict
- 320 Democracy in America (H)
- 336 Democracy and Democratization (H)
- 340 Postcolonialism and the Politics of Nation-building (H)
- 345 Islam, Democracy and Development (H)
- 348 Culture and Ethnic Conflict identity and conflict
- 358 Political Psychology and Ethnic Conflict

- 370 Becoming a People: Power, Justice, and the Political (H)
- 375 Perspectives on Work, and Family in the U.S.
- 379 Feminist Political Theory (H)
- 383 Islamic Reform and Radicalism

**POLICY FORMATION AND POLITICAL ACTION**

- 121 American Politics
- 121 American Politics and Its Dynamics (H)
- 123 American Politics: Difference and Discrimination (H)
- 131 Comparative Government and Politics (H)
- 131 Comparative Politics
- 205 European Politics
- 222 Introduction to Environmental Issues: Policy Making in Comparative Perspective
- 223 American Political Process: The Congress (H)
- 224 The American Presidency (H)
- 225 Mobilization Politics (H)
- 226 Social Movement Theory (H)
- 227 Urban Politics (H)
- 228 Urban Policy (H)
- 230 Topics in Comparative Politics (H)
- 235 African Politics (H)
- 237 Latin American Politics (H)
- 242 Women in War and Peace (H)
- 248 Modern Middle East Cities
- 249 The Soviet System and Its Demise (H)
- 254 Bureaucracy and Democracy
- 257 The State System (H)
- 259 Comparative Social Movements in Latin American
- 265 Politics, Markets and Theories of Capitalism (H)
- 274 Education Politics and Policy
- 278 Oil, Politics, Society, and Economy
- 279 State Transformation/Conflict
- 288 The Political Economy of the Middle East and North Africa
- 287 Media and Politics: The Middle East Transformed
- 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
- 310 Comparative Public Policy
- 314 Strategic Advocacy: Lobbying & Interest Group Politics in Washington, D.C. (H)
- 315 Public Policy Analysis (H)

- 320 Democracy in America (H)
- 321 Technology and Politics
- 325 Grassroots Politics in Philadelphia (H)
- 333 Transformations in American Politics: late 20th-early 21st century
- 334 Politics of Violence (H)
- 339 The Policymaking Process
- 345 Islam, Democracy and Development (H)
- 354 Comparative Social Movements: Power, Protest, and Mobilization
- 375 Perspectives on Work and Family in the U.S.
- 378 Origins of American Constitutionalism
- 385 Democracy and Development
- 393 US Welfare Politics: Theory and Practice

**INTERDEPENDENCE AND CONFLICT**

- 151 International Politics (H)
- 205 European Politics
- 206 Conflict & Conflict Management
- 211 Politics of Humanitarianism
- 233 Perspectives on Civil War and Revolution: Southern Europe and Central America (H)
- 235 Transitional Justice in Post-Conflict Societies
- 239 The United States and Latin America (H)
- 240 Inter-American Dialogue (H)
- 242 Women in War and Peace (H)
- 247 Political Economy of Developing Countries (H)
- 248 Modern Middle East Cities
- 250 International Politics
- 252 International Politics of the Middle East (H)
- 253 Introduction to Terrorism Studies (H)
- 256 The Evolution of the Jihadi Movement (H)
- 258 The Politics of International Institutions (H)
- 259 American Foreign Policy (H)
- 261 Global Civil Society (H)
- 262 Human Rights and Global Politics (H)
- 264 Politics of Commodities
- 265 Politics, Markets and Theories of Capitalism (H)
- 278 Oil, Politics, Society, and Economy
- 279 State Transformation/Conflict
- 283 Modern Middle East/North Africa
- 288 The Political Economy of the Middle East and North Africa



- 287 Media and Politics: The Middle East Transformed
- 308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors
- 316 Ethnic Group Politics—Identity and conflict
- 339 Transitional Justice (H)
- 347 Advanced Issues in Peace and Conflict
- 340 Postcolonialism and the Politics of Nation-building (H)
- 348 Culture and Ethnic Conflict identity and conflict
- 350 Topics in International Politics (H)
- 357 International Relations Theory: Conflict and the Middle East (H)
- 358 The War on Terrorism (H)
- 358 Political Psychology and Ethnic Conflict
- 361 Democracy and Global Governance (H)
- 362 Global Justice (H)
- 365 Solidarity Economy Movements (H)
- 378 Origins of American Constitutionalism
- 379 The United Nations and World Order
- 383 Islamic Reform and Radicalism
- 385 Democracy and Development
- 392 State in Theory and History

**POLITICAL THEORY**

- 171 Introduction to Political Theory: Democratic Authority (H)
- 228 Introduction to Political Philosophy: Ancient and Early Modern
- 231 Introduction to Political Philosophy: Modern
- 234 Legal Rights in the Administrative State
- 245 Philosophy of Law
- 253 Feminist Theory
- 266 Sovereignty (H)
- 272 Democratic Theory: Membership, Citizenship and Community (H)
- 276 American Political Thought from Founding to Civil War (H)
- 277 American Political Thought: Post Civil War (H)
- 284 Modernity and its Discontents
- 300 Nietzsche, Kant, Plato: Modes of Practical Philosophy
- 320 Greek Political Philosophy
- 327 Political Philosophy: 1950-Present
- 336 Democracy and Democratization (H)

- 365 Erotica: Love and Art in Plato and Shakespeare
- 370 Becoming a People: Power, Justice, and the Political (H)
- 371 Topics in Legal and Political Philosophy
- 378 Origins of American Constitutionalism
- 379 Feminist Political Theory (H)
- 380 Persons, Morality and Modernity
- 381 Nietzsche, Self, and Morality
- 392 State in Theory and History

**COURSES**

**POLS B101 Introduction to Political Science**

This course, which is required of all majors, is designed to introduce students to the study of politics in general and to the four thematic categories around which the major is structured: identity and difference, policy formation and political action, interdependence and conflict, and political theory. The course introduces different but related approaches to understanding political phenomena, and focuses in particular on some central questions and problems of democracy politics. Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Hager,C., Rudy,S.  
*(Spring 2014)*

**POLS B111 Introduction to Peace, Conflict, and Social Justice Studies**

A broad and interdisciplinary overview of the study of conflict management. Areas to be introduced will include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. This course will also serve as a foundation course for students in or considering the Peace, Conflict, and Social Justice Studies concentration. Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Counts towards: Peace, Conflict, and Social Justice Studies  
Crosslisting(s): ANTH-B111  
Units: 1.0  
*(Not Offered 2013-14)*

**POLS B121 Introduction to American Politics**

An introduction to the major features and characteristics of the American political system. Features examined include voting and elections; the institutions of government (Congress, the Presidency, the courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process. Enrollment is limited to 35 students.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Golden, M.

(Spring 2014)

### **POLS B131 Comparative Politics**

An introduction to the comparative study of political systems. A sampling of major questions addressed by comparative approaches such as why authority structures differ across countries; how major issues such as inequality, environmental degradation, and ethno-nationalism arise in different polities, and why governmental responses to those issues differ so widely. Comparisons are made across time and space. Emphasis is placed on institutional, cultural, and historical explanations. Enrollment is limited to 35 students.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2013-14)

### **POLS B206 Conflict and Conflict Management: A Cross-Cultural Approach**

This course examines cross-cultural differences in the levels and forms of conflict and its management through a wide range of cases and alternative theoretical perspectives. Conflicts of interest range from the interpersonal to the international levels and an important question is the relevance of conflict and its management in small-scale societies as a way to understand political conflict and dispute settlement in the United States and modern industrial settings. Prerequisite: one course in Political Science, Anthropology, or Sociology.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B206

Units: 1.0

(Not Offered 2013-14)

### **POLS B211 Politics of Humanitarianism**

This course examines the international politics and history that underlie the ideas, social movement, and system of organizations designed to regulate the conduct of war and improve the welfare of those victimized by war. It begins with ethical, legal and organizational foundations, and then examines to post-Cold War cases and beyond. Topics include just war theory, international humanitarian law, humanitarian action and intervention, and transitional justice. Prerequisites: one class in Political Science or comparable course by permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Peace, Conflict, and Social Justice Studies

Units: 1.0

(Not Offered 2013-14)

### **POLS B216 China and the World: Implications of China's Rise**

In the 20th Century, China's rise has been one of the most distinctive political affairs changing the landscape of regional and world politics. Especially, China's breathtaking growth has challenged the foundations and limits of the market economy and political liberalization theoretically and empirically. This course examines the Chinese economic and political development and its implications for other Asian countries and the world.

This course has three aims: 1) to facilitate an in-depth understanding of the Chinese Economic development model in comparison to other development models, 2) to conduct a comprehensive analysis of political and socio-economic exchanges of China and its relations with other major countries in East Asia, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary economic growth.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Crosslisting(s): EAST-B216

Units: 1.0

Instructor(s): Oh, S.

(Fall 2013)

### **POLS B220 Topics in Constitutional Law**

Through a reading of (mostly) Supreme Court cases and other materials, this course takes up some central theoretical questions concerning the role of constitutional principles and constitutional review in mediating the relationship between public and private power with respect to both difference and hierarchy.

Enrollment Limit: 35; Enrollment Criteria: Sophomore; Junior; Senior; Freshman with approval of instructor;

Requirement(s): Division I: Social Science

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Elkins, J.

(Fall 2013)

### **POLS B222 Introduction to Environmental Issues: Policy Making in Comparative Perspective**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions. We also assess the prospects for international cooperation in solving global environmental problems such as climate change.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Crosslisting(s): CITY-B222

Units: 1.0

(Not Offered 2013-14)

### **POLS B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing

globalization, the emergence of new forms of conflict and war, high rates of poverty within and across borders and the prospect of environmental devastation. This course examines prevailing theories and issues of justice as well as approaches and challenges by non-western, post-colonial, feminist, race, class, and disability theorists.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Gender and Sexuality Studies; International Studies Major  
 Crosslisting(s): PHIL-B225  
 Units: 1.0  
 Instructor(s): Koggel, C.  
 (Spring 2014)

### **POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): PHIL-B228  
 Units: 1.0  
 Instructor(s): Salkever, S.  
 (Spring 2014)

### **POLS B231 Introduction to Political Philosophy: Modern**

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche.

Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): PHIL-B231  
 Units: 1.0  
 (Not Offered 2013-14)

### **POLS B232 American Foreign Policy**

This course introduces basic elements of American foreign policy and examines the modern legacy and continuing impact of U.S. foreign policy on the world. We consider how different forces - domestic, international, institutional, cultural, or personal - shape policy goals and examine the nature and implications of American power in contemporary politics. Prerequisites: One course in political science or comparable course by permission of the instructor.

Requirement(s): Division I: Social Science  
 Units: 1.0  
 (Not Offered 2013-14)

### **POLS B240 Environmental Ethics**

This course surveys rights- and justice-based justifications for ethical positions on the environment. It examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Environmental Studies  
 Crosslisting(s): PHIL-B240  
 Units: 1.0  
 Instructor(s): Dostal, R.  
 (Spring 2014)

### **POLS B241 The Politics of International Law and Institutions**

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: POLS 141.

Requirement(s): Division I: Social Science  
 Approach: Critical Interpretation (CI)  
 Counts towards: International Studies Major  
 Units: 1.0  
 Instructor(s): Allen, M.  
 (Spring 2014)

### **POLS B243 African and Caribbean Perspectives in World Politics**

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Africana Studies  
 Units: 1.0  
 (Not Offered 2013-14)

### **POLS B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran.

Requirement(s): Division III: Humanities  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Crosslisting(s): ARCH-B244; HIST-B244; CITY-B244

Units: 1.0  
Instructor(s): Ataç,M.  
(Spring 2014)

**POLS B245 Philosophy of Law**

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about the nature of law as they arise within specific contexts, and judicial cases. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems.

Requirement(s): Division I: Social Science  
Approach: Critical Interpretation (CI)  
Crosslisting(s): PHIL-B245  
Units: 1.0  
Instructor(s): Elkins,J.  
(Spring 2014)

**POLS B249 Political Economy of Development**

How do we explain the variations of political and economic systems in the world? What is the relationship between the state and the market? To what extent does the timing of industrialization affect the viability of certain developmental strategies? This seminar introduces the intellectual history of comparative political economy and development studies with readings on both comparative political economy and international political economy. First, we will examine the debates on the dynamics of the state and the market in the development and globalization process. Second, we will explore specific case studies to discuss: 1) how the political and economic processes have changed in response to the interaction of the domestic and international arenas, 2) whether and how the late developers learned from the experiences of early developers, 3) how the international economy and international financial crisis shaped domestic development strategies. Lastly, we will analyze the developmental concerns at the sub-national level with financial liberalization.

Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Oh,S.  
(Spring 2014)

**POLS B250 Introduction to International Politics**

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, globalization, war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a

reasonable knowledge of modern world history.  
Enrollment Limit: 16; enrollment preference given to sophomores, and up, particularly majors in Political Science and/or International Studies.

Requirement(s): Division I: Social Science  
Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies  
Units: 1.0  
Instructor(s): Allen,M.  
(Fall 2013)

**POLS B251 Politics and the Mass Media**

A consideration of the mass media as a pervasive fact of U.S. political life and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably POLS 121.

Requirement(s): Division I: Social Science  
Units: 1.0  
(Not Offered 2013-14)

**POLS B253 Feminist Theory**

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor.

Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Crosslisting(s): PHIL-B252  
Units: 1.0  
(Not Offered 2013-14)

**POLS B259 Comparative Social Movements in Latin America**

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.

Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC)  
Crosslisting(s): SOCL-B259; CITY-B220

Units: 1.0  
 Instructor(s): Marquez, E.  
 (Fall 2013)

**POLS B262 Who Believes What and Why: the Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Counts towards: Gender and Sexuality Studies Crosslisting(s): SOCL-B262 Units: 1.0  
 (Not Offered 2013-14)

**POLS B264 Politics of Global Commodities**

This class critically analyzes the international politics that underpin the production and distribution of global commodities. Marketization and privatization pressures that have produced economic arrangements are examined for their impact in altering governance systems, distorting markets and development, and fomenting conflicts. The course starts with concepts, theories, and history, and then investigates key case studies. Prerequisites: The prerequisites for the class are either International Politics (POLS B250) or International Political Economy (POLS B391), or permission of the instructor. Requirement(s): Division I: Social Science Units: 1.0  
 (Not Offered 2013-14)

**POLS B273 Race and the Law in the American Context**

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory. Requirement(s): Division I: Social Science Crosslisting(s): SOCL-B273 Units: 1.0  
 (Not Offered 2013-14)

**POLS B278 Oil, Politics, Society, and Economy**

Examines the role oil has played in transforming societies, in shaping national politics, and in the distribution of wealth within and between nations. Rentier states and authoritarianism, the historical relationships between oil companies and states, monopolies, boycotts, sanctions and demands for succession, and issues of social justice mark the

political economy of oil. Requirement(s): Division I: Social Science Counts towards: Environmental Studies Units: 1.0  
 (Not Offered 2013-14)

**POLS B282 The Exotic Other: Gender and Sexuality in the Middle East**

This course is concerned with the meanings of gender and sexuality in the Middle East, with particular attention to the construction of tradition, its performance, reinscription, and transformation, and to Western interpretations and interactions. Prerequisite: one course in social science or humanities. Previous gender or Middle East course is a plus. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI) Counts towards: Gender and Sexuality Studies; Middle East Studies Units: 1.0  
 (Not Offered 2013-14)

**POLS B283 Introduction to the Politics of the Modern Middle East and North Africa**

This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC) Counts towards: Middle East Studies Crosslisting(s): HIST-B283; HEBR-B283 Units: 1.0  
 Instructor(s): Rudy, S.  
 (Spring 2014)

**POLS B286 Topics in the British Empire**

This is a topics course covering various "topics" in the study of the British Empire. Course content varies. Requirement(s): Division I or Division III Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP) Crosslisting(s): HIST-B286; CITY-B286 Units: 1.0  
 (Not Offered 2013-14)

**POLS B287 Media and Politics: The Middle East Transformed**

The events of 2011 transformed the Middle East, overthrowing or threatening regimes across the region. The course will focus on the media technologies, the political actors, and international events that produced

these changes, as well as examine works on political transitions, revolutions, and social movements.  
Prerequisite: A previous social science or history course is strongly recommended, or a previous course on media.

Requirement(s): Division I: Social Science  
Counts towards: Middle East Studies  
Units: 1.0  
(Not Offered 2013-14)

**POLS B288 The Political Economy of the Middle East and North Africa**

This comparative approach considers historical constructions, the power of economic ideas, domestic politics and resources, and international regimes. Specific areas of focus include theories that seek to explain the economic/political conditions, left, nationalist and liberal, as well as the exceptional growth of the Gulf economies. Prerequisite: at least one other course on the Middle East or a strong area expertise in another region such as Latin America or China with permission of the instructor.

Requirement(s): Division I: Social Science  
Counts towards: Middle East Studies  
Crosslisting(s): HIST-B288  
Units: 1.0  
(Not Offered 2013-14)

**POLS B300 Three Approaches to the Philosophy of Praxis: Nietzsche, Kant and Plato**

A study of three important ways of thinking about theory and practice in Western political philosophy. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. Crosslisting(s): PHIL-B300  
Units: 1.0  
Instructor(s): Salkever, S.  
(Fall 2013)

**POLS B310 Comparative Public Policy**

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers. Prerequisite is one course in Political Science or public policy.

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2013-14)

**POLS B312 The Intelligence Community: Practice, Problems & Prospects**

The events of 9/11 and ongoing "War on Terror" focused new attention on issues of national intelligence. We will examine the origins, structure and functions of the

U.S. Intelligence Community, its relationship to national security policy, interactions with policymakers, and the challenges defining its future role. Prerequisites: One course in political science or comparable coursework with instructor permission.

Requirement(s): Division I: Social Science  
Units: 1.0  
(Not Offered 2013-14)

**POLS B316 The Politics of Ethnic, Racial, and National Groups**

An analysis of ethnic and racial conflict and cooperation that will compare and contrast the experiences of racial minorities in the United States and Muslim minorities in Europe. Particular attention is paid to the processes of group identification and political organization; the politicization of racial and ethnic identity; patterns of conflict and cooperation between minorities and the majority population over time; and different paths to citizenship. The course will emphasize how the politics of differentiation has similarities across setting and historical periods as well as important differences  
Counts towards: Peace, Conflict, and Social Justice Studies

Units: 1.0  
(Not Offered 2013-14)

**POLS B320 Greek Political Philosophy: Ethics and Politics**

Topics in Greek Political Philosophy. Topic for Fall 2012: Aristotle's Nicomachean Ethics and Politics A careful reading of the Nicomachean Ethics and the Politics, treated as a single series of lectures designed to lead its immediate Greek audience (the equivalent of Socrates' interlocutors in Plato)—and perhaps us as well—more deeply into the questions and problems that are Aristotle's theoretical basis for the paradigmatically human activities of practical reason (*phronêsis*) and thoughtful choice (*prohairesis*—see NE 6.1, 1139b). There will be some additional readings from Aristotle, from Aristotle's Greek contemporaries and predecessors (including Plato and Thucydides), and from recent work designed to bring Aristotelian perspectives to bear on the moral and political issues of our own time. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

Crosslisting(s): PHIL-B321  
Units: 1.0  
(Not Offered 2013-14)

**POLS B321 Technology and Politics**

An multi-media analysis of the complex role of technology in political and social life. We focus on the relationship between technological change and democratic governance. We begin with historical and contemporary Luddism as well as pro-technology

movements around the world. Substantive issue areas include security and surveillance, electoral politics, warfare, social media, internet freedom, GMO foods and industrial agriculture, climate change and energy politics.

Counts towards: Environmental Studies

Crosslisting(s): CITY-B321

Units: 1.0

Instructor(s): Hager, C.

(Fall 2013)

### **POLS B327 Political Philosophy in the 20th Century**

A study of 20th- and 21st-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Michel Foucault, Jurgen Habermas, and John Rawls. Topics include the relationship of individual rationality and political authority, the "crisis of modernity," and the debate concerning contemporary democratic citizenship. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. Enrollment is limited to 18 students.

Crosslisting(s): PHIL-B327

Units: 1.0

(Not Offered 2013-14)

### **POLS B333 Transformations in American Politics, 1955-2000**

The American political system has changed dramatically over the past 60 years. This seminar examines the ways in which American political institutions and processes have been transformed -- by design and by accident-- and the causes and consequences of those changes. Special attention will be paid to the effect that these changes have had on the democratic character of the American political system and on its ability to govern.

Units: 1.0

(Not Offered 2013-14)

### **POLS B334 Three Faces of Chinese Power: Money, Might, and Minds**

China's extraordinary growth for the past 30 years has confirmed the power of free markets, while simultaneously challenging our thoughts on the foundations and limits of the market economy. Moreover, China's ever-increasing economic freedom and prosperity have been accompanied by only limited steps toward greater political freedom and political liberalization, running counter to one of the most consistent patterns of political economic development in recent history. This course examines China's unique economic and political development path, and the opportunities and challenges it accompanies.

This course has three aims: 1) to facilitate an in-depth understanding of the political and economic development with Chinese characteristics, 2) to conduct a comprehensive analysis of three dimensions of

Chinese economic, political and cultural power, and 3) to construct a thorough understanding of challenges and opportunities for China from its extraordinary developmental path.

Requirement(s): Division I: Social Science

Crosslisting(s): EAST-B334

Units: 1.0

Instructor(s): Oh, S.

(Spring 2014)

### **POLS B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society "develop"? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies;

International Studies Major

Crosslisting(s): PHIL-B344

Units: 1.0

(Not Offered 2013-14)

### **POLS B347 Advanced Issues in Peace, Conflict, and Social Justice Studies: Utopias, Dystopias, and Peace**

An in-depth examination of crucial issues and particular cases of interest to advanced students in Peace, Conflict, and Social Justice Studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: POLS B206, B111, or POLS H247.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B347

Units: 1.0

(Not Offered 2013-14)

### **POLS B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums,

monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): CITY-B348

Units: 1.0

Instructor(s): Ross, M.

(Spring 2014)

### **POLS B352 Feminism and Philosophy**

Crosslisting(s): PHIL-B352

Units: 1.0

Instructor(s): Koggel, C.

(Spring 2014)

### **POLS B354 Comparative Social Movements**

A consideration of the conceptualizations of power and "legitimate" and "illegitimate" participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.

Counts towards: Environmental Studies

Crosslisting(s): SOCL-B354

Units: 1.0

(Not Offered 2013-14)

### **POLS B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. These theories will be applied to Western interventions in the Balkans. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will write a final paper applying these theories to a case of ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC 208 or two semesters of political science, or instructor's permission.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): PSYC-B358

Units: 1.0

Instructor(s): McCauley, C.

(Spring 2014)

### **POLS B365 Erotica: Love and Art in Plato and Shakespeare**

The course explores the relationship between love and art, "eros" and "poesis," through in-depth study of Plato's "Phaedrus" and "Symposium," Shakespeare's "As You Like It" and "Antony and Cleopatra," and essays by modern commentators (including David Halperin, Anne Carson, Martha Nussbaum, Marjorie Garber, and Stanley Cavell). We will also read Shakespeare's Sonnets and "Romeo and Juliet."

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies

Crosslisting(s): ENGL-B365; PHIL-B365; COML-B365

Units: 1.0

(Not Offered 2013-14)

### **POLS B371 Topics in Political Philosophy**

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. For the current year's topic, please consult the Tri-Course guide. Enrollment criteria: At least one course in political theory or philosophy or consent of instructor.

Requirement(s): Division I or Division III

Crosslisting(s): PHIL-B371

Units: 1.0

Instructor(s): Elkins, J.

(Fall 2013)

### **POLS B374 Education Politics & Policy**

This course will examine education policy through the lens of federalism and federalism through a case study of education policy. The dual aims are to enhance our understanding of this specific policy area and our understanding of the impact that our federal system of government has on policy effectiveness.

Requirement(s): Division I: Social Science

Crosslisting(s): SOCL-B274; EDUC-B274

Units: 1.0

Instructor(s): Golden, M.

(Fall 2013)

### **POLS B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Crosslisting(s): SOCL-B375

Units: 1.0

Instructor(s): Golden, M.

(Fall 2013)



**POLS B379 The United Nations and World Order**

Initially founded in 1945 to address the challenges of international armed aggression, the United Nations has since evolved, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the organization's pre-eminent role in international peace and security, economic development, and human rights and humanitarian affairs. Prerequisites: Students are required to have completed at least a year of Political Science or Peace, Conflict, and Social Justice Studies courses (one class must be International Politics (POLS B250) or have the permission of the instructor.

Requirement(s): Division I: Social Science  
Counts towards: Peace, Conflict, and Social Justice Studies

Units: 1.0

*(Not Offered 2013-14)*

**POLS B381 Nietzsche**

This course examines Nietzsche's thought, with particular focus on such questions as the nature of the self, truth, irony, aggression, play, joy, love, and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

Crosslisting(s): PHIL-B381

Units: 1.0

Instructor(s): Elkins, J.

*(Spring 2014)*

**POLS B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

Requirement(s): Division I or Division III

Counts towards: Middle East Studies; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ANTH-B382; HIST-B382

Units: 1.0

*(Not Offered 2013-14)*

**POLS B383 Two Hundred Years of Islamic Reform, Radicalism, and Revolution**

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing

historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor.

Requirement(s): Division I: Social Science

Counts towards: Middle East Studies

Crosslisting(s): HIST-B383

Units: 1.0

*(Not Offered 2013-14)*

**POLS B385 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics.

Requirement(s): Division I: Social Science

Counts towards: International Studies Major; Peace, Conflict, and Social Justice Studies

Crosslisting(s): ECON-B385

Units: 1.0

Instructor(s): Ross, M., Rock, M.

*(Spring 2014)*

**POLS B391 International Political Economy**

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution, through to the globalization of recent decades. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as development, finance, trade, migration, and foreign investment are examined in the light of selected approaches. One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Counts towards: International Studies Major

Units: 1.0

Instructor(s): Allen, M.

*(Fall 2013)*

**POLS B392 State in Theory and History**

This class connects the fields of historical sociology and international relations to survey the roots of states as the predominant form of political authority, to assess its behavior in global affairs, and to consider its future. Concepts include: class coalitions, democracy, capitalism, socialism, authoritarianism, revolutions, international organizations, and empires. Prerequisites: two courses in Political Science, or Peace, Conflict, and Social Justice Studies, or permission of the instructor. Enrollment is limited to 18 students.

Requirement(s): Division I: Social Science

Units: 1.0

*(Not Offered 2013-14)*

**POLS B393 U.S. Welfare Politics: Theory and Practice**

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities.

Prerequisite: POLS B121 or SOCL B102.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Crosslisting(s): SOCL-B393

Units: 1.0

*(Not Offered 2013-14)*

**POLS B398 Senior Conference**

Required of senior majors. In weekly group meetings as well as individual tutorials, faculty work with students on research strategies, on refining research topics, and on supervising research progress for the senior thesis.

Units: 1.0

Instructor(s): Golden,M., Allen,M., Hager,C., Elkins,J.

*(Fall 2013)*

**POLS B399 Senior Essay**

Units: 1.0

Instructor(s): Golden,M., Allen,M., Hager,C., Elkins,J.

*(Spring 2014)*

**POLS B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**POLS B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**POLS B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

## PSYCHOLOGY

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Students may complete a major or minor in Psychology. Within the major, students may complete a minor in Neuroscience.

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### Faculty

Kimberly E. Cassidy, Interim President and Professor

Louisa C. Egan Brad, Visiting Assistant Professor

Clark R. McCauley Jr, Professor and Director of the Solomon Asch Center for Study of Ethnopolitical Conflict

Amy Michelle Neeren, Lecturer

Paul D Neuman, Senior Lecturer (on leave semester II)

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child Study Institute (on leave semester II)

Marc Schulz, Professor of Psychology and Rachel C. Hale Professor in the Sciences and Mathematics (on leave semester II)

#### Anjali Thapar, Chair and Professor

Earl Thomas, Professor

William Douglas Tynan, Lecturer

Robert H. Wozniak, Professor

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological, and social psychology, as well as for graduate study in law, medicine, and business.

### Major Requirements

Major requirements in Psychology are PSYC 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; and eight additional courses (not including the Junior Brown Bag). Majors must complete four courses at the 200 level, three courses at the 300 level, and one Senior Requirement. Majors may elect to fulfill their Senior Requirement with PSYC 399 (Senior Seminar in Psychology) or by completing two semesters of supervised research (PSYC 401 or PSYC 403).

Majors may substitute advance placement credit (score of 5 on the Psychology Advanced Placement exam) for PSYC 105. In general, courses at the 200 level survey major content areas of psychological research. With the exception of PSYC 205, all 200-level courses require PSYC 105 or the permission of the instructor. Courses at the 300 level typically have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas. PSYC 399, 401, and 403 are senior capstone courses and are intended to provide psychology majors with an intensive and integrative experience in psychology to culminate their undergraduate careers.

The Psychology major requires one course with a laboratory. The laboratory requirement is typically fulfilled by PSYC 105. If a student takes introductory psychology elsewhere, and the course has no laboratory, or the student receives advanced placement credit for introductory psychology, then a laboratory course at the 200 or 300 level can be taken to fulfill the laboratory requirement. Students who take Haverford courses with the half credit laboratory attachments may count the laboratory portion of the course toward fulfilling the lab requirement for the Bryn Mawr major (Note: PSYC 205 can not be used to fulfill the laboratory requirement).

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

### Advising

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses and are approved by the student's major adviser. Students should contact their major adviser about major credit for a course outside the department before taking the course.

### Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.6 or higher at the end of the fall semester of the senior year.

## Haverford College Courses that Count toward the Major

Certain courses currently offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major.

Introductory psychology at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205.

The following courses at Haverford will count as 200-level courses for the major:

PSYC H213 (Memory and Cognition)  
PSYC HH215 (Introduction to Personality Psychology)  
PSYC H217 (Biological Psychology)  
PSYC H224 (Social Psychology)  
PSYC H238 (Psychology of Language)  
PSYC H260 (Cognitive Neuroscience)

The following courses at Haverford will count as 300-level courses for the major:

PSYC H214 (Psychology of Adolescence)  
PSYC H220 (The Psychology of Time)  
PSYC H221 (The Primate Origins of Society)  
PSYC H222 (Evolution and Behavior)  
PSYCH H225 (Self and Identity)  
PSYC H240 (Psychology of Pain and Pain Inhibition)  
PSYC H250 (Biopsychology of Emotion and Personality)  
PSYC H311 (Advanced Personality Psychology: Freud)  
PSYC H325 (The Psychology of Close Relationships)  
PSYC H340 (Human Neuropsychology)  
PSYC H350 (Biopsychology of Stress)  
PSYC H370 (Neuroscience of Mental Illness).

Students who take Haverford courses with the half credit laboratory attachments may count the lab portion of the course toward fulfilling the advanced lab requirement for the Bryn Mawr major.

## Minor Requirement

A student may minor in Psychology by taking PSYC 105 and PSYC 205 and any other four courses that meet the requirements of the major.

## Minor in Neuroscience

Students majoring in psychology can minor in Neuroscience. The minor comprises six courses: one gateway course (Behavioral Neuroscience BMC PSYC 218, Biological Psychology HC PSYC 217, or Introduction to Neuroscience BMC BIO 202), plus five additional courses. The five courses must sample from three different disciplines and at least one course must be at the 300-level or higher. Additional information

for the minor is listed on the Psychology Department's website.

## Minor in Computational Methods

Students majoring in psychology can minor in computational methods. The minor consists of one gateway course (Introduction to Computer Science, CS 110 or CS 205), a course in data structures (CS 206) and discrete mathematics (CS 231), plus three additional courses. Additional information for the minor is listed on the Computer Science Department's website.

## Minor in Child and Family Studies

Students majoring in psychology can minor in Child and Family Studies. The minor comprises six courses: one gateway course (Developmental Psychology PSYC 206, Educational Psychology PSYC 203, Critical Issues in Education EDUC 200, or Study of Gender in Society (SOCL 201), plus five additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level. Additional information for the minor is listed on the Child and Family Studies's website.

## COURSES

### PSYC B105 Introductory Psychology

How do biological predispositions, life experiences, culture, contribute to individual differences in human and animal behavior? This biopsychosocial theme will be examined by studying both "normal" and "abnormal" behaviors in domains such as perception, cognition, learning, motivation, emotion, and social interaction thereby providing an overview of psychology's many areas of inquiry. Students will select one two-hour lab meeting per week.

Requirement(s): Division II with Lab  
Approach: Quantitative Readiness Required (QR);  
Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Thomas, E., Rescorla, L.  
(Spring 2014)

### PSYC B120 Focus: Psychology of Terrorism

Introduction to the psychology of terrorism. Each week will include reading and a film introducing a different case history: Mohammed Atta, Timothy McVeigh and Terry Nichols, Weather Underground, Baader-Meinhof Gang, Battle of Algiers, Shaheed, Al-Qaeda and bin Laden. Text is Friction: How radicalization happens to them and us (McCauley & Moskalenko, 2011). Each student posts each week on Moodle a max-300-word essay identifying mechanisms of radicalization in the case history, and a comment on one other student's post. Grading includes clicker quizzes, posts,

comments, and an optional final paper. This is a half-semester "focus course," no prerequisites.

Requirement(s): Division I: Social Science

Units: 0.5

Instructor(s): McCauley,C.

(Spring 2014)

### **PSYC B125 Focus: Psychology of Genocide**

Introduction to the psychology of genocide, including perpetrators, leaders, and mass sympathizers. Each week will include reading and a film introducing a difference case history: Cherokee Removal, Armenian Removal, Holocaust, Rwanda, Pol Pot, Khymer Rouge Killers, Darfur-Sudan. Text is *Why not kill them all? The logic and prevention of mass political murder* (Chirot & McCauley, 2010 paperback). Each student posts each week on Moodle a max-300-word essay identifying mechanisms of radicalization in the case history, and a comment on one other student's post. Grading includes clicker quizzes, posts, comments, and an optional final paper. This is a half-semester "focus course," no prerequisites.

Requirement(s): Division I: Social Science

Units: 0.5

Instructor(s): McCauley,C.

(Spring 2014)

### **PSYC B160 Focus: Psychology of Negotiations**

Explores the psychology, art, and science of negotiations. The core of the course is a series of seven simulations designed to allow students to experiment with negotiation techniques. Debriefings and discussions of negotiation theory and behavioral research complement the simulations. This is a half-semester, 0.5 unit course.

Requirement(s): Division I: Social Science

Approach: Course does not meet an Approach

Units: 0.5

Instructor(s): Egan Brad,L.

(Spring 2014)

### **PSYC B201 Learning/Behavior Analysis**

This course covers the basic principles of behavior, and their application to the understanding of the human condition. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination and concept formation, choice, functional analysis of verbal behavior and awareness and problem solving. Behavior Analysis is presented as a distinct research methodology with a distinct language, as well as a distinct theoretical approach within psychology.

Requirement(s): Division II: Natural Science

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2013-14)

### **PSYC B203 Educational Psychology**

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. Prerequisite: Introductory Psychology (PSYC 105)

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Cassidy,K.

(Fall 2013)

### **PSYC B205 Experimental Methods and Statistics**

An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week.

Requirement(s): Division I or Quantitative

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Thapar,A.

(Spring 2014)

### **PSYC B206 Developmental Psychology**

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. Prerequisite: PSYCB105 or PSYCH100

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Egan Brad,L.

(Spring 2014)

### **PSYC B208 Social Psychology**

A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with humans. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude

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change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, essentializing, moral judgment).

Prerequisite: Introductory Psychology (PSYC 105) or equivalent, or instructor's permission.

Requirement(s): Division I: Social Science

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): McCauley,C.

(Fall 2013)

### PSYC B209 Abnormal Psychology

This course will cover the main psychological disorders manifested by individuals as they develop across the life span. The semester will begin with an historical overview of how psychopathology has been conceptualized and treated across many centuries of Western history. The course will then review the assumptions of the major models which have been formulated to explain psychopathology: the biological, the psychodynamic, the behavioral, and the cognitive. We will begin with childhood and adolescent disorders and then cover the main disorders of adults. Among the disorders covered will be: attention deficit disorder, anorexia/bulimia, conduct disorder/antisocial personality, borderline personality disorder, anxiety disorders, psychophysiological disorders, substance abuse, depression, and schizophrenia. For each disorder, we will explore issues of classification, theories of etiology, risk and prevention factors, research on prognosis, and studies of treatment. Prerequisite: Introductory Psychology (PSYC 105).

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies;

Neuroscience

Units: 1.0

Instructor(s): Neeren,A.

(Spring 2014)

### PSYC B212 Human Cognition

This course deals with the scientific study of human cognition. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving. Historical as well as contemporary perspectives will be discussed, and data from cognitive psychology, cognitive neuroscience, and computational modeling will be reviewed. The laboratory consists of experiments related to these topics. Lecture three hours, laboratory 90 minutes a week. Prerequisite: Introductory Psychology (PSYC 105)

Requirement(s): Division II with Lab

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Thapar,A.

(Fall 2013)

### PSYC B214 Applied Behavior Analysis

This course covers the basic principles of behavior and their relevance and application to clinical problems. Applied Behavior Analysis is an empirically-based treatment approach focusing less on treatment techniques and more on treatment evaluation. The course covers the techniques used (data gathering and analysis) to determine the effectiveness of treatments while in progress. To do this, examples of human problems may include eating disorders, anxiety disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder and oppositional/conduct disorder.

Requirement(s): Division I: Social Science

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Neuman,P.

(Fall 2013)

### PSYC B218 Behavioral Neuroscience

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. Prerequisite: Introductory Psychology (PSYC 105).

Requirement(s): Division II: Natural Science

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Thomas,E.

(Fall 2013)

### PSYC B224 Cross-Cultural Psychology

Explores human behavior as a product of cultural context. Why are some aspects of human behavior the same across cultures, while others differ? Topics include the relationships between culture and development, cognition, the self, and social behaviors. Discussions include implications of cross-cultural psychology for psychological theory and applications. Pre-requisites: ANTH101, PSYCB105, PSYCH100, SOCL102 or permission of instructor

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Egan Brad,L.

(Fall 2013)

### PSYC B240 Evolution of Human Nature

Explores human nature as a product of evolutionary processes. The course will begin by introducing the evolutionary perspective and the roles of sex and mating

strategies within the context of the animal kingdom. Topics will include the evolutionary origins of altruism, social structures, language, domestic and intergroup violence, and religion. Prerequisite: ANTH101, BIOL101, ECON105, PSYCB105, PSYCH100, SOCL102, or permission of instructor  
 Requirement(s): Division I: Social Science  
 Units: 1.0  
 Instructor(s): Egan Brad,L.  
*(Spring 2014)*

### **PSYC B250 Autism Spectrum Disorders**

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 105).  
 Counts towards: Child and Family Studies  
 Units: 1.0  
 Instructor(s): Wozniak,R.  
*(Fall 2013)*

### **PSYC B257 Identity under Pressure**

This course explores psychological understandings of identity formation and change, particularly in times of upheaval and migration. Examples of identity formation will be drawn from psychological studies, the family histories of class participants, oral history projects, and the experiences of Jews in Hamburg, Germany before and during World War II.  
 Units: 1.0  
*(Not Offered 2013-14)*

### **PSYC B260 The Psychology of Mindfulness**

This course focuses on psychological theory and research on mindfulness and meditative practices. Readings and discussion will introduce students to modern conceptualizations and implementation of mindfulness practices that have arisen in the West. Students will be encouraged to engage in mindfulness activities as part of their involvement in this 360.  
 Approach: Course does not meet an Approach  
 Units: 1.0  
 Instructor(s): Schulz,M.  
*(Fall 2013)*

### **PSYC B288 Laboratory in Social Psychology**

This laboratory course will offer experience in designing and conducting research in social psychology, statistical analysis of research results, and research reporting in the style of a journal article in psychology. Each student will participate in two research projects. This is a 0.5 unit course that meets for the full semester. Prerequisites: Introductory Psychology (PSYC 105 or equivalent) and

Statistics (PSYC 205 or equivalent).  
 Requirement(s): Division I: Social Science  
 Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
 Units: 0.5  
 Instructor(s): McCauley,C.  
*(Fall 2013)*

### **PSYC B301 Advanced Research Methods**

This course focuses on psychology research and design methodology. An important purpose of the course is to help students with their undergraduate thesis research. Topics include: internal and external validity, reliability, strengths and weaknesses of various methods (survey, case, observational, and experimental), data coding, levels of measurement, research ethics, and data analysis.  
 Units: 1.0  
*(Not Offered 2013-14)*

### **PSYC B308 Adult Development and Aging**

The course broadly explores the biological, psychological, and social aspects of aging into middle and late adulthood for individual, families, communities, and society at large. This is accomplished through exploration of a.) the psychological and social developmental challenges of adulthood, b.) the core biological changes that accompany this stage of life, c.) research methodology for inquiry into aging, d.) the demands and impact on care givers and families, e.) psychopathology common in older adults, f.) social welfare policies and programs designed to ameliorate stress and promote well-being among older adults, and g.) the political, social, and academic discourse around the concept of aging successfully in the 21st century. Throughout the course, the experience of aging, and the ways in which this experience differs by race, ethnicity, gender, class, culture, and sexual orientation are considered. This course builds on theory, knowledge, and skills of social work with older adults introduced in Foundation Practice and Human Behavior in the Social Environment I and III. This course is relevant to the clinical, management, and policy concentrations, in that it focuses on the concepts, theories, and policies central to effective assessment and intervention with older adults.  
 Crosslisting(s): SOWK-B308  
 Units: 1.0  
*(Not Offered 2013-14)*

### **PSYC B310 Advanced Developmental Psychology**

This course details theory and research relating to the development of children and adolescents with family, school, and cultural contexts. We examine topics including (but not limited to): developmental theory, infant perception, language, attachment, self-awareness, social cognition, symbolic thought, memory, parent-child relations, peer relations, and gender issues. Prerequisite: PSYC 206 or permission of the instructor.

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Units: 1.0

Instructor(s): Wozniak,R.

(Spring 2014)

### **PSYC B312 History of Modern American Psychology**

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social, and clinical psychology; and the cognitive revolution.

Prerequisite: any 200-level survey course.

Units: 1.0

Instructor(s): Wozniak,R.

(Fall 2013)

### **PSYC B322 Culture and Development**

This course focuses on development and enculturation within nested sets of interacting contexts (e.g. family, village, classroom/work group, peer group, culture).

Topics include the nature of culture, human narrativity, acquisition of multiple literacies, and the way in which developing mind, multiple contexts, cultures, narrativity, and literacies help forge identities. Prerequisites: PSYC 105 and PSYC 206, or Permission of the Instructor

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Wozniak,R.

(Spring 2014)

### **PSYC B323 Advanced Topics in Cognitive Neuroscience**

This is a topics course. Course content will vary.

A seminar course dealing with state-of-the-art developments in the cognitive neuroscience of human memory. We will cover topics related to the cognitive and neural architecture of working memory, episodic memory, semantic memory, false memory, and various forms of non-declarative memory. A strong emphasis will be placed on studies utilizing functional neuroimaging, neuropsychological investigations, and animal models. Prerequisite: a course in cognition (PSYC B212, PSYC H213, PSYC H260) or behavioral neuroscience (either PSYC B218 or PSYC H217).

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2013-14)

### **PSYC B325 Judgment and Decision-Making**

This course will explore the psychology of reasoning and decision-making processes in depth. We will examine affective, cognitive, and motivational processes, as well as recent research in neuroscience. Among other topics, we will discuss notions of rationality and irrationality, accuracy, heuristics, biases, metacognition, evaluation, risk perception, and moral judgment. Prerequisites: ECONB136, ECONH203, PSYCB205 or PSYCH200,

and PSYCB212, PSYCH260 or permission of instructor.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Egan Brad,L.

(Fall 2013)

### **PSYC B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: one semester of BIOL 110-111 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

Requirement(s): Division II: Natural Science

Counts towards: Neuroscience

Crosslisting(s): BIOL-B326

Units: 1.0

(Not Offered 2013-14)

### **PSYC B340 Women's Mental Health**

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351 (or equivalent 200-level course).

Requirement(s): Division I: Social Science

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

### **PSYC B346 Pediatric Psychology**

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping, adherence to medical regimens, and pain management. The course will consider the ways in which cultural beliefs and values shape medical experiences. Prerequisite: PSYC B206 highly recommended.

Requirement(s): Division I: Social Science



Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Tynan,W.

(Fall 2013)

### **PSYC B350 Developmental Cognitive Disorders**

This course uses a developmental and neuropsychological framework to study major development cognitive disorders manifested by children and adolescents, such as language delay/impairment, specific reading disability, math disability, nonverbal learning disability, intellectual disability, executive function disorder, autism, and traumatic brain injury. Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, quantitative abilities, and executive functions. Students enrolled in the course will learn about the assessment, classification, outcome, remediation, and education of the major cognitive disorders manifested by children and adolescents. Students will participate in a course-related Praxis placement approximately 3 - 4 hours a week.

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

(Not Offered 2013-14)

### **PSYC B351 Developmental Psychopathology**

This course will examine emotional and behavioral disorders of children and adolescents, including autism, attention deficit disorder, conduct disorder, phobias, obsessive-compulsive disorder, depression, anorexia, and schizophrenia. Major topics covered will include: contrasting models of psychopathology; empirical and categorical approaches to assessment and diagnosis; outcome of childhood disorders; risk, resilience, and prevention; and therapeutic approaches and their efficacy. Prerequisite: PSYC 206 or 209.

Counts towards: Child and Family Studies

Units: 1.0

(Not Offered 2013-14)

### **PSYC B352 Advanced Topics in Developmental Psychology**

This is a topics course. Topics vary. Prerequisite: PSYC 206 or the consent of the instructor.

Requirement(s): Division II with Lab

Counts towards: Child and Family Studies

Units: 1.0

(Not Offered 2013-14)

### **PSYC B358 Political Psychology of Group Identification**

This seminar explores the common interests of psychologists and political scientists in ethnic identification and ethnic-group conflict. Rational choice theories of conflict from political science will be compared with social psychological theories of conflict that focus more on emotion and essentializing. These

theories will be applied to Western interventions in the Balkans. Each student will contribute a 350-word post in response to each reading assignment, and represent that post in seminar discussion of the reading. Each student will write a final paper applying these theories to a case of ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC 208 or two semesters of political science, or instructor's permission.

Counts towards: Peace, Conflict, and Social Justice Studies

Crosslisting(s): POLS-B358

Units: 1.0

Instructor(s): McCauley,C.

(Spring 2014)

### **PSYC B375 Movies and Madness: Abnormal Psychology Through Films**

This writing-intensive seminar (maximum enrollment = 16 students) deals with critical analysis of how various forms of psychopathology are depicted in films. The primary focus of the seminar will be evaluating the degree of correspondence between the cinematic presentation and current research knowledge about the disorder, taking into account the historical period in which the film was made. For example, we will discuss how accurately the symptoms of the disorder are presented and how representative the protagonist is of people who typically manifest this disorder based on current research. We will also address the theory of etiology of the disorder depicted in the film, including discussion of the relevant intellectual history in the period when the film was made and the prevailing accounts of psychopathology in that period. Another focus will be how the film portrays the course of the disorder and how it depicts treatment for the disorder. This cinematic presentation will be evaluated with respect to current research on treatment for the disorder as well as the historical context of prevailing treatment for the disorder at the time the film was made. Prerequisite: PSYC B209.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Rescorla,L.

(Fall 2013)

### **PSYC B395 Psychopharmacology**

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC 218.

Units: 1.0

Instructor(s): Thomas,E.

(Spring 2014)

**PSYC B396 Topics in Neuroscience**

A seminar course dealing with current issues in neuroscience. It provides advanced students minoring in neuroscience with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their own research.

Counts towards: Neuroscience

Crosslisting(s): BIOL-B396

Units: 1.0

*(Not Offered 2013-14)*

**PSYC B399 Senior Seminar**

This seminar is intended to serve as a capstone experience for senior psychology majors who have opted not to do a senior thesis. The focus of the seminar will be on analyzing the nature of public discourse (coverage in newspapers, magazines, on the internet) on a variety of major issues, identifying material in the psychological research literature relating to these issues, and to the extent possible relating the public discourse to the research.

Units: 1.0

Instructor(s): Wozniak,R.

*(Spring 2014)*

**PSYC B401 Supervised Research in Neural and Behavioral Sciences**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**PSYC B401 Supervised Research in Neural and Behavioral Sciences**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**PSYC B403 Supervised Research**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

**PSYC B403 Supervised Research**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

**PSYC B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

**PSYC B501 Research Methods**

This course deals with psychology research and design methodology. An important purpose of this course is to help graduate students begin their predissertation research projects. Topics include: internal and external validity, reliability, characteristics of various methods (survey, case, observational, and experimental), data coding, levels of measurement, research ethics, and publication. Open only to 1st year graduate students in the Clinical-Developmental psychology graduate program.

Units: 1.0

*(Not Offered 2013-14)*

**PSYC B502 Multivariate Statistics**

This course is designed to introduce students to advanced statistical techniques that are becoming increasingly important in developmental, clinical and school psychology research. We focus on understanding the advantages and limitations of common multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Emphasis is placed on helping students critically evaluate applications of these techniques in the literature and the utility of applying these techniques to their own work. Topics covered include path modeling, ways of analyzing data collected over multiple points in time (e.g., a growth curve capturing change in a developmental variable during childhood), confirmatory factor analysis, and measurement models. Students use existing data sets to gain experience with statistical software that can be used for multivariate analyses.

Units: 1.0

Instructor(s): Schulz,M.

*(Fall 2013)*

**PSYC B508 Social Psychology**

Provides an introduction to basic social psychological theories and research. Topics covered include: group dynamics, stereotypes and group conflict, attitude measurement, and attitudes and behavior. An emphasis is placed on research methods in the study of social psychology.

Units: 1.0

Instructor(s): McCauley, C.

(Fall 2013)

**PSYC B510 Developmental Psychology**

This course provides an overview of theory and research relating to the development of children and adolescents within family, school, and cultural contexts and thus serves as a foundation for future work in the department. Following an overview of major developmental theories, we examine topics such as infant perception, infant sociality, prelinguistic communication, attachment, language development, the development of self awareness, early social cognition and theory of mind, conceptual change, memory and learning, parent-child relations, peer relations and gender issues, self-concept and self-perception, moral development, logical thinking, and identity formation. Topics are examined within a multicultural, ecological, and developmental framework.

Units: 1.0

(Not Offered 2013-14)

**PSYC B512 Human Cognition**

This course explores the cognitive bases of behavior, emphasizing information processing approaches. Major areas of cognitive psychology are surveyed. These areas include perception, attention, memory, language, and thinking and decision making.

Units: 1.0

(Not Offered 2013-14)

**PSYC B529 Cognitive/Neuropsychology**

This course explores the cognitive bases of behavior, emphasizing an information processing approach. The major areas of cognitive psychology are surveyed. These areas include perception, attention, memory, language, and thinking and decision making. The application of basic knowledge in these areas to developmental and clinical psychology is also explored. In addition, the course deals with the basics of human neuropsychology, providing an introduction to disorders of language, spatial processing, memory, emotion, and planning/attention as a result of brain injury.

Units: 1.0

(Not Offered 2013-14)

**PSYC B540 Intro to Psychological Assmt: Intelligence & Perception**

This course introduces current approaches to identifying the educational needs of children and

adolescents through psychological assessment. The major topics include: theoretical conceptualizations of intelligence and learning disabilities/differences within a developmental framework, psychometric concepts as they apply directly to the assessment process, and the use of norm-referenced measures of cognition and informational processing in concert with observations, clinical interviews, and other qualitative information about the strengths and needs of students. Additional topics include issues of culture in assessment, differential validity of standardized tests, the role of dynamic assessment approaches, and multiple perspectives on current classification systems. Assignments entail practice in the administration, scoring, interpretation, and integration of selected cognitive and information processing measures, as well as the communication of findings and their implications.

Units: 1.0

(Not Offered 2013-14)

**PSYC B541 Psychoeducational & Personality Assessment**

This course serves as a continuation of Psych 540 with emphasis on the assessment of academic skill development, social/emotional functioning, and behavioral functioning with the purpose of aiding in the development of appropriate remedial strategies and clinical recommendations. This course will include an overview of the reading process, and the acquisition of math and writing skills. Students will be introduced to standardized measures of academic assessment as well as informal, curriculum-based, and response to interventions methods of assessment of learning disabilities/differences. Students will also be exposed to a variety of diagnostic and assessment tools utilized for the assessment of social/emotional and behavioral issues including rating scales, observations, interviews, questionnaires, and projective measures. This course will also introduce the students to current approaches in the assessment and/or diagnosis of several specific disorders including Attention Deficit/Hyperactivity Disorder, Autism Spectrum Disorder, and Nonverbal Learning Disabilities. Interpretation and integration of information will be emphasized throughout. Assignments include weekly readings, practice psycho-educational reports, and a final take-home exam.

Units: 1.0

(Not Offered 2013-14)

**PSYC B551 Developmental Psychopathology**

An examination of research and theory addressing the origins, course, and consequences of maladaptive functioning in children, adolescents, and families. Major forms of childhood and adolescent psychopathology (e.g., antisocial behavior, attention deficit hyperactivity disorder, and depression) are examined and family-based risk factors for psychopathology, such as parenting quality and marital conflict, are explored. An important focus of the course is on the identification of

risk and protective factors for psychopathology. Topics covered include contrasting models of psychopathology; assessment and classification of childhood disorders; models of individual and family risk; social and cultural factors influencing the development of psychopathology; and therapeutic efforts to prevent or ameliorate disorders.

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B561 Intro. to Psychotherapy**

This course provides an introduction to the principles and practice of individual psychotherapy with an emphasis on working with children and adolescents. Students are encouraged to think critically about the nature and process of psychotherapy and to apply creatively their knowledge and skills to the task of helping those in need. Emphasis is placed on formulating therapeutic goals and conceptualizing therapeutic change. The course provides an overview of dominant conceptualizations of therapy, especially psychodynamic and cognitive/behavioral approaches. Therapeutic techniques and challenges in work with children and adolescents are presented. Concurrent with the course, students have an introductory therapy experience in a school or clinic in which they conduct psychotherapy with one or two clients and receive supervision.

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B595 Psychopharmacology**

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC 218.

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B612 Historical Issues in Clinical Developmental Psychology**

Familiarizes students with 20th century developments in clinical psychology and with the 18th and 19th century social and intellectual trends from which they emerged. Topics include: Mesmerism and the rise of dynamic psychiatry in Europe and America; changing patterns in the institutionalization of the insane; the Bost Group (James, Prince, Sidis) and the development of abnormal psychology and psychotherapy; the American reception of psychoanalysis; the Mental Hygiene and Child Guidance movements; the growth of psychometrics; personality theories and theorists; and trends in the professionalization of clinical psychology after WWII.

Units: 1.0

Instructor(s): Wozniak, R.

*(Fall 2013)*

### **PSYC B623 Family, School, and Culture**

This course will explore three central domains of a child's life - family, the school and how culture influences and is influenced by both. The readings are both theoretical and clinical in nature, designed to provide the student with a broad introductory grasp of the central ideas, research and concepts in each domain. In addition, theory and research are linking with clinical practice for psychologist working in schools or treating children with school problems.

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B642 Consultation & Practice Issues in School Psychology**

The third and final course in the CDPD psychological assessment sequence, this course prepares students for the professional practice of clinical developmental and school psychology. The course deals with models of special education; consultation approaches in school psychology; categories of exceptionality; multicultural issues in the delivery of school psychology services; principles of educational psychology; the structure and organization of schools; and assessment of preschoolers. The class includes a weekly "Diagnostic and Personality Assessment Lab". While taking this course, and continuing through the second semester, each student works in an assessment practicum in a school, clinic, or pupil service agency. In small weekly lab groups, which are held throughout the academic year, students and instructors discuss ongoing cases and consider such clinical issues as test selection, scoring, report writing, working with parents, consultation, and programming recommendations.

Units: 1.0

*(Not Offered 2013-14)*

### **PSYC B660 Family Therapy**

This course introduces students to the theoretical and practical foundations of treating couples and families from a systems perspective. Treatment issues are covered through the use of videotapes, didactic presentations, role plays, and student presentations. In conjunction with the weekly one-semester course, students can elect to participate in a one-morning per week family therapy supervision group at CSI. While enrolled in this course, and in the subsequent semester, students engage in psychotherapy practicum in a clinic, school, pupil service agency, or other approved setting arranged by the department.

Units: 1.0

*(Not Offered 2013-14)*

**PSYC B690 Ethical Issues in Psychology Seminar**

This course deals with ethical issues in the science and practice of psychology. Students give class presentations and lead discussions about the APA, PA Licensing Board, and NASP Ethics codes, and about professional issues related to academic and applied psychology. It is taught in the year in which students are engaged in their assessment practicum (usually their third year in the program). Specific ethical issues discussed include competence, informed consent, confidentiality, child abuse reporting, and the duty to warn, with particular emphasis on situations likely to arise in the provision of psychological services to children and families. (Discussion of ethical conduct of research and practice also occurs in the weekly Research Brown Bag lunch meeting and in the Research Methods course, as well as in meetings between individual students and their research advisors). (Roberts,C)

Units: 1.0

*(Not Offered 2013-14)*

**PSYC B701 Supervised Work**

Units: 1.0

Instructor(s): Thomas,E., Wozniak,R., Rescorla,L., Cassidy,K., Neuman,P., Schulz,M., Thapar,A.

*(Spring 2014)*

**PSYC B702 Supervised Research**

Units: 1.0

Instructor(s): Thomas,E., Rescorla,L., Schulz,M.

*(Spring 2014)*

**QUAN B001 Quantitative Seminar**

Units: 1.0

Instructor(s): Horner,B.

*(Fall 2013)*

**RELIGION**

Students may complete a major in Religion at Haverford College

**FACULTY**

Clemens Cavalliin, STINT Visiting Assistant Professor

Supriya Ghandi, Visiting Assistant Professor

Tracey Hucks, Professor

Terrence Johnson, Associate Professor

Alison Joseph, Visiting Assistant Professor

Kenneth Koltun-Fromm, Professor

Naomi Koltun-Fromm, Associate Professor

Chloe Martinez, Visiting Assistant Professor

Anne M. McGuire, Kies Family Associate Professor in the Humanities

Donovan Schaefer, Mellon Post-Doc

Jamel Velji, Visiting Assistant Professor

Travis Zadeh, Associate Professor

The Department of Religion at Haverford views religion as a central aspect of human culture and social life. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science, and philosophy – as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religion is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas and practices that have decisively shaped human experience. They are encouraged to engage in the breadth of scholarship in the study of religion as well as to develop skills in the critical analysis of the texts, images, beliefs, and performances of various religious traditions, including Judaism, Christianity, Islam and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at Swarthmore. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find

careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at (<http://www.haverford.edu/relg/index.html>).

### MAJOR REQUIREMENTS

1. Six courses within one of the department's three areas of concentration:
  - a) Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological, and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.
  - b) Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.
  - c) Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help shape human societies.

These six courses within the area of concentration must include the department seminar in the major's area of concentration: Religion 301 for Area A; Religion 303 for Area B; Religion 305 for Area C. Where appropriate and relevant to the major's concentration program, up to three courses for the major may be drawn from outside the field of religion to count toward the area of concentration, subject to departmental approval.

2. Junior Colloquium: A required gathering of Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major adviser and bring copies of the completed worksheet to the meeting.
3. Senior Colloquium: A required gathering of Senior majors in the Fall semester with senior religion majors from Swarthmore College. We invite a recognized scholar in the field to lead an evening seminar in the study of religion.

4. Senior Seminar and Thesis, Religion 399b.
5. At least four additional half-year courses drawn from outside the major's area of concentration.
6. At least six of each major's 11 courses must be taken in the Haverford religion department. Students planning to study abroad should construct their programs in advance with the department. Students seeking religion credit for abroad courses should write a formal petition to the department upon their return and submit all relevant course materials. Petitioned courses should be included within the student's designated area of concentration.
7. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.
8. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

### REQUIREMENTS FOR HONORS

Honors and High Honors in religion are awarded on the basis of the quality of work in the major and in the Senior Thesis (399b).

### COURSES

#### COURSES IN CLASSICAL STUDIES NOT REQUIRING GREEK OR LATIN

##### 209 Classical Mythology HU (Cross-listed in Comparative Literature and Classical Studies)

B.Mulligan  
Typically offered in alternate years.

### INTRODUCTORY COURSES

#### RELG 101 Introduction to the Study of Religion

An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation.  
Staff

#### RELG 108 Vocabularies of Islam

Introduction to the foundational concepts of Islam and the diverse ways in which Muslims understand

and practice their religion. Topics include scripture, prophethood, law, ritual, theology, mysticism, and art.  
J.Velji

### **RELG 110 Sacred Texts and Religious Traditions**

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.  
S.Gandhi

### **RELG 118 Hebrew Bible: Literary Text and Historical Context**

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological, and archeological interpretive tools, this course will address these questions and introduce students to academic biblical studies.  
A.Joseph

### **RELG 120 Jewish Thought and Identity**

An introduction to selected thinkers in Jewish history who are both critical and constructive in their interpretations of Jewish texts and traditions. The course examines how readings of the Hebrew Bible generate normative claims about belief, commandment, tradition and identity. Readings may include the Hebrew Bible, Rashi, Maimonides, Spinoza, Heschel, and Plaskow.  
K.Koltun-Fromm

### **RELG 121 Varieties of Judaism in the Ancient World**

From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community re-invented itself, often fragmenting into several versions at once. After the destruction of the temple, in 70 CE, one group, the rabbis, gradually came to dominate Jewish life. Why? This course will study those changes and developments which brought about these radical transformations.  
N.Koltun-Fromm

### **RELG 122 Introduction to the New Testament**

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical

writings, in addition to the writings of the New Testament canon.  
A.McGuire

### **RELG 128 Reading Sacred Texts**

Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)  
K.Koltun-Fromm

### **RELG 129 The Lotus Sutra: Text, Image, and Practice**

Prerequisite: Open only to first-year students as assigned by the Director of College Writing. (Satisfies the first year writing requirement.)

### **RELG 130 Material Religion in America**

An introduction to various forms of religious material practices in America. We will examine how persons and communities interact with material objects and media to explore and express religious identity. Topics may include religion and sports, dance and ritual, food and dress, and the visual arts.  
K.Koltun-Fromm

### **RELG 132 Varieties of African American Religious Experience**

This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the united States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester.  
T.Hucks

### **RELG137 Black Religion and Liberation Theology**

An introduction to the theological & philosophical claims raised in Black Religion & Liberation Thought in 20th C America. In particular, the course will examine the multiple meanings of liberation within black religion, the place of religion in African American struggles against racism, sexism and class exploitation and the role of religion in shaping the moral and political imaginations of African Americans.  
S.Sears

### **RELG 155 Themes in the Anthropology of Religion**

Z.Ngwane

### **RELG 169 Black Religion and Liberation Thought: An Introduction**

An introduction to the central concepts of Black liberation thought in 20th century America. The aim

is to determine what defines the field and evaluate its contribution to theology and philosophy. Readings from theological, philosophical and literary sources.  
T.Johnson

## INTERMEDIATE COURSES

### RELG 200 Religion and Liberalism

An examination of political liberalism in debates on religion, democracy and tradition. Particular attention is given to the relationship between liberal and theological responses to debates on individual rights and the common good.  
T.Johnson

### RELG 201 Introduction to Buddhism

H.Glassman

### RELG 202 The End of the World as We Know it

Why are people always predicting the coming endtime? This course will explore the genre of apocalypse, looking for common themes that characterize this form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from the early Jewish and Christian traditions. We will use an analytical perspective to explore the social functions of apocalyptic, and ask why this form has been so persistent and influential.  
J.Velji

### RELG 203 The Hebrew Bible and its Interpretations

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them.  
N. Koltun-Fromm

### RELG 206 History and Literature of Early Christianity

The history, literature and theology of Christianity from the end of the New Testament period to the time of Constantine.  
A.McGuire

### RELG 212 Jerusalem: City, History and Representation

An examination of the history of Jerusalem as well as a study of Jerusalem as religious symbol and how the two interact over the centuries. Readings from ancient, medieval, modern and contemporary sources as well as material culture and art.  
N.Koltun-Fromm

### RELG 214 Prophetic Imaginations in the American Tradition

An examination of prophecy as a form of social criticism in colonial and contemporary America. The course identifies the prophetic tradition as an extension of the American Jeremiad. Particular attention is given to Reinhold Niebuhr and Martin Luther King Jr.  
T.Johnson

### RELG 215 The Letters of Paul

Close reading of the thirteen letters attributed to the apostle Paul and critical examination of the place of Paul in the development of early Christianity.  
A.McGuire

### RELG 216 Images of Jesus

Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course will focus primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic, and cinematic images of Jesus will also be considered.  
A.McGuire

### RELG 218 The Divine Guide: an Introduction to Shiism

An exploration of the religious, social, and political dimensions of Shi'i Islam, from its early formation until the modern period. Topics include: authority and guidance; theology and jurisprudence; messianism and eschatology; scriptural exegesis; ritual and performance; gender; intersections between religion and politics.  
T.Zadeh

### RELG 221 Women and Gender in Early Christianity

An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities.  
A.McGuire

### RELG 222 Gnosticism

The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology and other issues in the interpretation of Gnostic texts.  
A.McGuire

### RELG 224 Sociology of Religion

V.Lidz



**RELG 231 Religious Themes in African American Literature**

This course will explore African American literary texts as a basis for religious inquiry. Throughout the course we will examine African American novelists and literary scholars using their works as a way of understanding black religious traditions and engaging important themes in the study of religion. Authors discussed may include Zora Neale Hurston, James Baldwin, Ishmael Reed, Maryse Conde and others.  
T.Hucks

**RELG 236 Race, Culture, Representation: Blacks and Jews in America**

This course offers a constructive, interdisciplinary vision of the ways American Blacks and Jews represent, articulate, enact, and perform their religious and cultural identities. Using primary, secondary, visual, and material resources, the course will explore an array of themes that speak to the religious and social inter-sectionality of the Black and Jewish experience in America.  
T.Hucks/K.Koltun-Fromm/T.Johnson

**RELG 240 History and Principles of Quakerism**

E.Lapsansky

**RELG 242 Topics in Religion and Intellectual History: The Religious Writings of James Baldwin**

T.Hucks

**RELG 245 Slavery, Catechism, and Plantation Missions in Antebellum America**

From the seventeenth to the nineteenth century, the Christianization of Africans emerged as an important social, legal, and religious subject of inquiry among various denominations, clergy, missionaries, and plantation owners. This course will examine primary documents, letters, catechisms, treatises, and sermons related to and/or directed toward a population of enslaved African people in early American society.  
T.Hucks

**RELG 247 Death and the Afterlife in East Asia**

Prerequisite: One 100 level course in Religion, History, Anthropology, or East Asian Studies  
H.Glassman

**RELG 248 The Quran**

Overview of the Qur'an, the scripture of Islam. Major themes include: orality, textuality, sanctity and material culture; revelation, translation, and inimitability; calligraphy, bookmaking and architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike.  
T.Zadeh

**RELG 250 Jewish Images, Imagining Jews**

An exploration of how Jews imagined themselves, and how others imagined Jews, through various works of art (literature, film, sculpture, painting, and photography), with particular focus on modern American visual culture.  
K.Koltun-Fromm

**RELG 251 Comparative Mystical Literature**

Readings in medieval Jewish, Christian and Islamic mystical thought, with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories.  
J.Velji

**RELG 256 Zen Thought, Zen Culture, Zen History**

H.Glassman

**RELG 260 Getting Medieval: Tolerance, Persecution, and Religious Violence**

Explores literary and philosophical exchanges, alongside religious violence and persecution, amongst Jews, Christians, and Muslims in late Antiquity and the Middle Ages.  
T.Zadeh

**RELG 264 Religion and Violence**

Drawing on rich anthropological and theological traditions, this course will explore the logic, function and rhetoric of phenomena such as sacrifice, martyrdom, and scapegoating. Our efforts to understand touchstone works of modern philosophy and anthropology will be aided by the screening of thematically related movies.  
J.Velji

**RELG 277 Modern Christian Thought**

The impact of modernity on traditional Christian thought in the Nineteenth Century West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, and others.  
Staff

**RELG 281 Modern Jewish Thought**

K.Koltun-Fromm

**RELG 284 American Judaism**

An exploration of the cultural, social, and religious dynamics of American Judaism. The course will focus on the representation of Jewish identity in American culture, and examine issues of Jewish material, gender, and ritual practices in American history. We will study how Jews express identity through material objects, and how persons work with objects to produce religious meaning.  
K.Koltun-Fromm

**RELG 286 Religion and American Public Life**

This course examines the role of Christianity in shaping America's religious identity(ies) and democratic imagination(s). The course will also examine whether, if at all, citizens are justified in retrieving their religious commitments in public debates.

T.Johnson

**RELG 299 Theoretical Perspectives in the Study of Religion**

Description: An introduction to theories of the nature and function of religion from theological, philosophical, psychological, anthropological, and sociological perspectives. Readings may include: Schleiermacher, Marx, Nietzsche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Berger, Haraway.

S.Sears

**SEMINARS AND INDEPENDENT STUDY**

All religion department seminars may be repeated for credit with change of content.

**RELG 217 Islamic History beyond Modernity**

This course offers a survey of Islamic civilization, from the aftermath of the Mongol invasions until the emergence of postcolonial states.

Cross-listed in Middle East and Islamic Studies  
T.Zadeh

**RELG 225 Foundations of Islamic History**

This course presents a survey of Islamic civilization, from the rise of Islam in Arabia in the seventh century until the aftermath of the Mongol invasions, continuing on until the fourteenth century.

T.Zadeh

**RELG 301 Seminar in Religious Traditions in Cultural Context**

T.Zadeh

**RELG 302 Christians, Muslims, and Jews: Religion and Literature in Medieval Spain**

An exploration of literary and cultural exchanges between Jews, Christians and Muslims in Medieval Spain. Topics include: literary traditions, translation movements, philosophy, martyrdom, pilgrimage, the Reconquista, the Inquisition, orthodoxy/heterodoxy, religious persecution and intolerance.

T.Zadeh

**RELG 303 Seminar in Religion, Literature, and Representation**

A.McGuire

**RELG 305 Seminar in Religion, Ethics, and Society**

T.Hucks

**RELG 306 Of Monsters and Marvels: Wonder in Islamic Traditions**

From contemplating the cosmos to encountering the monstrous, this course explores the place of wonder in Islamic traditions through readings from the Qur'an, exegesis, prophetic traditions, popular literature, travel narratives, descriptive geography, philosophy and theology. Prerequisite: Consent from Instructor.

T.Zadeh

**RELG 307 Imagining Islam: Icon, Object, and Image**

Explores the place of material and visual culture in Islam, examining how Muslims have conceptualized and deployed material and visual forms of religious expressions in a number of historical contexts.

T.Zadeh

**RELG 308 Mystical Literatures of Islam**

Overview of the literary expressions of Islamic mysticism through the study of poetry, philosophy, hagiographies, and anecdotes. Topics include: unio mystica; symbol and structure; love and the erotic; body / gender; language and experience.

T.Zadeh

**RELG 310 Sex and Gender in Japanese Buddhism**

H.Glassman

**RELG 330 Seminar in the Writings of Women of African Descent**

This seminar will examine the writings of women of African descent from Africa, North America, and the Caribbean. Using primary and secondary texts from the nineteenth to the twentieth centuries, this course will explore the various religious traditions, denominations, sects, and religious and cultural movements in which women of African descent have historically participated. The course will also analyze the ways in which specific social conditions and cultural practices have historically influenced the lives of these women within their specific geographical contexts.

T.Hucks

**RELG 331 Theoretical Approaches to the Study of Black Religion**

T.Johnson

**RELG 332 Seminar: Theoretical Approaches to the Study of Black Religion**

This course will explore various theoretical approaches pertaining to the academic study of black religion.

Major issues and debates addressed within the course include: syncretism, origins and retentions. accommodation vs. resistance, womanist challenges to black theology, and black church vs. extra-church orientations.  
T.Hucks

### **RELG 338 Seminar in American Civil Religion**

Staff

### **RELG 343 Seminar in Religions of Antiquity and Biblical Literature**

A.McGuire

### **RELG 349 Seminar in Modern Jewish Thought**

Advanced study of a specific topic in the field. May be repeated for credit with change of content. Prerequisite: Consent from Instructor.  
K.Koltun-Fromm

### **RELG 353 Seminar in Islamic Philosophy and Theology**

An examination of various modalities of hidden knowledge and their social implications. Examples derive mostly from the premodern period. Prerequisite: Consent from Instructor.  
T.Zadeh

### **RELG 399 Senior Seminar and Thesis**

<http://www.haverford.edu/relgion/faculty/jdawson>  
Prerequisite: Open only to Senior Religion Majors.  
McGuire/Hucks/Koltun-Fromm/Koltun-Fromm/Sear

### **RELG 460 Teaching Assistant**

Prerequisite: Consent from Instructor.  
T.Hucks

### **RELG 480 Independent Study**

Conducted through individual tutorial as an independent reading and research project.  
C.Martinez

## **ROMANCE LANGUAGES**

Students may complete a major in Romance Languages.

### **Coordinators**

Grace M. Armstrong, French Adviser

María Cristina Quintero, Spanish Adviser

Roberta Ricci, Italian Adviser

The Departments of French and Francophone Studies, Italian, and Spanish cooperate in offering a major in Romance Languages that requires advanced work in at least two romance languages and literatures. Additional work in a third language and literature is suggested.

### **Major Requirements**

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French (offered at Haverford in 2012-13; see the Tri-Co Course Guide).

Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

Haverford students intending to major in Romance Languages must have their major work plan approved by a Bryn Mawr College adviser.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

### **COURSES**

#### **First Language and Literature**

##### **French**

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). Two courses at the 300 level.

##### **Italian**

ITAL 101, 102. Four courses at the 200 level. Three courses at the 300 level.

### Spanish

SPAN 200. SPAN 202. Four courses at the 200 level.  
Two courses at the 300 level.

## Second Language and Literature

### French

FREN 101-102 or 101-105; or 005-102 or 005-105. Two literature courses at the 200 level. FREN 260 (BMC) or 212 (HC). One course at the 300 level.

### Italian

ITAL 101, 102. Two literature courses at the 200 level.  
Two literature courses at the 300 level.

### Spanish

SPAN 200 SPAN 202. Two courses at the 200 level.  
Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar). \* When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above. \*\* When Italian is chosen, students must take ITAL 399, offered in consultation with the department, in addition to the coursework described above in order to receive honors. \*\*\* An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis. Please note that 398 does not count as one of the two required 300-level courses.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

\* In order to receive honors, students whose first language is Spanish are required to write a senior essay (SPAN 399).

\*\* For students whose first language is French, honors are awarded on the basis of performance in Senior Conference and on a successfully completed thesis or senior essay.

\*\*\* In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 399)

## RUSSIAN

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Students may complete a major or minor in Russian.

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### Faculty

Elizabeth Allen, Professor of Russian and Comparative Literature on the Myra T. Cooley Lectureship in Russian

Sharon Bain, Lecturer and Director of the Russian Flagship Program

Dan E. Davidson, Professor and Director of the Russian Language Institute

### Timothy Harte, Chair and Associate Professor

Natasha Hayes, Lecturer and Instructional Assistant

Marina Rojavin, Lecturer

The Russian major is a multidisciplinary program designed to provide students with a broad understanding of Russian culture and the Russophone world. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing RUSS 001 and 002 with an average grade of at least 2.0 or with a grade of 2.0 or better in RUSS 002.

### Major Requirements

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

## Honors

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

## Minor Requirements

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in the Russian language.

## COURSES

### RUSS B001 Elementary Russian Intensive

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

Requirement(s): Language Level 1

Units: 1.5

Instructor(s): Davidson, D.

(Fall 2013)

### RUSS B002 Elementary Russian Intensive

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work.

Requirement(s): Language Level 1

Units: 1.5

Instructor(s): Davidson, D.

(Spring 2014)

### RUSS B101 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Bain, S.

(Fall 2013)

### RUSS B102 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Five hours a week.

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Bain, S.

(Spring 2014)

### RUSS B112 The Great Questions of Russian Literature

This course examines profound questions about the nature and purpose of human existence raised by preeminent 19th- and 20th-century Russian authors in major literary works, including Bulgakov's *The Master and Margarita*, Chekhov's *The Seagull* and *The Cherry Orchard*, Dostoevsky's *The Brothers Karamazov*, Solzhenitsyn's *One Day in the Life of Ivan Denisovich*, Tolstoy's *War and Peace*, and Turgenev's *Sketches from a Hunter's Album*. Discussions address the definition of good and evil, the meaning of freedom, the role of rationality and the irrational in human behavior, and the relationship of art to life. No knowledge of Russian is required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### RUSS B115 The Golden Age of Russian Literature

An introduction to the great 19th Century Russian authors and some of their most famous, seminal works, including Pushkin's "The Queen of Spades" and Eugene Onegin, Gogol's *The Inspector General* and "The Overcoat", Turgenev's *Fathers and Sons*, Dostoevsky's "The Double" and "White Nights" and Tolstoy's *Childhood, Boyhood and Youth*. All readings, lectures, and discussions are conducted in English.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2013-14)

### RUSS B120 Focus: Russian Memoirs: Seeking Freedom Within Boundaries

This course examines memoirs by Russian women who either have spent time as political or wartime prisoners or have challenged socially-constructed boundaries through their choice of profession. Students will explore the socio-historical contexts in which these women lived and the ways in which they created new norms in extraordinary circumstances. No knowledge of Russian is required.

Requirement(s): Division III: Humanities

Units: 0.5

Instructor(s): Bain, S.

(Spring 2014)

### RUSS B125 Monsters and Masterpieces: Russia's Age of Enlightenment

This course explores Russia's first museums and research institutions, such as Peter I's *Kunstkamera*, the Academy of Sciences and the Hermitage. It examines the ways they transformed Russia's intellectual and cultural landscape by challenging deeply-rooted beliefs about God and the natural world during the Russian

Enlightenment. Half semester Focus course. No knowledge of Russian is required.

Requirement(s): Division III: Humanities

Units: 0.5

*(Not Offered 2013-14)*

### **RUSS B201 Advanced Russian**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Rojavin, M.

*(Fall 2013)*

### **RUSS B202 Advanced Russian**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Rojavin, M.

*(Spring 2014)*

### **RUSS B215 Russian Avant-Garde Art, Literature and Film**

This course focuses on Russian avant-garde painting, literature and cinema at the start of the 20th century. Moving from Imperial Russian art to Stalinist aesthetics, we explore the rise of non-objective painting (Malevich, Kandinsky, etc.), ground-breaking literature (Bely, Mayakovsky), and revolutionary cinema (Vertov, Eisenstein). No knowledge of Russian required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Crosslisting(s): HART-B215

Units: 1.0

Instructor(s): Harte, T.

*(Spring 2014)*

### **RUSS B221 The Serious Play of Pushkin and Gogol**

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin's and Gogol's shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. No knowledge of Russian is required.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

### **RUSS B223 Russian and East European Folklore**

This interdisciplinary course introduces students to major issues in Russian and East European folklore including epic tales, fairy tales, calendar and life-cycle rituals, and folk beliefs. The course also presents different theoretical approaches to the interpretation of folk texts as well as emphasizes the influence of folklore on literature, music, and art. No knowledge of Russian is required.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

Instructor(s): Bain, S.

*(Fall 2013)*

### **RUSS B235 The Social Dynamics of Russian**

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: RUSS 201, 202, may be taken concurrently.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

*(Fall 2013)*

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Topics vary.

Requirement(s): Division III: Humanities

Approach: Inquiry into the Past (IP)

Counts towards: Film Studies

Crosslisting(s): ENGL-B238; HART-B238; COML-B238

Units: 1.0

Instructor(s): Harte, T.

*(Fall 2013)*

### **RUSS B243 The Art of Exile: Emigration in Fiction, Film, and Painting**

This course explores a diverse range of films (Akin, Fassbinder), paintings (Chagall, Rothko), and fictional prose works (Nabokov, Sebald) that probe the experience of exile and emigration. We will focus primarily on Russian émigré culture, 20th-century Jews, American immigrants, and the Turkish community in Hamburg, Germany.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

*(Not Offered 2013-14)*

**RUSS B253 Theory in Practice:Critical Discourses in the Humanities**

This is a topics course. Topics vary. An examination in English of leading theories of interpretation from Classical Tradition to Modern and Post-Modern Time.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ITAL-B213; PHIL-B253; HART-B213; GERM-B213  
 Units: 1.0  
 Instructor(s): Monserrati,M.  
*(Fall 2013)*

**RUSS B254 Russian Culture and Civilization**

A history of Russian culture—its ideas, its value and belief systems—from the origins to the present that integrates the examination of works of literature, art, and music.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
 Units: 1.0  
*(Not Offered 2013-14)*

**RUSS B258 Soviet and Eastern European Cinema of the 1960s**

This course examines 1960s Soviet and Eastern European “New Wave” cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.  
 Requirement(s): Division I or Division III  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Counts towards: Film Studies  
 Units: 1.0  
*(Not Offered 2013-14)*

**RUSS B261 The Russian Anti-Novel**

A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Bulgakov, Dostoevsky, Nabokov, Pushkin, and Tolstoy, are compared to Jane Austen’s *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures, and discussions in English.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): COML-B261  
 Units: 1.0  
*(Not Offered 2013-14)*

**RUSS B271 Chekhov: His Short Stories and Plays in Translation**

A study of the themes, structure and style of Chekhov’s major short stories and plays. The course will also

explore the significance of Chekhov’s prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Units: 1.0  
 Instructor(s): Harte,T.  
*(Fall 2013)*

**RUSS B277 Nabokov in Translation**

A study of Vladimir Nabokov’s writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov’s Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English.  
 Requirement(s): Division III: Humanities  
 Approach: Critical Interpretation (CI)  
 Crosslisting(s): ENGL-B277  
 Units: 1.0  
 Instructor(s): Harte,T.  
*(Spring 2014)*

**RUSS B309 Russian Language and Culture Through Interactive Learning**

A course in which Russian students of English and Tri-Co students of Russian learn from each other through guided discussions on topics chosen by the instructor. Tri-Co students are required to attend weekly meetings with the instructor.  
 Units: 1.0  
*(Not Offered 2013-14)*

**RUSS B321 The Serious Play of Pushkin and Gogol**

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin’s and Gogol’s shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. The course is taught jointly with Russian 221; students enrolled in 321 will meet with the instructor for an additional hour to study texts in the original Russian.  
 Requirement(s): Division III: Humanities  
 Units: 1.0  
*(Not Offered 2013-14)*

**RUSS B343 Russian Avant-Garde Culture: 1890 - 1935**

This seminar focuses on the radical, “avant-garde” transformations that occurred in Russian culture at the beginning of the 20th century. Particular emphasis will be placed on how the interaction of artists in a variety of media resulted in one of Russian culture’s most

innovative periods. Seminar discussion will cover the painting, poetry, prose, music, ballet and film produced in Russia between 1890 and 1932. Topics include Russia's reevaluation of its cultural heritage through neo-primitive art; the Russian avant-garde's mystical, Eastern underpinnings; the primacy of music for avant-garde artists; and the emergence of abstract, dynamic art.

Units: 1.0

*(Not Offered 2013-14)*

### **RUSS B375 Language and Identity Politics of Language in Europe and Eurasia**

A brief general introduction to the study of language policy and planning with special emphasis on the Russophone world, the newly independent states of the former Soviet Union. Surveys current theoretical approaches to bilingualism and language shift.

Analyzes Soviet language and nationality policy using published census data for the Soviet period through 1989. Focus on the current "language situation" and policy challenges for the renewal of functioning native languages and cultures and maintenance of essential language competencies, lingua franca, both within the Russian Federation and in the "Near Abroad."

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Davidson,D.

*(Fall 2013)*

### **RUSS B380 Seminar in Russian Studies**

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 201 and one 200-level Russian literature course.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Davidson,D.

*(Spring 2014)*

### **RUSS B390 Russian for Pre-Professionals I**

This capstone to the overall language course sequence is designed to develop linguistic and cultural proficiency in Russian to the advanced level or higher, preparing students to carry out academic study or research in Russian in a professional field. Prerequisite: study abroad in Russia for at least one summer, preferably one semester; and/or certified proficiency levels of 'advanced-low' or 'advanced-mid' in two skills, one of which must be oral proficiency.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Rojavin,M.

*(Fall 2013)*

### **RUSS B391 Russian for Pre-Professionals II**

Second part of year long capstone language sequence designed to develop linguistic and cultural proficiency to the "advanced level," preparing students to carry out advanced academic study or research in Russian in a professional field. Prerequisite: RUSS 390 or equivalent.

Requirement(s): Division III: Humanities

Units: 1.0

Instructor(s): Rojavin,M.

*(Spring 2014)*

### **RUSS B398 Senior Essay**

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year.

Units: 1.0

*(Not Offered 2013-14)*

### **RUSS B399 Senior Conference**

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations, and examinations.

Units: 1.0

Instructor(s): Bain,S.

*(Spring 2014)*

### **RUSS B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **RUSS B403 Supervised Work**

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

### **RUSS B701 Supervised Work**

Units: 1.0

Instructor(s): Davidson,D.

*(Spring 2014)*



## SOCIOLOGY

Students may complete a major or minor in Sociology.

### Faculty

#### David Karen, Chair and Professor

Erika Marquez, Visiting Assistant Professor

Mary J. Osirim, Interim Provost and Professor

Ayumi Takenaka, Associate Professor

Robert Washington, Professor

Nathan Daniel Wright, Associate Professor (on leave semesters I and II)

The major in Sociology aims to provide understanding of the organization and functioning of modern society by analyzing its major institutions, social groups, and values, and their interrelations with culture and personality. To facilitate these analytical objectives, the department offers rigorous preparation in social theory and problem focused training in quantitative as well as qualitative methodologies.

### Major Requirements

Requirements for the major are SOCL 102, 265, 302, 303, Senior Seminar (398), five additional courses in sociology (one of which may be at the 100 level and at least one of which must be at the 300 level), and two courses in an allied subject. Allied courses can be chosen from a list provided by the department. Some courses offered by the Graduate School of Social Work and Social Research (GSSWSR) may be eligible for major or minor credit in Sociology. However, no more than two courses from GSSWSR can count for the major or minor in Sociology.

After completing SOCL 303, in which she will write a research proposal during her junior year, the student may submit that proposal to the department for permission to write a senior thesis. If her proposal is accepted, she will enroll in the thesis-oriented senior seminar where she will focus on researching and writing her thesis.

Students who choose not to write a thesis will enroll in the non-thesis senior seminar, which will explore selected issues in a major substantive area of sociology—such as culture, social class, social conflict, power, or contemporary social theory. This seminar will require each of the enrolled students to write a term paper.

The Department of Sociology offers concentrations in gender and society, Asian American studies and African

American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford and Swarthmore Colleges and the University of Pennsylvania.

### Minor Requirements

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department. Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

### Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member. Students are required to submit a thesis proposal which must be approved by the department in the semester prior to writing the thesis. Students should have prior course work in the subject area in which they plan to write a thesis.

### Concentrations Within the Sociology Major

#### GENDER AND SOCIETY

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in sociology or an allied social science field. Students who pursue this concentration are required to take at least one of the core courses in this area offered by the department: The Study of Gender in Society (SOCL 201) or Women in Contemporary Society: The Southern Hemisphere (SOCL 225). The department encourages students in this concentration to take courses that focus on the study of gender in both the Global North and the Global South. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors are urged to consult Mary Osirim about this concentration.

#### ASIAN AMERICAN STUDIES

Students pursuing this concentration are required to take Asian American Communities (SOCL 249), in addition to two other courses. One of them must be either Challenges and Dilemmas of Diversity (SOCL 215) or Immigrant Experiences (SOCL 246). The other course can be in anthropology, East Asian studies, or

any other relevant field, and must be approved by the department for concentration credit. Please contact Ayumi Takenaka for further information.

### AFRICAN AMERICAN STUDIES

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

### COURSES

#### SOCL B102 Society, Culture, and the Individual

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on social structure, education, culture, the self, and power. Theoretical perspectives that focus on sources of stability, conflict, and change are emphasized throughout.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies Major

Units: 1.0

Instructor(s): Marquez, E., Karen, D.

(Spring 2014)

#### SOCL B165 Problems in the Natural and Built Environment

This course situates the development of sociology as responding to major social problems in the natural and built environment. It demonstrates why the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist and are addressed or fail to be addressed.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2013-14)

#### SOCL B175 Environment and Society

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies beginning with definitions: what is nature? What is environment? And how do people and their settlements

fit into each? The course then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B175

Units: 1.0

(Not Offered 2013-14)

#### SOCL B200 Urban Sociology

This course consists of an overview, as well as an analysis of the physical and social structure of the city. The first part of the course will deal with understanding exactly what a city consists of. The second part will focus on the social structure within cities. Finally, in the third part of the course, we will examine patterns of inequality and segregation in the city. Prerequisite: one social science course or permission of instructor.

Crosslisting(s): CITY-B200

Units: 1.0

(Not Offered 2013-14)

#### SOCL B205 Social Inequality

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Crosslisting(s): CITY-B205

Units: 1.0

Instructor(s): Osirim, M.

(Fall 2013)

#### SOCL B217 The Family in Social Context

A consideration of the family as a social institution in the United States, looking at how societal and cultural characteristics and dynamics influence families; how the family reinforces or changes the society in which it is located; and how the family operates as a social organization. Included is an analysis of family roles and social interaction within the family. Major problems related to contemporary families are addressed, such as domestic violence and divorce. Cross-cultural and subcultural variations in the family are considered.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

**SOCL B220 Medicine, the Body and Society**

An introduction to the sociology of health and illness with a particular focus on the sociology of the body. Topics include: cross-cultural perceptions of the body and disease; the definition of "legitimate" medical knowledge and practice; social determinants of health and access to healthcare; management of healthcare costs.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2013-14)

**SOCL B227 Sports in Society**

Using a sociological, historical, and comparative approach, this course examines such issues as the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class, and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2013-14)

**SOCL B229 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies

Crosslisting(s): CITY-B269

Units: 1.0

Instructor(s): Washington, R.

(Fall 2013)

**SOCL 230 Topics in Comparative Urbanism**

This is a topics course.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B229; SOCL-B230; HART-B229; EAST-B229

Units: 1.0

Instructor(s): McDonogh, G.

(Spring 2014)

*Spring 2014:* Current topic description: Comparative Urbanism insists that our understanding of cities must incorporate systematic analysis, testing theory and practice. This year, the class explores questions raised about cities through crime literature, ranging from depictions of criminality (across race, class and gender) to visions of form and movement. The key cities for comparison this year will be Barcelona, Los Angeles, Havana, Buenos Aires and Shanghai. Readings will include literary sources, films and social histories.

**SOCL B231 Punishment and Social Order**

A cross-cultural examination of punishment, from mass incarceration in the United States, to a widened "penal net" in Europe, and the securitization of society in Latin America. The course addresses theoretical approaches to crime control and the emergence of a punitive state connected with pervasive social inequality.

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): CITY-B231

Units: 1.0

Instructor(s): Marquez, E.

(Spring 2014)

**SOCL B242 Urban Field Research Methods**

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues.

Requirement(s): Division I: Social Science

Counts towards: Praxis Program

Crosslisting(s): CITY-B242; ANTH-B242

Units: 1.0

Instructor(s): Takenaka, A.

(Spring 2014)

**SOCL B246 Immigrant Experiences: Introduction to International Migration**

The course will examine the causes and consequences of immigration by looking at various immigrant groups in

the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of migration changing (labor migration, refugee flows, return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore scholarly texts, films, and novels to examine what it means to be an immigrant, what generational and cultural conflicts immigrants experience, and how they identify with the new country and the old country.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ANTH-B258

Units: 1.0

Instructor(s): Takenaka,A.

*(Fall 2013)*

### **SOCL B247 Environmental Social Problems**

This course examines environmental social problems from a constructionist perspective. We will examine how environmental problems become public problems that receive attention, money and widespread concern.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B249 Asian American Communities**

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Crosslisting(s): CITY-B249; ANTH-B249

Units: 1.0

Instructor(s): Takenaka,A.

*(Fall 2013)*

### **SOCL B252 Sociology of Popular Music**

This course explores the production, distribution, and consumption of popular music, paying particular attention to the interrelationships among artists, fans, the music industry, and the societal context. Themes include the tension between mainstream commercial success and artistic independence, popular music and politics, and music consumption and identity, gender, and sexuality.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction, homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Washington,R.

*(Spring 2014)*

### **SOCL B258 Sociology of Education**

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis I course; placements are in local schools.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

*(Not Offered 2013-14)*

### **SOCL B259 Comparative Social Movements in Latin America**

An examination of resistance movements to the power of the state and globalization in three Latin American societies: Mexico, Columbia, and Peru. The course explores the political, legal, and socio-economic factors underlying contemporary struggles for human and social rights, and the role of race, ethnicity, and coloniality play in these struggles.

Requirement(s): Division I: Social Science

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): POLS-B259; CITY-B220

Units: 1.0  
 Instructor(s): Marquez,E.  
 (Fall 2013)

### **SOCL B261 Transitions to Adulthood**

Adolescence and early adulthood is a critical period in our lives. During this time we experience a number of major life events that mark the transition into adult roles and relationships, and that are of major consequence for the rest of our lives. We leave school, start working, form romantic relationships, begin sexual activity, leave home, become financially independent, get married, and start having children. This seminar explores how adolescent transitions are studied, how they compare across different national contexts, and how individual, family, and community factors affect the type and timing of different transitions. Prerequisite: one introductory social science class.

Units: 1.0  
 (Not Offered 2013-14)

### **SOCL B262 Who Believes What and Why: The Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities. Requirement(s): Division I: Social Science Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies  
 Crosslisting(s): POLS-B262  
 Units: 1.0  
 (Not Offered 2013-14)

### **SOCL B265 Research Design and Statistical Analysis**

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, ANOVA, and multiple regression. Required of and limited to Bryn Mawr Sociology majors and minors.

Requirement(s): Division I or Quantitative  
 Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)  
 Units: 1.0  
 Instructor(s): Karen,D.  
 (Spring 2014)

### **SOCL B266 Schools in American Cities**

This course examines issues, challenges, and possibilities of urban education in contemporary

America. We use as critical lenses issues of race, class, and culture; urban learners, teachers, and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal "case" that students investigate through documents and school placements. This is a Praxis II course (weekly fieldwork in a school required)

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Africana Studies; Child and Family Studies; Praxis Program  
 Crosslisting(s): EDUC-B266; CITY-B266  
 Units: 1.0  
 Instructor(s): Curl,H.  
 (Fall 2013)

### **SOCL B267 The Development of the Modern Japanese Nation**

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology.

Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
 Crosslisting(s): EAST-B267; ANTH-B267  
 Units: 1.0  
 Instructor(s): Takenaka,A.  
 (Spring 2014)

### **SOCL B273 Race and the Law in American Context**

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.

Requirement(s): Division I: Social Science  
 Crosslisting(s): POLS-B273  
 Units: 1.0  
 (Not Offered 2013-14)

### **SOCL B286 Cultural Perspectives on Ethnic Identity in the Post Famine Irish Diaspora**

Theoretical perspectives and case studies on exclusion and assimilation in the social construction of Irish ethnic identity in the United States and elsewhere in the Irish diaspora. Symbolic expressions of Irish ethnicity such as St. Patrick's Day celebrations will consider race, class, gender, and religion. Racism and benevolence in the Irish experience will highlight a cultural perspective through use of ethnographies, personal biographies, and literary products such as novels and films.

Prerequisite: introductory course in social science or permission of instructor.  
 Requirement(s): Division I: Social Science  
 Approach: Cross-Cultural Analysis (CC); Critical

Interpretation (CI)  
Crosslisting(s): ANTH-B286  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B302 Social Theory**

Analysis of classical and modern theorists selected because of their continuing influence on sociological thought. Among the theoretical conceptions examined are: alienation, bureaucracy, culture, deviance, modernization, power, religion and the sacred, social change, social class, social conflict, social psychology of self, and status. Theorists include: Durkheim, Firestone, Gramsci, Marx, Mead, Mills, and Weber. Required of and limited to Bryn Mawr Sociology majors and minors.  
Requirement(s): Division I: Social Science  
Units: 1.0  
Instructor(s): Washington, R.  
(Fall 2013)

**SOCL B303 Junior Conference: Discipline-Based Intensive Writing**

This course will introduce students to a range of qualitative methods in the discipline and will require students to engage, through reading and writing, a wide range of sociological issues. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Substantive areas of the course will vary depending on the instructor. Required of and limited to Bryn Mawr sociology majors.  
Units: 1.0  
Instructor(s): Osirim, M., Karen, D.  
(Spring 2014)

**SOCL B309 Sociology of Religion**

This course will investigate what sociology offers to an historical and contemporary understanding of religion. Most broadly, the course explores how religion has fared under the conditions of modernity given widespread predictions of secularization yet remarkably resilient and resurgent religious movements the world over. The course is structured to alternate theoretical approaches to religion with specific empirical cases that illustrate, test, or contradict the particular theories at hand. It focuses primarily on the West, but situated within a global context.  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B310 Sociology of AIDS**

An analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in

both the United States and Third World countries. Must be taken concurrently with SOCL 315.  
Requirement(s): Division I: Social Science  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B314 Immigrant Experiences**

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures; Peace, Conflict, and Social Justice Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B315 Sociology of AIDS Internship**

An internship open only to those who are concurrently enrolled in SOCL 310.  
Requirement(s): Division I: Social Science  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B316 Science, Culture and Society**

Science is a powerful institution in American life, with extensive political and personal consequences. Through case studies and cross-disciplinary readings, this course challenges students to examine the social forces that influence how science is produced and used in public (and private) debates. Prerequisite: one course in Sociology, or the consent of the instructor.  
Requirement(s): Division I: Social Science  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2013-14)

**SOCL B319 Global Cuisine in Sociological Perspective**

This course examines the historical and cross-cultural changes in national cuisines. By exploring how foods cross national boundaries and change, the course aims to explore not only the ritual functions of food, but also its relationship to national, cultural, and political identities within the context of increasing human immigration and globalization. Prerequisites: At least one course previously taken in Sociology or Anthropology.  
Requirement(s): Division I: Social Science  
Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Takenaka, A.  
(Fall 2013)

**SOCL B331 Global Sociology: Capital, Power, and Protest in World-Historical Perspective**

This course examines the social, economic and political dynamics underlying globalization. Through an analysis of global capitalism, the inter-state system, and transnational social movements, we will trace the local-global connections at the basis of contemporary issues like natural resource extraction, human rights violations, and labor insecurity.

Units: 1.0

Instructor(s): Marquez, E.  
(Fall 2013)

**SOCL B335 Community Based Research**

This course links each student researcher to a community organization to carry out and complete a research project. Students learn the specific needs of the organization and develop the necessary research skills for their particular project. Projects will be available in a variety of local schools and non-profit organizations in Philadelphia and Montgomery County. Students may contact the department in advance for information about the types of participating organizations during a particular semester. Prerequisite: at least one social science course and permission of the instructor.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

**SOCL B337 The Genealogical Imagination**

Genealogical research focuses on individuals across generations but requires us to understand individual lives in their social context, as Mills argued in *The Sociological Imagination*. In this course, we will explore how understanding larger social forces and patterns, such as immigration, urbanization, discrimination, religion, and demographic change, helps us uncover and understand individual lives. Prerequisites: one course in Sociology or permission of the instructor.

Requirement(s): Division I: Social Science

Units: 1.0

(Not Offered 2013-14)

**SOCL B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at "home" leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the

northeastern United States.

Requirement(s): Division I: Social Science

Counts towards: Africana Studies

Crosslisting(s): CITY-B338

Units: 1.0

(Not Offered 2013-14)

**SOCL B340 Race and Ethnic Relations in Comparative Perspective**

This seminar addresses one of the most complex and pervasive problems in the modern world --- the problem of strained racial--ethnic relations within national societies. It begins by examining major theoretical perspectives on racial ethnic relations. Comparing the United States, Brazil, Great Britain, Malaysia, South Africa, and Rwanda, it focuses on the historical backgrounds, current developments (including levels of poverty, education, political representation, social integration, and intermarriage), and government policies, with the objective of identifying the social conditions that have conducted to the worst and the most successful ethnic- racial relations --- in terms of social equality and human rights. Prerequisites: Open to juniors and seniors who have completed at least two courses in Sociology, Political Science, or Anthropology.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Washington, R.  
(Spring 2014)

**SOCL B346 Advanced Topics in Environment and Society**

This is a topics course. Topics vary.

Requirement(s): Division I: Social Science

Counts towards: Environmental Studies

Crosslisting(s): CITY-B345; HIST-B345

Units: 1.0

(Not Offered 2013-14)

**SOCL B350 Movements for Social Justice in the US**

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series.

Prerequisite: At least one prior social science course or permission of the instructor.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies; Peace, Conflict, and Social Justice Studies

Units: 1.0

(Not Offered 2013-14)

**SOCL B354 Comparative Social Movements**

A consideration of the conceptualizations of power and “legitimate” and “illegitimate” participation, the political opportunity structure facing potential activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global networks, electronic mobilization, and collaborative policymaking institutions.

Counts towards: Environmental Studies

Crosslisting(s): POLS-B354

Units: 1.0

Instructor(s): Hager,C.

(Spring 2014)

**SOCL B358 Higher Education: Structure, Dynamics, Policy**

This course examines the structure and dynamics of the “non-system” of higher education in the US in historical and comparative perspective. Focusing on patterns of access, graduation, and allocation into the labor market, the course examines changes over time and how these vary at different types of institutions and cross-nationally. Issues of culture, diversity (especially with respect to class, race/ethnic, and gender), and programming will be examined. The main theoretical debates revolve around the relationship between higher education and the society (does it reproduce or transform social structure) in which it is embedded.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Karen,D.

(Spring 2014)

**SOCL B360 Topics in Urban Culture and Society**

This is a topics course. Topics vary. Requirement(s): Division I or Division III

Crosslisting(s): ANTH-B359; CITY-B360; HART-B359

Units: 1.0

Instructor(s): McDonogh,G.

(Spring 2014)

*Spring 2014:* Current topic description: Brazilian metropolises embody multiple tensions between cities and nature mediated by divisions of race, wealth, gender and immigration. While colonial and 19th century foundations speak to slave wealth and exploitation of the land, 20th century Brazil has become a laboratory for social change, and experiments to rethink the relationships of citizens and the environment. Readings will include history, geography, environmental studies, and literature; films will also be regularly screened in class.

**SOCL B363 Sociology of Sex and Gender Seminar**

We examine the concepts of sex and gender from from a sociological perspective. In the first part of the course, we examine different perspectives on gender, with a particular focus on the social constructionist view. We also explore concepts of feminist epistemology, femininity and masculinity, heteronormativity, and intersectionality. In the second part of the course, we focus on gender and inequality within the institutions of family, work, and politics. Prerequisite: one social science course.

Units: 1.0

(Not Offered 2013-14)

**SOCL B374 Education Politics & Policy in the U.S.**

This course will examine education policy through the lens of federalism and federalism through a case study of education policy. The dual aims are to enhance our understanding of this specific policy area and our understanding of the impact that our federal system of government has on policy effectiveness.

Requirement(s): Division I: Social Science

Crosslisting(s): POLS-B374; EDUC-B374

Units: 1.0

Instructor(s): Golden,M.

(Fall 2013)

**SOCL B375 Gender, Work and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family.

Requirement(s): Division I: Social Science

Counts towards: Gender and Sexuality Studies

Crosslisting(s): POLS-B375

Units: 1.0

Instructor(s): Golden,M.

(Fall 2013)

**SOCL B393 U.S. Welfare Politics: Theory and Practice**

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities.

Prerequisite: POLS B121 or SOCL B102.

Requirement(s): Division I: Social Science

Crosslisting(s): POLS-B393

Units: 1.0

(Not Offered 2013-14)



**SOCL B398 Senior Conference**

This seminar problematizes common sense notions that naturalize culture. From a sociological perspective on culture, it teaches analytical skills for unmasking the social forces underlying cultural constructions of meaning in social life. Its primary objectives are to:

- (1) examine major theoretical conceptions of culture;
- (2) explore studies that illustrate hegemonic cultural constructions of historical memory; political events; social problems; racial and ethnic images; gender images; and social class images;
- (3) and, finally, probe the implications of sub-cultures and counter-hegemonic movements as modes of resistance to cultural hegemony. Open to Bryn Mawr senior sociology majors only.

Requirement(s): Division I: Social Science

Units: 1.0

Instructor(s): Washington, R.

(Fall 2013)

**SOCL B403 Supervised Work**

Students have the opportunity to do individual research projects under the supervision of a faculty member.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Fall 2013)

**SOCL B403 Supervised Work**

Students have the opportunity to do individual research projects under the supervision of a faculty member.

Units: 1.0

Instructor(s): Dept. staff, TBA

(Spring 2014)

**SOCL B425 Praxis III: Independent Study**

Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. A Praxis course is distinguished by genuine collaboration with field site organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2013-14)

**SPANISH**

Students may complete a major or minor in Spanish. Majors may pursue state certification to teach at the secondary level.

**Faculty**

Ines Arribas, Senior Lecturer

Martin L Gaspar, Assistant Professor

Jose Luis Gastanaga Ponce de Leon, Visiting Assistant Professor

Kaylea B. Mayer, Lecturer

Maria Cristina Quintero, Professor

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

**H. Rosi Song, Chair and Associate Professor**

The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. SPAN 200 and SPAN 202 prepare students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American, and U.S. Latino literature in various periods and genres. Three-hundred-level courses deal intensively with individual authors, topics, or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year. All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department. Details are available from the Dean's Office.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department. Details are available from the Dean's Office.

## 400 Spanish

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The Department of Spanish also cooperates with the Departments of French and Italian in the Romance Languages major. It also collaborates with the Latin American, Latino, and Iberian Peoples and Cultures Concentration (LALIPC).

### College Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient.

### Major Requirements

Requirements for the Spanish major are SPAN 200 (formerly 110, Temas culturales), SPAN 202 (formerly 120, Análisis literario), four 200-level courses, three 300-level courses, and SPAN 398 (Senior Seminar). Two courses must be in Peninsular literature, and one should focus on pre-1700 literature. Students whose training includes advanced work may, with the permission of the department, be exempted from taking SPAN 200 and/or SPAN 202. SPAN 399 (Senior Essay) is optional for majors with a grade point average of 3.7 who want to graduate with honors, and may not be counted as one of the 300-level requirements. This major program prepares students appropriately for graduate study in Spanish.

Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do substantial reading and written work in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

### Honors

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, the recommendation of the department and a senior essay (SPAN 399).

### Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one

of which must be at the 300 level. At least one course should be in Peninsular literature.

### Concentration in Latin American, Latino, and Iberian Peoples and Cultures

The Department of Spanish participates with other departments in offering a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

### Teacher Certification

The department also participates in a teacher-certification program. For more information see the description of the Education Program.

### COURSES

#### SPAN B001 Beginning Spanish I

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Assumes no previous study of Spanish. Practice sessions with a language assistant.  
Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Arribas, I.  
(Fall 2013)

#### SPAN B002 Beginning Spanish II

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Practice sessions with a language assistant.  
Prerequisite: 001 or placement.  
Requirement(s): Language Level 1  
Units: 1.0  
Instructor(s): Arribas, I., Mayer, K.  
(Spring 2014)

#### SPAN B101 Intermediate Spanish I

A thorough review of grammar with intensive practice in speaking, reading, and writing (group activities and individual presentations). Readings from the Hispanic world. Additional practice and conversation sessions with a language assistant on Monday evenings.  
Prerequisite: 002 or placement.  
Requirement(s): Language Level 2  
Units: 1.0  
Instructor(s): Mayer, K., Arribas, I.  
(Spring 2014)

#### SPAN B102 Intermediate Spanish II

Continuation of a thorough review of grammar with special emphasis on reading and writing. Selected

readings from the Hispanic world. Additional practice and conversation sessions with a language assistant.  
Prerequisite: Span 101 or placement. (Language Level 2)

Requirement(s): Language Level 2

Units: 1.0

Instructor(s): Mayer,K., Puig-Herz,A., Song,R.  
(Spring 2014)

### **SPAN B110 Introducción al análisis cultural**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Puig-Herz,A.  
(Spring 2014)

### **SPAN B115 Focus: Taller del español escrito**

This class will encompass a detailed review of Spanish grammar and writing techniques. We will examine the most challenging grammar topics for non-native speakers. A selection of readings will be the point of departure for acquiring a greater control of grammar and expanding vocabulary through a diverse range of writing exercises. This is a half semester Focus course. Prerequisite: SPAN B102 or Placement exam.

Units: 0.5

Instructor(s): Arribas,I.  
(Spring 2014)

### **SPAN B117 Focus: Spanish Conversation and Performance**

This is a half-semester focus course. Conducted in Spanish, this focus course further develops the audio-lingual skills that the students have acquired in their early Spanish language training. This course, designed to enhance students' fluency and pronunciation in Spanish, combines a content-based language instruction with an interactive task-based approach. Students increase their aural/oral fluency through the use of theater exercises and short theatrical works, and through their participation in a variety of communicative activities such as poetry readings, dialogues, debates, group discussions, and presentations on a wide range of topics. Diverse readings, audio recordings and video screenings constitute the course materials.

Units: 0.5

Instructor(s): Arribas,I.  
(Spring 2014)

### **SPAN B120 Introducción al análisis literario**

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. This course is a requisite for the Spanish major. Prerequisite: SPAN 102, or placement.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Quintero,M., Sacerio-Garí,E.  
(Spring 2014)

### **SPAN B203 Tópicos en la literatura hispana**

This is a topic course. Topics vary.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Gaspar,M., Puig-Herz,A.  
(Spring 2014)

*Spring 2014:* Current topic description: ¡A morirse de risa! Humor negro y nación en el cinema español contemporáneo. Dark humor is one of the defining characteristics of contemporary Spanish cinema. Or is it? This course investigates regional and national boundaries through the entertaining and disturbing lenses of sex, violence, and humor. We will focus mostly on cinema since the 1970s, including films by internationally recognized directors such as Fernando Trueba, Alex de la Iglesia, and Pedro Almodóvar.

### **SPAN B208 Drama y sociedad en España**

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Pre-requisite: Spanish 202 or another 200-level course or placement. Requirement(s): Division III: Humanities Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

(Not Offered 2013-14)

### **SPAN B211 Borges y sus lectores**

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions.

## 402 Spanish

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Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): COML-B212  
Units: 1.0  
Instructor(s): Sacerio-Garí,E.  
(Fall 2013)

### **SPAN B217 Narratives of Latinidad**

This course explores how Latina/o writers fashion bicultural and transnational identities and narrate the intertwined histories of the U.S. and Latin America. We will focus on topics of shared concern among Latino groups such as imperialism and annexation, the affective experience of migration, race and gender stereotypes, the politics of Spanglish, and struggles for social justice. By analyzing novels, poetry, performance art, testimonial narratives, films, and essays, we will unpack the complexity of Latinidad in the Americas.  
Requirement(s): Division III: Humanities  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ENGL-B217  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2013)

### **SPAN B223 Género y modernidad en la narrativa del siglo XIX**

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity.  
Requirement(s): Division III: Humanities  
Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Units: 1.0  
(Not Offered 2013-14)

### **SPAN B230 Poéticas del deseo en la poesía hispana**

A study of the evolution of the love lyric in Spain beginning with the Renaissance and the Baroque periods in Spain and continuing to the present. Topics include the representation of women as objects of desire and pretexts for writing; the self-fashioning and subjectivity of the lyric voice; the conflation and conflict of eroticism and idealism; theories of imitation; parody; and the feminine appropriation of the poetic tradition. Among the poets we will examine: Luis de Góngora, Sor Juana Inés de la Cruz, Gustavo Adolfo Bécquer, Rosalía de Castro, Federico García Lorca, and contemporary women poets such as Gloria Fuertes and Ana Rossetti.  
Requirement(s): Division III: Humanities  
Crosslisting(s): COML-B230

Units: 1.0  
Instructor(s): Quintero,M.  
(Spring 2014)

### **SPAN B231 El cuento y novela corta en España**

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, María de Zayas, and a number of contemporary writers such as Julián Marías and Soledad Puértolas. Our approach will include formal and thematic considerations, and attention will be given to social and historical contexts.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Units: 1.0  
Instructor(s): Quintero,M.  
(Fall 2013)

### **SPAN B237 Latino Dictator Novel in Americas**

This course examines representations of dictatorship in Latin American and Latina/o novels. We will explore the relationship between narrative form and absolute power by analyzing the literary techniques writers use to contest authoritarianism. We will compare dictator novels from the United States, the Caribbean, Central America, and the Southern Cone. Prerequisite: only for students wishing to take the course for major/minor credit in SPAN is SPAN B200/B202.  
Requirement(s): Division III: Humanities  
Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): ENGL-B237; COML-B237  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Spring 2014)

### **SPAN B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.  
Requirement(s): Division III: Humanities  
Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures  
Crosslisting(s): CSTS-B248; COML-B248  
Units: 1.0  
(Not Offered 2013-14)

**SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B260

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B270 Literatura y delincuencia: explorando la novela picaresca**

A study of the origins, development and transformation of the picaresque genre from its origins in 16th- and 17th-century Spain through the 21st century. Using texts, literature, painting, and film from Spain and Latin America, we will explore topics such as the construction of the (fictional) self, the poetics and politics of criminality, transgression in gender and class.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B271

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B307 Cervantes**

A study of themes, structure, and style of Cervantes' masterpiece Don Quijote and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of Don Quijote on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: Spanish 202 and another 200-level course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B308 Teatro del Siglo de Oro: negociaciones de clase, género y poder**

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales, and palace theater.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B308

Units: 1.0

Instructor(s): Quintero, M.

*(Spring 2014)*

**SPAN B309 La mujer en la literatura española del Siglo de Oro**

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. Pre-requisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

Instructor(s): Quintero, M.

*(Fall 2013)*

**SPAN B311 Crimen y detectives en la narrativa hispánica contemporánea**

An analysis of the rise of the hard-boiled genre in contemporary Hispanic narrative and its contrast to classic detective fiction, as a context for understanding contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. This course will be given in conjunction with Cities 229. Division III.

Requirement(s): Division III: Humanities

Crosslisting(s): COML-B312

Units: 1.0

Instructor(s): Song, R.

*(Spring 2014)*

**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Prerequisite: A 200-level course in Spanish, SPAN 208.

Requirement(s): Division III: Humanities

Counts towards: Film Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

**SPAN B321 Del surrealismo al afrorealismo**

Examines artistic texts that trace the development and relationships of surrealism, lo real maravilloso americano, realismo mágico and afrorealismo.

## 404 Spanish

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Manifestos and literary works by Latin American authors will be emphasized: Miguel Angel Asturias, Alejo Carpentier, Gabriel García Márquez, Isabel Allende, Laura Esquivel, Quince Duncan. Prerequisite: a 200-level Spanish course.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B322 Queens, Nuns, and Other Deviants in the Early Modern Iberian World**

The course examines literary, historical, and legal texts from the early modern Iberian world (Spain, Mexico, Peru) through the lens of gender studies. The course is divided around three topics: royal bodies (women in power), cloistered bodies (women in the convent), and delinquent bodies (figures who defy legal and gender normativity). Course is taught in English and is open to all juniors or seniors who have taken at least one 200-level course in a literature department. Students seeking Spanish credit must have taken BMC Spanish 202 and at least one other Spanish course beyond 202, or received permission from instructor.

Requirement(s): Division III: Humanities

Counts towards: Gender and Sexuality Studies; Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): COML-B322

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B323 Memoria y Guerra Civil**

A look into the Spanish Civil War and its wide-ranging international significance as both the military and ideological testing ground for World War II. This course examines the endurance of myths related to this conflict and the cultural memory it has produced along with the current negotiations of the past that is taking place in democratic Spain. Prerequisites: SPAN 200/202 and another 200-level course in Spanish.

Requirement(s): Division III: Humanities

Approach: Critical Interpretation (CI)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): HIST-B323

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B332 Novelas de las Américas**

What do we gain by reading a Latin American or a US novel as "American" in the continental sense? What do we learn by comparing novels from "this" America to classics of the "other" Americas? Can we find through this Panamericanist perspective common aesthetics, interests, conflicts? In this course we will explore these questions by connecting and comparing major US novels with Latin American classics of the 20th and 21st century. We will read these works in clusters to

illuminate aesthetic, political and cultural resonances and affinities. This course is taught in Spanish.

Prerequisites: SPAN B110 and/or SPAN B120 and a 200-level course in Spanish.

Requirement(s): Division III: Humanities

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Crosslisting(s): ENGL-B332

Units: 1.0

Instructor(s): Gaspar, M.

*(Fall 2013)*

### **SPAN B351 Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile.

Requirement(s): Division III: Humanities

Counts towards: Latin Amer/Latino/Iberian Peoples & Cultures

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B398 Senior Seminar**

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. Topics will be prepared jointly with the students.

Units: 1.0

Instructor(s): Sacerio-Garí, E.

*(Fall 2013)*

### **SPAN B399 Senior Essay**

Available to students whose proposals are approved by the department.

Units: 1.0

*(Not Offered 2013-14)*

### **SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Fall 2013)*

### **SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.

Units: 1.0

Instructor(s): Dept. staff, TBA

*(Spring 2014)*

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