



# 2018-19 Bryn Mawr College Undergraduate Catalog

**Equality of Opportunity**

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. 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 ([eo@brynmawr.edu](mailto:eo@brynmawr.edu) or 610-526-7630) and Title IX Coordinator ([titleix\\_coordinator@brynmawr.edu](mailto:titleix_coordinator@brynmawr.edu) or 610-526-7630), who administer the College's procedures.

All information in this catalog is subject to change without notice.

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## 2018-19 ACADEMIC CALENDARS

### 2018 First Semester

September 3	Labor Day (no classes)
September 4	Classes begin
October 12	Fall break begins after last class
October 22	Classes resume (8 a.m.)
November 21	Thanksgiving break begins after last class
November 26	Classes resume (8 a.m.)
December 13	Last day of classes
December 14–15	Review period
December 16–21	Examination period

### 2019 Second Semester

January 21	Martin Luther King, Jr., Day (no classes)
January 22	Classes begin
March 8	Spring break begins after last class
March 18	Classes resume (8 a.m.)
May 3	Last day of classes
May 4–5	Review period
May 6–17	Examination period
May 18	Commencement

### 2019 First Semester

September 2	Labor Day (no classes)
September 3	Classes begin
October 12	Fall break begins after last class
October 21	Classes resume (8 a.m.)
November 27	Thanksgiving break begins after last class
December 2	Classes resume (8 a.m.)
December 12	Last day of classes
December 13–14	Review period
December 15–20	Examination period

### 2020 Second Semester

January 20	Martin Luther King, Jr., Day (no classes)
January 21	Classes begin
March 6	Spring break begins after last class
March 15	Classes resume (8 a.m.)
May 1	Last day of classes
May 2–3	Review period
May 4–15	Examination period
May 16	Commencement

## CONTACT AND WEBSITE INFORMATION

**Mailing Address:** Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, PA 19010-2899

**Phone:** (610) 526-5000

**College website:** [www.brynmawr.edu](http://www.brynmawr.edu)

## ABOUT BRYN MAWR 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 co-curricular 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 PhD—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 believed 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 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.

### **Academic Excellence for Women**

Under James E. Rhoads, who served the College as president from 1885 to 1894, Bryn Mawr emerged as a leader in higher education. The College 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; and its faculty, alumnae, and students made discoveries that expanded human knowledge. 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.

At its inception, the College was also adopted as a life's work by M. Carey Thomas. Thomas, Bryn Mawr's first dean and second president (from 1894 to 1922), 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.

M. Carey Thomas, the College's first dean and second and longest-serving president, was the principal architect of this radical and ambitious vision for women's education. But like many women and men who were part of the late 19th- and early 20th- century progressive movement, M. Carey Thomas' vision of women's advancement and equality was influenced by racism and anti-Semitism. Her ardent commitment to higher education for women was a commitment to education specifically for white, Christian, and affluent women.

### **A Commitment to 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. The department became the Graduate School of Social Work and Social Research in 1970. In 1921, Bryn Mawr intensified its engagement with the world 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.

### **Respect for the Individual**

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 was 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.

### **Opening Doors**

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 institution.

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 the number and diversity of students—approximately 1,300 undergraduates, nearly a quarter of whom were 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.

When McPherson stepped down from the presidency, she had led two successful capital campaigns, balanced the budget, instituted a program of long term planning, and overseen the creation of two new libraries. At the time of McPherson's

retirement, Hanna Holborn Gray '50, then chairman of the board of trustees, remarked, "Pat's unwavering dedication to rigorous standards of intelligent thinking and constructive debate, combined with her humor and zestful delight in the variety and range of the human comedy, have communicated to all of us both her seriousness and her joy in enabling and enhancing the qualities that lie at the heart of our college."

### Strengthening the Institution

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 had 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 Medal.

Under Jane McAuliffe's leadership, 2008 to 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. McAuliffe spearheaded strategic partnerships with several universities and colleges across the globe. 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.

### Excellence in Action

Kimberly Wright Cassidy, president since 2014, has focused on the College's commitment to academic excellence that leads to meaningful engagement with the world.

During her nearly seven-year tenure as Provost and Interim President, Cassidy collaborated with Bryn Mawr's faculty to make Bryn Mawr a leading innovator in liberal arts education. She led the development of the College's interdisciplinary 360° courses, the introduction of new academic programs (including new majors in International Studies, Biochemistry and Molecular Biology, and a minor with Haverford College in Environmental Studies), and the advancement of digital initiatives within the classroom. She is committed to the value of the scholar/teacher model and its premise that the most exciting and powerful teaching comes from faculty who are actively creating new knowledge.

In Fall 2016, Cassidy and then-Haverford College President Kim Benston reaffirmed the two colleges' decades' long collaborative relationship with a formal Memorandum of Understanding. Cassidy has also worked to strengthen ties with the University of Pennsylvania and Swarthmore and played a

key role in establishing Bryn Mawr's 4+1 and 3+2 dual-degree opportunities for students, such as an A.B./M.A. program with University of Pennsylvania's School of Engineering and Applied Science.

As president, Cassidy has been a public champion of women in STEM and has represented the College at a White House summit on STEM as well as a summit on college access, a value to which Bryn Mawr has long been committed. On campus, she is leading the effort to apply lessons learned from using blended learning in STEM subjects to the humanities. She also has launched the Leadership, Innovation, and the Liberal Arts Center (LILAC), which works with students to help them build pathways from their liberal arts education to their professional goals through career and professional development, experiential learning opportunities, and civic engagement. In addition, Cassidy has hosted three campus-wide gatherings to engage all campus constituents in dialogue about difference with respect to race and class, and is focused on creating a new ethos around joy and wellness, including the design and construction of a new student facility.

Today, Bryn Mawr College continues and expands its traditions of academic excellence, opportunity for women, respect for the individual, and purposeful action in the world.

## Geographical Distribution of Students

### 2017–18 Undergraduate Degree Candidates

The 1,325 full time undergraduate students came from 43 states, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, and the Armed Forces Europe and 58 foreign nations, distributed as follows:

United States Residents (includes non-US citizens; percentages are of residents, not of entire undergraduate student body):

<i>Mid-Atlantic</i> .....	456.....	44.71%
Pennsylvania .....	169	
New Jersey.....	112	
New York .....	109	
Maryland.....	52	
Delaware .....	8	
District of Columbia .....	6	
<i>Midwest</i> .....	73.....	7.16%
Illinois.....	22	
Ohio .....	15	
Minnesota .....	10	
Wisconsin .....	7	
Michigan .....	6	
Kansas.....	4	
Indiana.....	4	
Missouri .....	4	
Iowa.....	1	
<i>New England</i> .....	156.....	15.29%
Massachusetts.....	103	
Connecticut.....	21	
Maine.....	11	
Vermont .....	8	
Rhode Island .....	7	
New Hampshire.....	6	
<i>South</i> .....	95.....	9.31%
Virginia.....	37	
Florida.....	16	

North Carolina	15	
Georgia	13	
Tennessee	6	
Kentucky	3	
Arkansas	2	
South Carolina	2	
West Virginia	1	
<i>Southwest</i>	71	6.96%
Texas	61	
Arizona	5	
New Mexico	3	
Oklahoma	2	
<i>West</i>	160	15.69%
California	104	
Washington	20	
Oregon	12	
Hawaii	9	
Colorado	6	
Utah	3	
Alaska	2	
Idaho	2	
North Dakota	1	
Nevada	1	
Puerto Rico	4	0.39%
Virgin Islands	2	0.20%
Armed Forces Europe	2	0.20%
Guam	1	0.10%

#### Percent of Entire Student Body

Mid-Atlantic	456	34.42%
West	160	12.08%
New England	156	11.77%
South	95	7.17%
Midwest	73	5.51%
Southwest	71	5.36%
Puerto Rico	4	0.30%
Virgin Islands	2	0.15%
Armed Forces Europe	2	0.15%
Guam	1	0.08%

#### Non-Resident Aliens, Resident Aliens, Dual Citizens

China	174
India	29
United Kingdom	21
Korea, Republic of	18
Viet Nam	16
Germany	10
Pakistan	9
Kenya	9
Canada	8
Japan	6
Philippines	5
Nigeria	5
Singapore	5
Netherlands	5
Mexico	5
Ghana	4
Italy	4
Nepal	4
Morocco	3
France	3
Ethiopia	3
Rwanda	3

Russian Federation	3
Zimbabwe	3
Ireland	3
Dominican Republic	3
Bangladesh	3
Brazil	3
Switzerland	2
Spain	2
Jamaica	2
Greece	2
Sri Lanka	2
Haiti	2
Taiwan, Province of China	2
El Salvador	2
Albania	2
Cuba	1
Togo	1
Egypt	1
Denmark	1
Ukraine	1
Dominica	1
Paraguay	1
Australia	1
Tanzania, United Republic of	1
South Africa	1
Turkey	1
Guatemala	1
Belarus	1
Cote D'Ivoire	1
Romania	1
Sweden	1
Honduras	1
Uganda	1
Lebanon	1
Afghanistan	1
Mauritius	1

#### Summary

	Number	% of fall-enrolled full-time undergraduates
US Citizen	920	69.43%
Dual Citizen	62	4.68%
Resident Alien	40	3.02%
Non-Resident Alien	303	22.87%
"International Students" (all except "U.S. Citizens")	405	30.57%

Note: citizenship status listed above is as of the IR fall census date. Sum of percentages above is greater 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 College Hall and houses the collections in Classical and Near Eastern 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 library 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 accessible online. Bryn Mawr students may use the Haverford and Swarthmore libraries and may also have material transferred from either of the other two campuses for pickup or use at Bryn Mawr, usually in less than 24 hours. Through the Library's home page ([www.brynmawr.edu/lits](http://www.brynmawr.edu/lits)), 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 academic libraries in the mid-Atlantic region. Students may also request items from libraries across North America through interlibrary loan.

Additional information about Bryn Mawr's libraries and services may be accessed 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. Objects held in all of these collections are available to students for individual research and are also frequently used as teaching tools in the classroom and incorporated into exhibitions in libraries and other spaces across the campus.

Bryn Mawr has developed an extraordinarily rich Rare Books and Manuscripts collection to support the research interests of students and faculty. 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. Other important focuses of the collection are travel and exploration, women writers and women's lives, the history of archaeology and museums, European and African cities, and important literature in early editions. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important collections from the late 19th and 20th centuries, including papers and photographs relating to the women's rights movement; the experiences of women, primarily Bryn Mawr graduates, travelling and working overseas; the papers of playwrights, writers, and scholars; and extensive collections of the letters, diaries, and scholarly works of Bryn Mawr faculty and alumnae.

The College Archives contains the historical records of Bryn Mawr, including the papers of the Presidents, 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, pre-classical antiquities, and objects from Egypt and the ancient Near East, many of which represent the interests 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; a highlight is an 1899 portrait by John Singer Sargent. 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.

## Special Research Resources

The Rhys Carpenter Library houses the new Digital Media and Collaboration Lab, which provides technologically enabled spaces for collaborative work and individual work stations with scanners. Assistance is available for video and image editing. Carpenter staff also work with faculty, staff, and students on building digital collections, publishing digital scholarship, and facilitating the use of digital tools.

## Information Technology

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 library catalog 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 personal 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 for walk-up help, email and telephone assistance. Public computing labs may be found in the following buildings.

- Canaday (1st Floor and A Floor)
- Carpenter (B floor)
- Collier (Park Science Center)
- Graduate School of Social Work and Social Research

## 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.

Following is 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 teaching and research laboratories, providing students with the opportunity to utilize modern research methodologies for exploration. 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, the department has 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. Infrared and greenhouse gas analyzers and a dedicated stable isotope facility are used to evaluate plant and ecosystem metabolism in solid and gas samples. 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.

### **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 with an autosampler; gas and liquid chromatograph-mass spectrometers (GC-MS/LC-MS); Fourier transform-infrared (FT-IR) spectrophotometers; a fluorescence spectrophotometer; ultraviolet-visible (UV-vis) spectrophotometers, including Nanodrop format; high pressure liquid chromatographs (HPLC); a fast protein liquid chromatography (FPLC) system; cold rooms and centrifuges for the preparation of biomolecules; refrigerated and heated shakers for cell culture growth; thermal cyclers and electrophoresis equipment for molecular biology; high throughput robotic liquid handler; stereomicroscope for protein crystal inspection and manipulation; potentiostats for electrochemical and spectroelectrochemical analysis; a biopotentiostat; facilities for molecular modeling and computational chemistry, including a shared Beowulf cluster; 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 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 four computer laboratories, in addition to an extensive collection of advanced robots, high-end computers for rendering 3D graphics, and access to Athena, an 84-core computer cluster. Dual-boot Linux/Windows workstations and Macintosh computers featuring the latest CPU and graphics capabilities are available in the laboratories, as well as resources for instruction, data analysis, and visualization.

### **Geology**

The Department of Geology 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.

The department 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 KLY3 and an MFK1 automated susceptibility kappabridge, a dynamic low-magnetic field cage, and a PMS MicroMag™ 3900 Vibrating Sample Magnetometer that is shared with the Department of Physics.

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 includes an ELTRA Carbon and Sulfur Determinator with TIC module, an inorganic/organic Carbon analyzer, an Agilent inductively-coupled plasma mass spectrometer (ICP-MS), a cathodo-luminescence 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, eight sets of 3" diameter stainless steel sieves (44 micron - 500 micron mesh) and two 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 two field-ready fully equipped Chevrolet Suburban 4x4 vehicles and a departmental 15-passenger van for transportation to field sites, the department has a wide array of field equipment for use by students. Basic mapping equipment includes twelve 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 17 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 Nanomaterials and Spintronics Laboratory has microfabrication facilities including an AJA ATC Orion sputtering deposition system, a Karl Suss MJB3 mask aligner for photolithography, optical microscope, Filmetrics thin-film thickness measurement system, a DI water purification system, and a chemical hood, hosted in a 100-square-foot class-1000 soft curtain cleanroom with the ceiling lighting suitable for photolithography. It also has two chemical hoods, a Princeton Applied Research potentiostat (VersaSTAT-200), and an ETS humidity control chamber for self-assembly and templated electrochemical deposition of nanomaterials. It also has a PMS MicroMag™ 3900 Vibrating Sample Magnetometer shared with the Department of Geology. The Bryn Mawr Plasma Laboratory has a 3000-liter high vacuum chamber and a 50kJ pulsed plasma source as well as a high density array of magnetic diagnostics. Along with the other science departments in the Park Science Center, the department has shared access to an Atomic Force Microscope, a Rigaku Ultima IV X-ray diffractometer and an on-campus

computing cluster that has 84 computing cores, 512 GB RAM, and 144 TB of accessible storage.

### **Psychology**

Laboratory classes in the Department of Psychology have specialized equipment for studying stress reactivity, perception, cultural influences, decision-making, language processing, and the psychophysiological correlates of human cognition and emotion. The department provides students with laboratory experience encompassing the wide range of subject matters within the discipline of psychology. The department has state of the art equipment for studying brain activity, both at the single neuron level and the whole brain level, including several stereotaxic apparatuses, instrumentation for recording and analyzing the activity of single neurons in relation to behavior, and EEG apparatus for whole brain recording. The equipment interfaces with computers with advanced software for evaluating electrophysiological data. For research on behavior, emotion, language and cognition, students have access to a variety of computerized programming and equipment. This equipment includes digital video cameras, video editing programs, behavioral coding programs, and statistical analysis programs that are used to examine data obtained from human participants ranging in age from early childhood to older adulthood.

### **Instrument Shop**

The Department of Science Services in the Park Sciences Building houses a fully-equipped Instrument Shop staffed by two full-time instrument makers and one analytical instrumentation specialist who design, build, troubleshoot and maintain the scientific equipment for instructional and research laboratories in all six 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. There is also a 3D printer and a 45-watt laser cutter. 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 is home to the Dance and Bi-Co Theater program offices and serves as the main venue for their curricular performances and productions as well as the multidisciplinary Performing Arts Series. The Office for the Arts and Production Office are both housed in Goodhart and support curricular and student-run performance groups and administer the building's performance spaces. Entrance to all Goodhart facilities are wheelchair accessible, including the 512-seat McPherson Auditorium, with state-of-the-art 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 Bi-Co Music lessons, Bi-Co Chamber Music and Chamber Singers rehearsals and recitals, as well as the Bryn Mawr Reading Series presented by the Creative Writing Program; and the Common Room, an intimate, carpeted space used for Bi-Co Theater classes and student works. Goodhart also offers practice rooms and classrooms for music with a suite of grand and upright pianos and instrument storage areas for academic music studies, student-

led instrumental ensembles, choirs and acapella groups, and casual instrumental practice.

The Great Hall in College 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 student theatrical productions and concerts. The Marie Salant Neuberger Centennial Campus Center hosts films, spoken word events, and student club performances and tabling.

The Pembroke and Denbigh dance studios are home to Dance Program classes, workshops and events, and some small-to-medium-scale Dance Program performances. Each has large windows, ballet barres, mirrors and theatrical lighting and sound capabilities.

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

Arnecliffe Studio is administered by the student-run Bryn Mawr Art Club and offers arts and crafts workshops open to the Tri-Co community. The Rockefeller Hall drafting studios are devoted to architectural studies and theater set and costume design.

Students interested in learning more about art spaces and venues on campus may contact the Office for the Arts at 610-526-5210 or visit [www.brynmawr.edu/arts/](http://www.brynmawr.edu/arts/).

## **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 and 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 [gobrynmawr.com/information/facilities](http://gobrynmawr.com/information/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 the Self Government Association, 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. Individual students take responsibility for integrity in their academic and social behavior. Administration of 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 has the full range of options. It might fail a student on an assignment or in a course, separate the student from the College temporarily, or exclude the student 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

This report is prepared in compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Violence Against Women Reauthorization Act of 2013. The statistics are maintained and compiled by the Campus Safety Department.

These laws require all institutions of higher education within the Commonwealth to provide students and employees with information pertaining to, but not limited to crime statistics, security measures, fire statistics, fire safety measures, policies relating to missing persons, and penalties for drug use, on an annual basis. These acts also require that this information be available to prospective students and employees upon request.

The primary purpose of the federal law is to create a national reporting system on crime and safety, as well as fire safety for our nation’s colleges and universities. Bryn Mawr College is located in Lower Merion Township, a quiet residential suburb of Philadelphia. Bryn Mawr has a strong crime-prevention and fire safety program that includes the entire community—students, staff and faculty. The entire report is available on-line at [www.brynmawr.edu/safety/act73.htm](http://www.brynmawr.edu/safety/act73.htm) plus the link is disseminated via e-mail and handout messages to the Bryn Mawr College Community by October 1st every year as required by law. Should you have other general questions please contact the Campus Safety Department at (610) 526-7911.

## 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 date they entered college.

Class entering fall 2011 (Class of 2015)

Size at entrance: 361

Within 4 years: 75.9%

Within 5 years: 82.5%

Within 6 years: 83.4%

## Equal Opportunity, Non Discrimination, and Discriminatory Harassment Policies

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. 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 ([eo@brynmawr.edu](mailto:eo@brynmawr.edu) or 610-526-7630) and Title IX Coordinator ([titleix\\_coordinator@brynmawr.edu](mailto:titleix_coordinator@brynmawr.edu) or 610-526-7630), who administer the College’s procedures.

## 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 Director 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 Undergraduate Dean’s Office is charged with promoting the general welfare of undergraduates. Students may consult their deans 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. Dean’s Office staff collaborate with the staff of the Leadership, Innovation and Liberal Arts Center (LILAC) to promote a holistic and experiential approach to education. In addition to their deans, students may work with staff in Residential Life, the Pensby Center, and Student Activities and elsewhere. The Residential Life staff and student Hall Advisers and Peer Mentors provide advice and assistance on questions of community life, within the residence halls. Health concerns and questions can be addressed by the College’s Medical Director, Director of the Counseling Center, 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 should call on Campus Safety.

## Customs Week

Customs Week, Bryn Mawr's new student orientation program, helps first-year, transfer, McBride, and guest students make the transition to college. The year-long program kicks off with a six-day introduction to life at the College and includes both academic and social support components. Each incoming student is placed into a Customs Group which is led by current students who have been selected to serve as Customs People (CPs). These campus leaders use their experience and knowledge to give students the insights they need to navigate Bryn Mawr.

## 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. The Writing Center also offers occasional workshops open to the campus. The Public Speaking Initiative (PSI) offers consultations for public speaking. 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 at: <https://www.brynmawr.edu/academic-support/academic-and-student-support-services>.

## Leadership, Innovation, and Liberal Arts Center (LILAC)

LILAC houses the functions of Civic Engagement and Career & Professional Development, which operate a broad array of experiential education programs. The mission of LILAC is to prepare liberal art students to become effective, self-aware leaders in their chosen life pursuits. The preparation is rooted in experiential education with a strong focus on reflection and growth. Career & Professional Development provides opportunities for students to maximize their liberal arts education, preparing them to make intentional decisions about their futures. Civic Engagement collaborates with community-based organizations to prepare students to be socially responsible leaders and citizens through purposeful action, reflection, and learning. The LILAC team includes 17 professional staff members, 20 undergraduate student coordinators, eight undergraduate career peers and a faculty liaison.

LILAC offers students opportunities to engage beyond campus, expanding their experience and their global reach. Engagement with LILAC is encouraged beginning in the first year and throughout the years at the College. LILAC programs allow students to work on developing skills such as

communication, conceptual thinking, problem solving, breadth of interdisciplinary thought, collaboration, and research through course work, professional development programs, internships and externships, alumnae engagement, and civic engagement. These skills are keystone building blocks for long-term career success and leadership.

The following list offers a sampling of LILAC programs:

- Free self-assessments such as Strength Finders, MBTI, Interpersonal Leadership Styles Assessment, Career Leader, or Strong Interest Inventory.
- Handshake: Access to jobs and internships from employers interested in hiring Bryn Mawr students.
- Externships: Job shadowing with alumnae/i for 2-10 days during winter and spring breaks.
- LILAC Summer Internship Funding: Students receive funds to support the costs of 8-10 week internship experiences through a competitive application process.
- Alumna in Residence: An opportunity for reciprocal exchanges of knowledge, alumnae from different majors and careers return to campus to spend a day interacting with faculty, students and staff.
- Student leadership roles as Career Peers or Student Coordinators of service programs.
- Paid work off-campus through the federally funded American Reads/American Counts tutoring programs or in a wide variety of other non-profit organizations through the Community Based Work Study Program.
- Coaching on resume building, LinkedIn profiles, navigating internship/job search, graduate school and interview skills.
- Intensives: 3-5 day educational programs focused on topics such as Management, Entrepreneurship, Grantsmanship, Storytelling, Leadership Empowerment Advancement Program (LEAP), and the Leadership Learning Laboratory.
- Structured volunteer programs in off-campus communities, such as Bryn Mawr Buddies where international students are matched with immigrant elementary school students or becoming a certified IRS tax preparer who assists low-income Montgomery County residents with income tax preparation through the Volunteer Income Tax Assistance (VITA) program.
- Praxis courses: Praxis means the integration of theory and practice. Praxis courses incorporate ways to explore and engage in real world experiences that provide opportunities to apply and build on what you learn in the traditional classroom.
- On-campus recruiting events, which include visits from hiring employers and graduate schools.

## Health Center

The Health Center offers full service primary care to students when the College is in session. The Health Center offers a wide range of medical and counseling services to all matriculated undergraduates. A detailed description of the services and fees can be found on the Health Center website: [brynmawr.edu/healthcenter](http://brynmawr.edu/healthcenter).

## Student Residences

Residence in College housing is required of all undergraduates. Exceptions may be made for a limited number of

upperclassmen (typically 50 to 70 seniors) who gain approval to live off campus through the annual room draw process in the preceding spring semester.

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: <https://www.brynmawr.edu/residential-life/policies>. 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 need.

Hall Advisors provide resources and advice to students living in the halls, and they work with the other dorm leadership team members and residents 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 a limited meal plan, and they live in an assigned residence hall. The dining halls are normally closed for the majority of winter break.

The physical maintenance of the halls is the responsibility of the College. At the end of the year, each student is held responsible for the condition of the room and its furnishings. Room assignments, the Hall Advisor program, residential life policies, and vacation-period housing are the responsibility of the College.

Resident students are required to participate in the meal plan, which provides access to 20 meals per week. For those living at Batten House, the environmental co-op, where a kitchen is available, the meal plan is optional. Any student with medical or other extraordinary reasons for an accommodation to the meal plan may present documentation of the disability to the Director of Access Services. Ordinarily, with the help of the College dietician, Dining Services can meet these special needs.

The Bi-College housing exchange with Haverford College was established in 1969-70. When there is equal interest from students at both campuses, Bryn Mawr and Haverford offer a housing exchange so that a few returning 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.

The College will consider modifying housing assignment procedures or arrangements when necessary to provide equal access to the residence halls for students with disabilities or chronic medical conditions. 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.

Six residence halls (Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor) 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, whose original owner was Harry A. Batten, serves as a residence for those interested in a cooperative living environment. The Enid Cook '31 Center is named after the first African-American alumna, and serves as the Black Cultural Center as well as a residence hall. It has been newly renovated and was dedicated in Fall 2015. Connected by a walkway to the Enid Cook '31 Center is the newest residence hall, the first to be built on Bryn Mawr's campus since 1969. This New Dorm opened in Fall 2015.

## ADMISSION

Bryn Mawr College seeks promising and ambitious students. 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 Office of Admissions conducts a holistic review in determining a student's ability and readiness for college through the student's high-school record in context of the rigor of the program of study, the rank in class (if available), standardized tests (if provided), personal essays, and insight provided by school and community officials.

Candidates are expected to complete a four-year secondary school curriculum. 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 (preferably up to statistics, pre-calculus, or calculus); three years of one modern or ancient language, or a good foundation in two languages; work in history; and at least three courses in science, including two 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

For the 2018-19 application cycle, Bryn Mawr College will accept The Common Application and the Coalition Application. There is no application fee. 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 the clear first choice. The ED II plan differs only in that it has a later deadline.
- 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 Early Decision Agreement to either The Common Application or Coalition Application indicating that the student understands the commitment required. The signatures of a parent and a high school official are also required.
- 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 applications to other institutions. If deferred to the regular pool, the student will be reconsidered along with the regular admission applicants and will receive notification in late March. If denied, the student may not apply again that year.
- The Regular Decision Plan is designed for those candidates who wish to keep open 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.

## Standardized Tests and Interviews

Bryn Mawr College provides undergraduate applicants the option of submitting standardized test scores.

- SAT I or ACT scores are optional for US citizens and US permanent residents.
- Non-US citizens and Non-US permanent residents are required to submit standardized test scores (SAT I or ACT) as well as either the TOEFL or IELTS if their primary language is not English and/or their language of instruction over the past four years has not been English.
- Official scores should be sent from testing agencies such as the College Board (Bryn Mawr code: 2049) or the ACT (Bryn Mawr code: 3526). Information about the tests, test centers, fees, and dates may be obtained at [www.collegeboard.com](http://www.collegeboard.com) and [www.actstudent.org](http://www.actstudent.org).

Students submitting test scores must have them completed by the January test date.

**Interview:** An interview either at the College, with an alumna admissions representative, or via Skype 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 online 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 the website as well.

## 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.

Non-US citizens and Non-US permanent residents are required to submit standardized test scores (SAT I or ACT) as well as either the TOEFL ([www.toefl.org](http://www.toefl.org)) or IELTS ([www.ielts.org](http://www.ielts.org)) if their primary language is not English and/or their language of instruction over the past four years has not been English. Because exams are only given on selected dates students should sit for their exams well in advance of the application deadlines.

Bryn Mawr will accept official results of any of the TOEFL tests: computer, paper or internet-based.

## 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. 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 for one year. Students who wish to defer their entrance will submit the enrollment card with the \$500 deposit and select the “defer” option. The student will then contact the Office of Admissions in writing by May 1 with the 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.

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.

Honor 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-School and Alternative Education Students

Students who are homeschooled or participate in alternative education such as an online/cyber school must submit either The Common Application or the Coalition Application with the following supporting documents in addition to the following items:

1. Official transcripts from any high schools or postsecondary institutions attended;
2. An academic portfolio that includes:
  - A transcript of courses taken, either self-designed (including 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);
3. An additional essay on the reasons for choosing homeschooling; and
4. An interview (on campus or Skype) with a member of the admissions staff.

Please note that the supporting documents noted above are in addition to those items required of all applicants.

## Transgender Students

Bryn Mawr's undergraduate mission is to educate and empower intellectually engaged, reflective and ethical women leaders. In taking an inclusive approach to fulfilling this mission—one that reflects the College's identity as an institution that values diversity as essential to its excellence—Bryn Mawr recognizes that gender is fluid and that traditional notions of gender identity and expression can be limiting. Bryn Mawr acknowledges gender complexity as an opportunity for learning, and for asking how to be the best women's college possible. We also recognize that students may express new gender identities while at Bryn Mawr and beyond. Bryn Mawr is committed to all of our current and future students, whom we will continue to welcome, support and proudly claim as our alumnae/i. Our women-centered focus is not intended to exclude any members of this special community, although it is a fundamental part of our undergraduate mission.

In light of our mission and these understandings of gender, Bryn Mawr College considers as eligible to apply to the undergraduate college all individuals who have identified and continue to identify as women (including cisgender and trans women), intersex individuals who do not identify as male, individuals assigned female at birth who have not taken medical or legal steps to identify as male, and individuals assigned female at birth who do not identify within the gender binary.

The College intends to be flexible and inclusive in implementing these understandings. Bryn Mawr uses a holistic approach to reviewing applications that appreciates the strengths of each

applicant. Should questions arise, students are encouraged to contact the Office of Admissions; the College may also follow up to request additional information from applicants.

## Transfer Students

Each year a small number of students are admitted as transfers 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 entering Bryn Mawr as first-year students. Students who fail 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 fall entrance is March 1. Transfer applicants are required to submit either The Common Application or the Coalition Application and all supporting documents.

Transfer and McBride applicants who are US citizens or US permanent residents are not required to submit standardized test scores. However, non-US citizens and non-US permanent residents are required to submit standardized test scores (SAT I or ACT) in addition to either the TOEFL ([www.toefl.org](http://www.toefl.org)) or IELTS ([www.ielts.org](http://www.ielts.org)) if their primary language is not English and/or their language of instruction over the past four years has not been English.

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 years of age 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 either The Common Application or the Coalition 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\*
- SAT I or ACT and TOEFL or IELTS (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.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires a student to 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.

Bryn Mawr College accepts both The Common Application and the Coalition Application. There is no application fee. For more information about applying to Bryn Mawr, please visit [www.brynmawr.edu/admissions/apply](http://www.brynmawr.edu/admissions/apply).

## Readmission

A student who has withdrawn from the College must apply

for permission to return. The student should contact the Undergraduate Dean's Office concerning the application process and be prepared to demonstrate readiness to resume work at Bryn Mawr.

## **BILLING, PAYMENT, AND FINANCIAL AID**

### **The Offices of Financial Aid and Student Accounts**

Student Accounts within the Controller's Office bills for tuition, room and board, fines and other fees.

Financial Aid within the Enrollment Division administers the College's financial aid programs.

### **Costs of Education**

The tuition and fees in 2018-19 for all enrolled undergraduate students, resident and nonresident, is \$52,360 a year.

#### **Summary of Fees and Expenses for 2018-19**

Tuition .....	\$51,130
Residence (room and board).....	\$16,500
College Fee .....	\$860
Self-Government Association Dues.....	\$370
Non U.S. Citizen & Non-Permanent Resident Health Insurance .....	\$ 1,562
Other Fees:	
Continuing enrollment fee (per semester) .....	\$ 410

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 published online in early July and is due August 1. The bill for the spring semester is published online the first week in December and is due January 2.

Student Accounts sends an email notification to the student's official Bryn Mawr email address when an eBill is available to view. The College no longer sends paper bills. Students are able to set up authorized parties (parents, guardians or others) who then can view bills online, make payments by either electronic check or credit card or set up a payment plan when enrollment opens. Our third-party on-line processor for eBilling, ePayments and Payment Plans is Nelnet Enterprise. Students and authorized parties may make one-time ePayments using this system or utilize the Automatic Monthly Payment Plan, all accessed through BIONIC.

The College's payment plan 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. Information about the payment plan is available from Student Accounts.

The College reserves the right to prevent a student from registering for classes, attending class or entering residence

until payment of the College charges has been made each semester. No student may preregister for the next semester, participate in room draw, order a transcript, participate in summer internships, employment or fellowships, hold leadership positions, participate in graduation, or receive a diploma, 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 \$ 400 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.

### **When a Student Withdraws**

#### **Determination of Withdrawal Date**

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 Federal 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 the 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.

#### **Treatment of College Charges When a Student Withdraws: College 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 prorata 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.

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

The College's Refund Policy and the Return of Federal Title IV funds procedures are independent of one another. 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.

The policy of returning unearned Title IV funds to the federal programs applies to all students receiving Federal Pell Grants, Federal Iraq and Afghanistan Service Grant, Federal Direct Loans, Federal PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOG), 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 the student 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, the student 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 Loans
- Subsidized Federal Direct 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.

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 return of Title IV funds will be done by the Offices of Financial Aid and Student Accounts.

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

The amount of unearned federal funds allocated to the Federal Direct Loan, Federal PLUS Program, Federal Pell Grant, Federal Iraq and Afghanistan Service Grant and Federal SEOG 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 earned federal funds, 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 up to 60% of attendance.

### **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 Office of Financial Aid website at [www.brynmawr.edu/financial-aid](http://www.brynmawr.edu/financial-aid). 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 Financial Aid 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. Bryn Mawr supported 69 percent of the undergraduate students at the College with institutional grant aid during the 2017-18 academic year, awarding more than \$31.7 million in grant aid.

Initial requests for financial aid are reviewed by the Office of Financial Aid and are assessed on the basis of the student and family's demonstrated financial need. Students must reapply each year. Eligibility is re-established annually, assuming the student has maintained satisfactory progress toward the 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-time undergraduate 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 consideration including but not limited to academic coursework and performance, involvement in school and community, leadership qualities, 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 and permanent residents. Awards for 2018-19 ranged from \$12,000-\$30,000 per year. Scholarships are non-negotiable and only awarded at the time of admission. Merit scholarships are awarded for a maximum of eight semesters and renewable provided that the student is enrolled full time at Bryn Mawr.

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

- The Federal Direct 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 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 on the Office of Financial Aid web page at: [www.brynmawr.edu/financial-aid](http://www.brynmawr.edu/financial-aid).

## 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 Bryn Mawr Grant assistance 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 Loan Program, every year regardless of applying for institutional aid as a freshman.

- **CSS PROFILE:** Submit the CSS Profile at least two weeks before the deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- **Free Application for Federal Student Aid (FAFSA):** Submit the FAFSA as soon as possible to meet the deadline. The Bryn Mawr College federal code number is 003237. Parents and students are encouraged to import their data directly from the Internal Revenue Service (IRS) to the FAFSA using the IRS Data Retrieval (IRDT) tool.
- **Federal Tax Returns:** Parents of dependent students and independent students and their spouse (if applicable) must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal, along with all W-2 forms to the College Board Institutional Document Service (IDOC). Parents of dependent students and independent students and their spouse (if applicable) 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 by the deadline. Note: Dependent students are only required to submit a signed copy of their complete federal income tax return or Student Non-Tax-Filer Form and W-2 forms if they are selected for verification.
- **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 the published deadline. Eligibility is re-established annually and depends on the student's maintaining satisfactory progress toward the degree and on 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 change each year.

- **CSS PROFILE:** Submit the CSS Profile at least two weeks before the deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.
- **Renewal Free Application for Federal Student Aid (FAFSA):** Submit the Renewal FAFSA as soon as possible to meet the deadline. The Bryn Mawr College federal code number is 003237. Parents and students are encouraged to import their income data directly from the Internal Revenue Service (IRS) to the FAFSA using the IRS Data Retrieval (IRDT) tool.
- **Federal Tax Returns:** Parents of dependent students and independent students and their spouse (if applicable) must submit signed copies of federal (no state) income tax returns, including all schedules and attachments, both business and personal,

along with all W-2 forms to the College Board Institutional Document Service (IDOC). Parents of dependent students and independent students and their spouse (if applicable) 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 by the deadline.

Submission Dates	<ul style="list-style-type: none"> <li>• FAFSA</li> <li>• CSS/Financial Aid PROFILE</li> <li>• Noncustodial PROFILE (if applicable)</li> </ul>	Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Submit all documents by April 15 (subject to change for 2019-20)	

## Required Forms and Instructions for Students Who are Not U.S. Citizens or U.S. Permanent Residents

### First Year and Transfer

- **CSS PROFILE:** Register for a customized CSS PROFILE online at least two weeks before the deadline. Submit the CSS Profile at least two weeks before the deadline. If the student's parents are divorced, separated or have never been married, both must submit the CSS Profile using Bryn Mawr College code #2049.

Report your seven digit Bryn Mawr College Assigned ID to ensure accurate processing of your financial aid results.

Iran residents cannot complete a Profile and should instead use the International Financial Aid Application. This form is available from the Bryn Mawr website: [www.brynmawr.edu/financial-aid/undergraduate-applicants/international-applicants](http://www.brynmawr.edu/financial-aid/undergraduate-applicants/international-applicants). Please fax 001-610-526-5249, or email as a PDF to [finaid@brynmawr.edu](mailto:finaid@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, Financial Aid, Bryn Mawr, PA 19010, by email: [finaid@brynmawr.edu](mailto:finaid@brynmawr.edu) or by fax: 011-610-526-5249.

### Returning Students

As long as they are continually enrolled students whose citizenship status is not U.S. Citizen or U.S. Permanent Resident 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 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.

Submission Dates	<ul style="list-style-type: none"> <li>• CSS/Financial Aid PROFILE</li> <li>• Noncustodial PROFILE (if applicable)</li> </ul>	Parent Income Documents or Tax Returns
Early Decision I	November 15	November 15
Early Decision II	January 1	January 1
Regular Decision	January 15	January 15
Fall Transfer	March 1	March 1
Returning Students	Reapplication is not required unless citizenship changes or the student is not enrolled consecutively for more than two terms.	

## Loan Funds

### Federal Direct Loans

The Federal Direct Loan Program enables students who have a citizenship status of U.S. Citizen or U.S. Permanent Resident to borrow directly from the federal government rather than from a bank. Students must complete the Free Application for Federal Student Aid (FAFSA) and be enrolled at least half time (two units). Loans made through this program include the Direct Subsidized and the Direct Unsubsidized 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, the student will have shorter payment terms. If the student borrows a larger amount, the student may wish to consolidate the loan to extend the repayment term. The student should review options at: <https://studentaid.ed.gov/sa/>.

Interest rates on federal student loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal student loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Interest rates can be viewed at: <https://studentaid.ed.gov/sa/types/loans/interest-rates>.

Loan fees will be deducted proportionately from the gross amount on all Federal Direct Loans. The amount of loan funds the student receives is less than the amount borrowed, but the student is responsible for repaying the entire amount borrowed and not just the amount received. For loans first disbursed on or after December 1, 2017, the loan fee was 1.066%. For loans disbursed after October 1, 2018, the loan fee may be different depending on the across-the-board federal budget cuts known as "sequester" put into place by the Budget Control Act of 2011. The Department of Education will notify borrowers of fee changes.

Additional information on the Federal Direct Loan Program is available from the Office of Financial Aid or the Financial Aid Handbook.

### U.S. Citizens and Permanent Residents

<b>Dependent Undergraduates (Except Students Whose Parents Cannot Borrow PLUS Loans)</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 Loans</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	\$4,000 + \$2,000	\$12,500

### 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. Parents and their dependent child must be U.S. citizens or eligible noncitizens, must not be in default on any federal education loans or owe an overpayment on a federal education grant, and must meet other general eligibility requirements for the Federal Student Aid programs. Parent PLUS Loan borrowers cannot have an adverse credit history (a credit check will be done).

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 rates on PLUS loans are set by Congress. Under the Bipartisan Student Loan Certainty Act of 2013 federal loan interest rates are tied to financial markets. Under this Act, interest rates will be determined each June for new loans being made for the upcoming award year, which runs from July 1 to the following June 30. Each loan will have a fixed interest rate for the life of the loan. Each loan has a fixed interest rate for the life of the loan. For PLUS loans borrowed between July 1, 2017 and June 30, 2018, the interest rate was fixed at 7%. On July 1, borrowers may view interest rate changes for the 2018-2019 academic year at <https://studentaid.ed.gov/types/loans/interest-rates>.

A loan fee that is a percentage of the principal amount of the loan will be deducted from the gross amount on the Federal Direct PLUS Loan. The amount of loan funds the parent receives is less than the amount borrowed, but the parent is responsible for repaying the entire amount borrowed and not just the amount received. For loans first disbursed on or after December 1, 2017 through September 30, 2018, the loan fee was 4.264%. For loans disbursed after October 1, 2018, the loan fee may be different depending on the across-

the-board federal budget cuts known as “sequester” put into place by the Budget Control Act of 2011. The Department of Education will notify borrowers of fee changes.

### **International Loan**

The International Loan Program is administered by the College from institutional funds to students who are not U.S. Citizens or U.S. Permanent Residents, 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 Sarah Lynn Allegra Scholarship Fund was established by Catherine Allegra '83. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2016)

The Dorothy K. Archer Scholarship Fund was established by a generous gift from Cynthia Archer 1975, in honor of her mother. The Fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2016)

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 Nanda-Bissell Scholarship Fund was established by Monsoon Bissell 1993. This Fund provides financial assistance to an undergraduate student with documented financial need. (2016)

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 Stephanie Brown 1975 Scholarship Fund was established by Stephanie Brown 1975. The fund shall be used to provide scholarship assistance to an undergraduate student. (2017)

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 Bryn Mawr Bookstore Scholarship Fund was established by the Bryn Mawr Book Sale in Cambridge, Inc. The fund shall be used to provide financial assistance to one or more undergraduate students, with preference for a student from the Boston metro area. (2017)

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 Helen D. Brooks 1946 Fund was established through a bequest from Helen D. Brooks 1946. The fund shall be used to provide undergraduate financial aid. (2016)

The Cynthia Butterworth Burns 1959 Scholarship Fund was established by Cynthia Butterworth Burns '59. The fund shall be used to provide undergraduate financial aid. (2016)

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)

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 Erin Grace Cassidy Scholarship Fund was established by Kimberly Wright Cassidy and Bart E. Cassidy in memory of their daughter. The fund shall be used to provide undergraduate financial aid. (2015)

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)

Daria Cheremeteff Fund for Student Support was established by Catherine Cheremeteff Davison '52 in memory of her mother, Daria Cheremeteff. The fund shall be used to provide undergraduate financial aid. (2000)

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)

The Class of 1950 Scholarship Fund was established in 2015 by a member of Class of 1950. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates high academic promise and a personal commitment to the values of Bryn Mawr College.

The 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 Edith Aviles de Kostes 1988 Scholarship Fund was established by Edith Aviles de Kostes 1988. The fund shall be used to provide support for undergraduate scholarships with preference for Latina students. (2014)

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 Kathleen and Peter Durr Scholarship Fund was established by Melinda Durr 2001. The fund shall be used to provide financial assistance to an undergraduate student with preference for a student from the Midwest. (2017)

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 Courtney Seibert Fennimore '99 and Thomas Fennimore Scholarship Fund was established by Courtney Seibert Fennimore '99 and Thomas Fennimore. The fund shall be used to provide undergraduate financial aid. (2016)

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. Funkhouse. 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 Kierstin Gray '01 Scholarship was established by Kierstin Gray '01. The fund shall be used to provide financial assistance to an undergraduate student with documented financial need with a preference for students of underserved populations. (2016)

The Margaret Winthrop McEwan Hansen '46 Scholarship Fund was established by Laurie Hansen Saxton '79 in honor of her mother, Margaret Winthrop McEwan Hansen '46. The fund shall be used to support a student with need who is interested in the sciences. (2013)

The Alice Cohen Harrison '36 and Sally R. Harrison '71 Scholarship Fund was established through the bequest of Alice Cohen Harrison and by Walter C. Harrison in honor of Sally R. Harrison '71. The fund shall be used to provide unrestricted support for the general purposes of the College with a preference for providing financial assistance to an undergraduate student with documented financial need. (2014)

The Bill Hart and Dabney Gardner Hart '62 Scholarship Fund was established by Bill Hart and Dabney Gardner Hart '62. 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. (2013)

The Nora M. and Patrick J. Healy Fund was established 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 Cheryl Holland 1980 Scholarship Fund was established by a generous gift from Cheryl Holland '80. The fund shall be used to support undergraduate scholarships. (2015)

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 Stephanie Wenkert Kanwit '65 Scholarship Fund by Stephanie Wenkert Kanwit '65. 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.(2014)

The Alexandra Kaufmann '04 Scholarship Fund was established by Alexandra Kaufmann '04. The fund shall be used to provide undergraduate financial aid. (2015)

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 Gina Kim 1992 and Ira Apfel Scholarship Fund was established by Gina Kim 1992 and Ira Apfel. The fund shall be used to provide financial assistance to an undergraduate student with preferences for a multi-racial student and/or a student who is the first in her immediate family to attend college. (2017)

The Kohn Family Scholarship Fund was established by Martha and Jeffrey Kohn in honor of their daughter, Alexandra Kohn 2016. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need. (2014)

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 Edith Rotch Lauderdale 1950 Scholarship Fund was established by Edith Rotch Lauderdale '50. The fund shall be used to provide undergraduate financial aid with preference for the Posse program. (2016)

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 Elisabeth Lerner Endowed Scholarship Fund was established by the Elmar Fund upon the recommendation of Elisabeth Lerner '90. The fund shall be used to provide undergraduate financial aid. (2015)

The Bertha Szold Levin 1895, Alexandra Lee Levin 1933, and Betsy Levin 1956 Scholarship Fund was established by Betsy Levin '56 in memory of her mother and grandmother. The fund shall be used to provide undergraduate financial aid with preference for first generation college students. (2015)

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 Ann Logan and Gregory Lawler Scholarship Fund was established by Ann Logan 1976 and Gregory Lawler. The fund shall be used to provide undergraduate financial aid. (2015)

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 Mary-Berenice Morris McCall '52 Memorial Fund for Study Abroad was established by Dr. John P. McCall. The fund shall be used to provide undergraduate financial aid for students studying abroad. (2015)

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 in honor of Barbara Bauman Morrison '62. The fund shall be used to provide undergraduate financial aid to Midwestern students. (1974)

Dorothy F. Miller P '68 Scholarship Fund was established by Jean Kutner '68 in memory of her mother. The fund shall be used to provide undergraduate financial aid. (2016)

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)

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 Georgette Chapman Phillips 1981 Scholarship Fund was established by Georgette Chapman Phillips '81. The fund shall be used to provide scholarship assistance to an undergraduate student who demonstrates financial need, with preference given to students from Somerset, Cambria, Bedford or Westmoreland counties in Pennsylvania. (2016)

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 Emily Rauh Pulitzer '55 Scholarship Fund was established by Emily Rauh Pulitzer 1955. The fund shall be used to provide undergraduate financial aid. (2018)

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 Meera Ratnesar '01 Scholarship Fund was established in 2016 by Meera Ratnesar '01. This Fund provides financial assistance to an undergraduate student with documented financial need. (2016)

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 Rise8 Fund shall be used to provide undergraduate financial aid with preference for Posse students. (2016)

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 Eve Cutler Rosen 1973 Scholarship Fund was established by Eve Cutler Rosen 1973. The fund shall be used to provide undergraduate financial aid. (2018)

The Jennifer Rusk '05 Scholarship Fund was established by Jennifer Rusk '05. The fund shall be used to provide undergraduate financial aid with preference for a student in the Posse program. (2015)

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 Schwartz Merit Scholarship Fund was established by Rosalyn Ravitch Schwartz '44. The fund will provide scholarship support for deserving undergraduates at Bryn Mawr. (2013)

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 Lavori Sterling Foundation Scholarship was established by the Lavori Sterling Foundation upon the recommendation of Liana Sterling '03. This Fund shall be used to provide undergraduate financial aid. (2016)

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 Chiemi Suzuki '00 and Margaret diZerega Scholarship Fund was established by Chiemi Suzuki '00 and Margaret diZerega. The fund shall be used to provide undergraduate financial aid. (2015)

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 Hayley Thomas Scholarship Fund was established by Alexis Blevins Baird 2005 and Bridget Baird 1969 in memory of Dean Thomas. The fund shall be used to provide undergraduate financial aid. (2018)

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 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 Cynthia Walk '67 Scholarship Fund was established by Cynthia Walk '67. This Fund shall provide financial assistance

to an undergraduate student with documented financial need. (2017)

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 Severa von Wentzel 1995 Scholarship Fund was established by Severa von Wentzel 1995. The fund shall be used to provide scholarship assistance to an undergraduate student. (2018)

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)

The Sarah Lark Twigg Scholarship Fund was established by Sarah Twigg Werntz '58 in memory of her mother. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates academic promise and a personal commitment to the values of Bryn Mawr College. (2014)

The 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 James Wood Family Scholarship Fund shall be used to provide scholarship assistance to a Posse Scholar or an undergraduate student who demonstrates financial need. (2016)

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 Bowles Family Scholarship Fund (formerly 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 Lucy Chu Lo and Chien-Pen Lo Scholarship Fund was established by Anna Lo Davol '64 and Peter Davol. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates high academic promise and a personal commitment to the values of Bryn Mawr College. Preference will be given to an international student from China or the Middle East. (2016)

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 Denise A. Prime '94 Scholarship Fund was established by Denise A. Prime '94. The fund shall support undergraduate financial aid, with preference given to international students from Latin America and Africa. (2017)

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 the student for the lifelong pleasure and responsibility of self-education and playing a responsible role in society. The curriculum encourages independence within a rigorous but flexible framework of distribution 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, 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 in the fall of 2011 or later (students who matriculated prior to fall 2011 should consult prior catalogs)

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 courses, including the required wellness class, THRIVE. They must also successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy 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 any of these requirements, although they might allow a student to place into a more advanced course.

### Emily Balch Seminar Requirement

The Emily Balch Seminars aim to engage students in thinking about broad intellectual questions within and across disciplines and to teach close reading and cogent writing. The seminars help prepare students for a world that demands critical thinking and effective communication 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 Requirement

Students must demonstrate proficiency in the application of the quantitative skills needed to succeed in many social and natural science courses, not to mention their personal and future professional lives, by a) earning a satisfactory score on the SAT, the ACT, b) earning a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or c) completing a Quantitative Readiness Seminar with a grade of 2.0 or higher during the freshman year.

In addition, before the start of the senior year, students must complete, with a grade of 2.0 or higher, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are designated "QM" in course catalogs and guides.

Students 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, students 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. Students who are prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which they are proficient. Non-native speakers of English may choose to satisfy this requirement by coursework in English literature.

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

### Distribution Requirement: Approaches to Inquiry

The course of study in the major provides students 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 students to engage in studies across a variety of fields, exposes them to emerging areas of scholarship, and prepares them 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 a 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 students engage 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 students to engage with communities and cultures removed from their own. Using the tools, methodologies and practices that inform our scholarship, students will develop a deeper 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 one's 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 students to engage 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 deeper 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 in BIONiC, 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 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 students' education involves not simply exposure to many disciplines but also some degree of mastery in at least one, they must choose an area to be the focus of their work in the last two years at the College.

The following is a list of major subjects.

Anthropology  
Astronomy (Haverford College)  
Astrophysics (Haverford College)  
Biochemistry and Molecular Biology

Biology  
Chemistry  
Classical and Near Eastern Archaeology  
Classical Culture and Society  
Classical Languages  
Comparative Literature  
Computer Science  
East Asian Languages and Cultures  
Economics  
Environmental Studies (Bi-Co Major)  
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

Students must declare their major subject before the end of the sophomore year. The minimum course requirement in the major subject shall be eight course units, of which at least one course must be writing intensive (or the equivalent attention to writing in two courses) at the 200 or 300 level.

The process of declaring a major is part of the Sophomore Planning Process. Students shall consult with the departmental adviser and complete a major work plan, which the student then shares with the dean.

Students may not choose to major in a subject in which they have incurred a failure, or in which their average is below 2.0.

Students may double major with the consent of both major departments and their dean. 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 website and are sent to all sophomores in the early spring.

Declaring a major is one element of the Sophomore Planning Process. An up-to-date overview of the Process and details about each of the components will be posted on the Dean's Office website each fall.

Students working for an A.B. degree are expected to maintain grades of 2.0 or higher in all courses in their major subject.

Students who receive a grade below 2.0 in a course in their major are reviewed by the Committee on Academic Standing and may be required to change majors. If, at the end of junior year, a student has a major-subject grade point average below 2.0, that student must change to a different major. If there is no alternative major, that student will be excluded from the College. A student who is excluded from the College is not eligible for readmission.

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

## The Independent Major Program

The Independent Major at Bryn Mawr is an option for students whose interests cannot be accommodated by an established major.

An independent major is a coherent, structured plan of study consisting of introductory through advanced courses in a recognizable field within the liberal arts. It is not simply a combination of courses in several fields. An independent major must be constructed largely from courses offered at Bryn Mawr and Haverford. A culminating thesis or capstone project that explores and critiques scholarly and/or creative work is required. Interested students should attend the information session and meet with Dean Raima Evan in the fall of the sophomore year.

In designing an independent major, students must enlist two faculty members to serve as advisers. One, who acts as primary adviser, must be a member of the Bryn Mawr faculty; the secondary adviser may be a member of either the Bryn Mawr or Haverford faculty. Interested students should submit their application materials in the spring of the sophomore year.

Students should keep the following in mind when considering an independent major:

Seek advice early in the process. Most students begin meeting with potential faculty advisers and Dean Evan in the spring of the freshman year to discuss the feasibility of their plans. Be aware that faculty sabbatical schedules can complicate finding faculty members available to advise you for your junior and senior years.

Have a back-up plan. Students should enroll in one or two courses each semester that will go towards an established major in case they cannot find faculty advisers or their independent major proposal is not approved.

Be aware of drawbacks. Students pursuing independent majors do not have a cohort of fellow students following the same pathway. Having an independent major can be a somewhat isolating experience, especially in the senior year. Students planning to incorporate advanced Swarthmore and Penn courses into their major plans should be aware that they may not get into those courses, as Swarthmore and Penn students have first priority.

The following is a list of some recent independent majors:

- Creative Writing
- Dance
- Education
- Theater
- Film and Media Studies

Students interested in the Independent Major Program should

attend the information session for sophomores which is held in the early fall. They also should meet individually with Dean Evan in the spring of their freshman year or the fall of their sophomore year.

Application deadlines are as follows:

- 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);
- 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).

On rare occasions, juniors may apply for an independent major, but the committee urges students to apply by the sophomore deadlines. Junior applications must be submitted no later than the end of the fourth week of classes in the fall of the junior year. Applications submitted after the junior deadline will not be considered.

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. The proposal should explain why the student's interests cannot be accommodated by an established major, or a combination of an established major and a minor or concentration. It should identify the key intellectual questions the major will address and explain how each proposed course contributes to the exploration of those questions. The proposal should include possible ideas for a thesis topic.
- A course list of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan should 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). No more than two 403 courses can count towards the thesis. The proposal should include a list of five or six alternate courses, along with a rough schema of when the student plans to take the courses (i.e., junior fall, junior spring; senior fall, senior spring). The schema should include courses outside the proposed major, if known (courses in a minor, pre-health professions courses, etc.). If a student intends to pair an independent major with a second major, the schema should include the courses necessary to complete the second major.
- Proposal review forms from the faculty advisers that address the merits of the proposal, the course list, the student's preparation for the proposed course of study, and the process by which the student conferred with the advisers.
- A copy of the student's transcript, which will be supplied by the Dean's Office.

The Independent Major committee is composed of three or four faculty members, two students who are themselves independent majors, and Dean Evan. Together, the committee 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 not a guarantee that it will be approved again.

The committee considers the following issues:

- Is the proposed major appropriate within the context of a liberal arts college?

- Could the proposed major be accommodated instead by an established major and minor?
- Does the proposal convey its intellectual concerns and the role each course will play in this inquiry?
- Are the proposed courses expected to be offered over the next two years?
- Will the faculty members be available for good advising?
- Does the student's record predict success in the proposed major?

If the committee approves the proposal, the student submits an independent major work plan. The plan is reviewed and signed by the faculty advisers and by Dean Evan. 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.

Honors may be awarded for significant work in the field of the independent major. Criteria are a GPA of 3.8 for the courses in the major or an outstanding senior project (3.7 or 4.0) combined with a 3.5 major average. Honors are determined by the two major advisers and an outside reader/spectator. This third reader should be agreed upon by both the student and the major advisers.

## Physical Education Requirement

The Department of Athletics and Physical Education (the Department) affirms the College's mission by offering a variety of opportunities promoting self-awareness and the development of skills and habits that contribute to an ongoing healthy lifestyle. The Department offers a comprehensive program that includes competitive intercollegiate athletics, a diverse physical education curriculum and fitness and wellness programs designed to enhance the quality of life for the campus community.

All undergraduate students must earn six physical education (PE) credits to fulfill the College's graduation requirement, including completing a swim proficiency (1 credit) and THRIVE (2 credits). THRIVE is a first-year wellness program that must be completed in their first Fall semester at the College. Students may fulfill the swim proficiency by either passing the swim test or by completing a swim class at Bryn Mawr. Students may earn the remaining PE credits as follows:

- PE classes (quarter classes=1 credits; semester classes=2 credits)
- Varsity intercollegiate athletics (2 credits for traditional season, credit is not awarded in the non-traditional segment)
- Club sport activities (.5 credit for satisfactory participation for approved clubs. No more than 1 PE credit per academic year for club participation. Club sports are sponsored through SGA and are organized by student chairs of each club.)

Qualified students may also earn credit for instructional independent study programs by prior approval only. (Two credits maximum).

PE classes can be taken at Haverford College or in the Bryn Mawr Dance Department, providing the class is not offered for academic credit.

Students are expected to complete all aspects of the PE 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.

## McBride and Transfer Students

For the purposes of the P.E. requirement, McBride students are treated as either sophomore or junior transfer students, depending on their academic status. All transfers must complete the swim proficiency requirement 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 the dean and prepares a written statement to submit to the Committee.

## Eligibility to Participate in Commencement Ceremony

A student must have completed all degree requirements to be awarded the A.B.

Donning full academic regalia (robe, mortarboard and hood) and being called to the stage at Commencement signify that a student has completed all degree requirements. These honors are therefore reserved, without exception, for only those students who have completed all degree requirements.

Members of the graduating class who have not yet completed all degree requirements are invited to participate in Senior Week activities with their classmates (or postpone until the year that they graduate), to don the robe to participate in Convocation, and to attend Commencement as audience members. They are further invited to return to participate fully in Commencement in a future year once their degree requirements are complete.



# 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, the student must consult the major adviser; prior to that, the student consults the dean. Failure to preregister means a student is excluded from any necessary enrollment lotteries.

Students must then confirm their registration on the announced days at the beginning of each semester according to the procedures published on the Dean's Office website.

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean or, in the case of an accommodation for a disability, arranged through the Access Services Office. 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 in no way affects 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 Emily Balch Seminar, Quantitative Readiness, Quantitative and Mathematical Reasoning, 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 the Academic Requirements feature of the student's Student Center in BiONiC to determine whether a course the student took CR/NC has satisfied a particular 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

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. BiONiC 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 the student's 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 registration deadlines that differ slightly from full semester courses.

## Cooperation with Neighboring Institutions

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.

Virtually all undergraduate courses at Haverford College are fully open to Bryn Mawr students. 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.

Many Swarthmore courses are open to Bryn Mawr students in good academic standing, but on a space-available basis. To register for a Swarthmore course the student must obtain the instructor's signature on a Swarthmore registration form. The student submits a copy of the Swarthmore form to the Swarthmore registrar's office in Parrish Hall and a copy of the form to the Bryn Mawr registrar's office.

Bryn Mawr students in good academic standing may register for up to two courses per semester 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. These courses will normally be liberal arts courses offered by the College of Arts and Sciences. However, over one's time at Bryn Mawr, a student may count towards the degree up to four courses taught outside the College of Arts and Sciences at the University of Pennsylvania. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year. These courses must be taken during the fall or spring semesters; summer courses are excluded.

Complete information on the process of requesting and registering for a Penn course is available on the Bryn Mawr Registrar's website. 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 or the Bryn Mawr registrar's office if they have any questions about Penn courses or registration procedures.

Bryn Mawr juniors and seniors in good academic standing 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; students must earn grades of C or better to transfer Villanova courses, 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, students should consult the Villanova Course Guide, and obtain a registration form to be signed by the 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. Students are responsible for informing themselves and remaining 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 will normally be excused. Students are responsible for contacting their instructors and, if necessary, their dean in a timely fashion to explain an absence. Students should consult their instructors about making up the work. If it seems probable to the dean that a student's work may be seriously hindered by the length of an 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, the student 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, the student is counted as having failed the examination.

A student may have an examination deferred by the student's 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, the student must ordinarily 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 the work for reasons the student cannot control, the student should contact the 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 the 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 the 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 students' responsibilities to inform themselves of these dates.

## Grading and Academic Record

Grading Scale	Letter Grade Equivalent	Explanation*
4.0	A	Merit
3.7	A-	Merit
3.3	B+	Merit
3.0	B	Merit
2.7	B-	Merit
2.3	C+	Merit
2.0	C	Merit
1.7	C-	Passing, Below Merit
1.3	D+	Passing, Below Merit

Grading Scale	Letter Grade Equivalent	Explanation*
1.0	D	Passing, Below Merit
0.0	F	Failing

\* Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy major, minor, and curricular requirements.

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.

## Repeating Courses

With the permission of the instructor, a student who fails a course may enroll in it a second time. The initial enrollment and failing grade remain on the student's transcript and count towards the overall GPA.

In extraordinary circumstances, a student who receives a grade of 1.0, 1.3 or 1.7 may repeat the course after receiving the permission of the Special Cases Committee. The student would receive unit of credit for the first attempt only. However, both grades would count toward the overall GPA. With the permission of the Committee, a student may repeat up to two courses, and not more than one in any semester.

## 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. The Committee on Academic Standing

At the end of every semester, the Committee on Academic Standing reviews the records of all students who have failed to meet the Academic Standard of Work or to make satisfactory progress towards the degree (see below). A student whose record is reviewed by the Committee must meet the requirements set by the Committee in order to regain good standing at the college. Each student whose record is reviewed will receive an official letter on behalf of the Committee that lays out an academic plan and specifies the standards the student must meet by the end of the following semester or before returning to the College. In addition, the Committee may place restrictions upon a student's course load or course selection. The student's parent(s) or guardian(s) will be notified that the student's record has been reviewed by the Committee and informed of any resulting change in student status.

Students previously in good standing whose records have been reviewed will be put on Academic Warning or Major Subject Warning the following semester, or the semester of return if the student has been placed on Academic Leave. Students who receive financial aid will also receive a financial aid warning. Students on Warning work with their dean and, when appropriate, their major advisors to design a structured plan and support system for the semester. They may not enroll in more than 4.0 units nor take courses outside of Bryn Mawr and Haverford. They are expected to limit nonacademic commitments so that they

do not interfere with academic responsibilities and may participate in intercollegiate athletics only with the explicit permission of their dean and the Director of Athletics. The Dean's Office may solicit periodic reports from instructors concerning their progress in an effort to make sure that any problems are identified early enough for students to get help.

If the student meets the standards specified by the committee, the student regains good standing. If not, the student may appeal to the Committee on Academic Standing for permission to return on Academic Probation or Major Subject Probation (and, if appropriate, for a semester of financial aid probation). The student's appeal should specify the reasons the student failed to make satisfactory academic progress (such as health issues, family crises, or other special circumstance) and the changes that have taken place that ensure that the student can make satisfactory progress in the upcoming semester. The student may supply documentation to support the appeal.

Students whose records are reviewed by the Committee or who appeal to the Committee to return on academic probation or major subject probation may be required to take an Academic Leave from the College and present evidence that they can do satisfactory work before being readmitted on probation. Students on academic leave may not register for classes at the College until readmitted. The Committee may also recommend to the president that a student be excluded from the College. An excluded student is not eligible for readmission to the College. Students who have been placed on Academic Leave by the Committee on Academic Standing may apply to return on warning or probation when they have met the expectations set by the Committee and can demonstrate they are ready to do satisfactory work at the college. Students who hope to return in September must submit a re-enrollment application and supporting materials by May 1. Those who hope to return in January must submit their application and materials by November 1. Applications are reviewed in June and in December.

## **2. Qualitative Measures for Satisfactory Progress toward the Degree (the Academic Standard of Work)**

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. The student may be excluded from the College at the close of any semester in which the student has failed to meet this requirement and is automatically excluded if more than one-half of the student's work falls below 2.0 at the close of the student's 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 maintain grades of 2.0 or higher in all courses in the major subject. No student may choose as the major subject one in which the student has received a grade below 1.0 or one in which the student's average is below 2.0. A student receiving a grade below 2.0 in any course in the major subject (including a course taken at another institution) is reported to the Committee on Academic Standing. After consulting with the student's major

department, the Committee may require the student to change the major. At the end of the junior year, a student having a major subject average below 2.0 must change the major. If the student has no alternative major, the student 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.

## **3. Quantitative Measures for Satisfactory Progress toward the Degree**

### **a. Pace of coursework:**

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

To make good progress towards earning 32 units, 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 the second, third or fourth semester, students who are unable to present to their dean a viable plan to meet this expectation 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 timeframe 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. Students who withdraw from courses in preparation for a medical, psychological or emergency leave of absence but meet the Academic Standard of Work in other respects will be evaluated and warned by the re-enrollment committee (and will receive a financial aid warning letter) when approved to return to the College. (See Medical and Emergency Leaves of Absence.) Any other student who does not meet these expectations will be brought to the attention of the Committee on Academic Standing.

### **b. Benchmarks in the completion of graduation requirements:**

At the end of the second semester, any student who has

failed complete the Emily Balch Seminar Requirement 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.

At the end of the fourth semester, any student who has failed to declare a major 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 end of the fourth semester, any student who has failed to complete the Physical Education Requirement 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.

At the end of the sixth semester, any student who has not completed all remaining requirements, including the distribution, foreign language and quantitative requirements, 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.

## 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 an Approach), students must obtain prior approval from their dean, the Registrar, and the Special Cases Committee.

**Domestic study away:** Students who wish to receive credit for a semester or a year away from Bryn Mawr as full-time students at another institution in the United States must have the institution and their programs approved in advance by their dean, major adviser, the registrar, and other appropriate departments. Students with citizenship outside the United States may also be eligible to have a period of study at a university in their home country considered domestic study away.

**Domestic Summer Work:** Students who wish to receive credit for summer school work at an institution in the United States must have the institutions, their programs and the courses they will take approved in advance by the Registrar. Students must 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.

**Study Abroad:** Bryn Mawr maintains a list of approved programs and accepts credit from more than seventy programs and universities in over thirty countries. Students, who plan to study abroad during the academic year, must obtain the approval of the Study Abroad Committee in addition to that of their deans, major advisers, Registrar, and other appropriate departments. Students must enroll in a normal full-time (15-16 credits) program at their study abroad program.

**Summer Study Abroad:** Students must obtain pre-approval of the institutions/programs and the courses they wish to take abroad for credit. Students must request an official transcript from the summer study abroad program to be sent to the Registrar within one semester of completion of the course(s). Students who participate in a Bryn Mawr summer program (e.g., Institut d'Etudes Francaises d'Avignon, Russian Language Institute, and International Summer School in China) do not need to obtain pre-approval for their courses. 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 the eight unit limit 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.

## Credit for Test Scores

Students may use honor scores on Advanced Placement, International Baccalaureate, A-Level, and other exams to enter advanced courses. They may also petition to count honor scores as transfer credits towards the 32 units needed to graduate in order to graduate in six or seven semesters rather than eight, or to avoid falling behind when they receive permission to enroll in a reduced course load, when they must withdraw from a course, or when they fail a course. A maximum of eight units transfer credit may be used towards the degree with exceptions made for transfer students at the time of the student's application. Students may not count test credit towards general education requirements, including the Emily Balch Seminar, the Approaches to Inquiry, Quantitative, and Foreign Language requirements.

## Departure from the College Prior to Graduation

Leaves of absence allow students to take time away from Bryn Mawr to pursue non-academic interests, seek treatment for medical or psychological conditions, see to personal or family concerns, and/or address academic issues.

To request a leave of absence, students meet with their dean to discuss the reasons for requesting a leave, goals for the leave, and the impact the leave may have on progress towards the degree. In some cases, the dean may initiate the conversation with the student. Students with F-1 visas must also notify the Director of International Student and Scholar Services to update their immigration records and avoid compromising their eligibility to return to the United States.

Once the decision has been made, the dean will file a Notice of Departure noting the type of leave and the length of time the student anticipates being away with the understanding that the timetable could change. Please note that it is our practice to alert parent(s) and guardian(s) when a student's status changes from "enrolled" to "on leave."

If the leave begins mid-semester, the dean alerts the registrar and the student's instructors. The transcript records all courses as "withdrawn." The College may be able to refund some tuition and fees through the end of the eighth week. Students normally leave campus within a few days after deciding to take a mid-semester leave.

While away, students are encouraged to maintain ties to the College community by keeping in contact with their friends, faculty and deans. Students may undertake short visits to campus as long as they notify their dean in advance. Any student on a leave of absence who visits campus is considered

a "guest" of their hosts and is not eligible for College services that are designed for enrolled students.

In most cases, a student on a leave of absence may ask that the leave be extended further or may apply to return sooner than anticipated. No matter the length of time initially requested, the College must approve a student's application to return from all but Personal Leaves.

**Personal Leaves** allow students in good standing to plan ahead to take a break from their studies for one or two semesters to explore non-academic interests or attend to personal matters. To be eligible for a personal leave, students must successfully complete their academic work in the semester prior to the leave and must apply by June 1 (for the fall semester) or November 1 (for the spring semester).

Students on personal leave are expected to be taking time away from academics. Those who hope to study full-time at another institution should apply instead for Study or Study Away in the United States. However, if they choose to take courses as a guest student at another institution in the United States during their leave they should consult our transfer credit policy and may apply to transfer up to two Bryn Mawr units per semester away.

No matter the length of time initially requested, students on personal leave confirm their plans each semester (by November 1 regarding plans for the spring and March 1 regarding plans for the fall) rather than filing a re-enrollment application. Students returning from personal leave usually participate in room draw and preregister for classes.

**Emergency Leaves** allow students to take an unplanned mid-semester leave of absence to address pressing personal (non-medical and non-psychological) and family issues. Emergency leaves may last up to eighteen months although most are much shorter.

Students on emergency leave are expected to be taking time away from academics but in some circumstances it might make sense for them to take courses as a guest student at another institution at home during their leave. They should consult our transfer credit policy and may apply to transfer up to two Bryn Mawr units per semester away.

To return from emergency leave, a student must file a re-enrollment application that will be reviewed by a subset of the re-enrollment committee.

**Academic Leaves** allow students on academic warning or probation to engage in work prescribed by the Committee on Academic Standing and resolve the issues that led to leave. The leave may be requested by the student or mandated by the Committee on Academic Standing. Academic leaves last one or two semesters.

While on leave, students are expected to engage in activities that test their strategies and demonstrate their ability to manage challenging situations, such as employment and volunteer responsibilities as well as coursework at other colleges. Students should consult our transfer credit policy and follow the guidelines set for them by the Committee on Academic Standing regarding the number and nature of courses they take while away.

To return from academic leave, a student must file a re-enrollment application [create link] that will be reviewed by the re-enrollment committee and the committee on academic standing.

**Medical Leaves** allow students to leave mid-semester or at the

end of a semester to address medical or psychological issues that interfere with their health, happiness and/or success and to prepare to return and to thrive at the College. To initiate a medical leave, students consult not only their dean but also a member of the medical or counseling staff at the Bryn Mawr College Health Center. If working with medical professionals outside the College, they ask their providers to speak with the Director of Medical Services or the Director of Counseling.

While on medical leave, students are expected to receive appropriate care, resolve the issues that led to the leave, and develop new strategies through sustained therapy and/or meaningful work. As the leave progresses, students are encouraged to engage in activities that test their strategies and demonstrate their ability to manage challenging situations, such as employment, volunteer responsibilities, or part-time coursework at a college near home. Students are advised to consult our transfer credit policy and may apply to transfer up to two Bryn Mawr units per semester away.

Occasionally, a member of the College's Health Center or Dean's Office may recommend that a student take a medical leave. In such cases, a student may decline and instead attempt to address their issues while remaining enrolled. In a small subset of these situations, the Dean of the College will convene a confidential evaluation committee comprised of representatives from the Health Center, the Residential Life Office, and/or the Undergraduate Dean's Office to make a holistic and individualized assessment of whether to mandate a leave of absence. The Dean will do so if it appears that the student may be

- presenting a substantial risk of harm to self or others,
- significantly disrupting educational or other activities of the College community,
- unable to participate meaningfully in educational activities,
- requiring a level of care from the College community which exceeds the resources and staffing that the College can reasonably be expected to provide for the student's well-being, or
- presenting other evidence of insufficiently good physical or psychological health to meet academic commitments or to continue in residence at the College.

In evaluating the need to mandate a leave, the committee may consult with the student and with other community members as the committee deems appropriate. At the student's request, the committee may consider psychological and medical assessments made by the student's medical providers as well as by the College's Health Center staff. The committee will consider alternative interventions such as reducing the student's course load. If the committee determines that these alternatives are insufficient or impractical and that a leave is necessary, they will require that the student take a medical leave. The committee's decisions are final. The Dean may place a student on an immediate emergency interim leave of absence until the evaluation committee can complete its process. Students on emergency interim leaves may not return to campus until the leave is lifted.

Medical leaves last one, two or three full semesters. In making a determination about when a student can return, the College's re-enrollment committee will make an individualized assessment of the student's readiness to return through the re-enrollment application process and may allow an earlier return.

**Withdrawals:** A student in good standing who leaves the

College to matriculate as a degree candidate at another school or whose leave of absence as expired will be withdrawn from the College. A student may also be required to withdraw from the College for committing an infraction of the Honor Code or other community norm. Withdrawn students may apply to return by submitting a re-enrollment application.

### **Mid-semester Returns Following Short-term Hospitalizations**

There may be times when a student's health requires a level of care that can only be provided by a hospital. Students are advised to notify their dean when they have been admitted to the hospital.

While a short-term hospitalization will naturally interrupt a student's academic life temporarily, many students are able to recover, return to campus and finish their semesters successfully, usually with extensions on their academic work that have been carefully planned with their dean and instructors. Others will withdraw from most or all courses and embark upon a leave of absence. The dean and student may discuss options while the student is still in the hospital and will continue to work closely together after the student has been discharged.

When students are discharged from a hospital stay, they might not yet be well enough to care for themselves in the residence hall. In these situations, students usually spend time recovering at home or off-campus with a family member before returning to campus. All students must be evaluated by and receive clearance from the College's Health Center before returning to classes and/or resuming residence in the dorm.

## **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. Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all courses in the major, minor or concentration. However, 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 or concentration but not part of the major, the grade is not converted to its numerical equivalent.

See the lists of majors, minors, and concentrations under Areas of Study on page 51.

### **Combined Degree Programs**

#### **A.B./M.A. Degree Program**

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing the 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 able 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 on the Dean's Office website. This opportunity is available in those subjects

in which the Graduate School of Arts and Sciences offers a master's degree:

Chemistry  
Classical and Near Eastern Archaeology  
Classical Studies  
French  
Greek Studies  
History of Art  
Latin Language and Roman Studies  
Mathematics  
Physics

### **3+2 Program in Engineering and Applied Science with California Institute of Technology**

Students 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 they are 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 their three years at Bryn Mawr, students must complete a minimum of 24 units, most of the coursework required by their major (normally physics or chemistry), and all other Bryn Mawr graduation requirements. They must also complete all courses prescribed by Caltech. The Admissions Office at Caltech has posted information tailored to prospective 3+2 students on its website.

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 the School of Engineering and Applied Science at the University of Pennsylvania**

The College's 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. Applicants are required to major in math or a relevant science and to have major and cumulative GPAs of at least 3.0 and a minimum 3.0 GPA in all math, science, and engineering courses. Applicants are also encouraged to submit GRE scores. Successful applicants are 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 the major department might also count towards a student's major. Successful applicants may also be eligible to participate in Penn's summer undergraduate research program.

Upon completion of the undergraduate degree, students in the 4+1 Partnership would then matriculate at the University of Pennsylvania and complete the Master's Degree. Students who

had already completed three graduate courses would be able to complete the degree (seven remaining courses) in one year.

Penn Engineering has posted information tailored to prospective 4+1 students on its website. Students interested in this program should consult the 4+1 liaison for their major department, as well as 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.

### **4+1 Partnership In Bioethics with the University of Pennsylvania**

Qualified Haverford and Bryn Mawr undergraduates may apply to gain early and expedited admission as external "submatriculates" to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics & Health Policy of the University of Pennsylvania's Perelman School of Medicine.

For more information, visit <https://www.brynmawr.edu/health-professions-advising/health-related-combined-degrees>

### **4+1 Master's Programs at the Boston University School of Public Health**

The Boston University School of Public Health Select Scholars program offers unique opportunities for Bryn Mawr undergraduates with an interest in this vibrant and growing field. Accelerated master's degree 4+1 programs include:

M.S. in Applied Biostatistics  
M.S. in Environmental Health Data Analytics  
M.S. in Epidemiology  
M.S. in Health Systems and Services Research  
M.S. in Public Health Nutrition

In addition, students can earn a Master's degree in Public Health (MPH) with the 4+1.5/2 program. Scholarships are available to support up to 25 percent of tuition. Admitted students are invited to participate in an immersive summer program during the first full week of June every year.

For more information, visit <https://www.brynmawr.edu/health-professions-advising/health-related-combined-degrees>

Qualified Haverford and Bryn Mawr undergraduates may apply to gain early and expedited admission as external "submatriculates" to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics & Health Policy.

### **3+2 Program in City and Regional Planning with the University of Pennsylvania**

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 all college-wide 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 the 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 the Cities program 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.

### **4+2 Master's in Optics University of Rochester**

Earn a master's degree in optics following completion of four years at Bryn Mawr and two years at The University of Rochester's Institute of Optics. Contact Dr. Mike Noel for more information.

### **4+2 Master's Program in China Studies with Zhejiang University**

Taught in English and designed for Bryn Mawr graduates, this two-year master's program in China Studies includes courses in a range of fields, such as history, economic development and contemporary Chinese Society and Culture. Graduating seniors and recent alumnae/i from all major fields are encouraged to apply. All expenses will be paid by Zhejiang University.

## **The Philly Program**

### **A Pilot Program in Spring 2019**

The Philly program is a semester-long program that provides students both curricular and co-curricular activities in Philadelphia. This urban experience facilitates engagement with the diversity, complexity, innovation, and systems of the city.

This program invites students to take two urban-focused courses taught by Haverford and Bryn Mawr faculty in Philadelphia. The courses will draw from a variety of academic disciplines and classes will be held at the Friends Center in Center City. The location allows faculty and students to deeply integrate the city of Philadelphia into the courses and enhance their learning. These classes embed course-based learning with urban experiences and a sense of place in order to help students see how what they learn in class is informed by the diverse environment around them. Speakers and representatives from organizations will be invited into the classroom and students will explore the city through

neighborhood tours and also through trips to museums, community-based organizations, archives, and arts and cultural organizations. In spring 2019, students will take the core course, Philadelphia: Inventing a City (ENGL H222B), and choose one of the following additional courses: Narrativity and Hip-Hop (ENGL B216) or The Politics of the Creative Class in American Cities (POLS H204B).

Involvement in the program also includes participation in several monthly Philadelphia-based activities – some academic in nature, some connected to social justice, and some simply fun – as well as the opportunity to attend a speaker series and engage with volunteer opportunities in the city. Students might attend a play, tour the immigrant city, or visit a film festival. Additionally, the program will include an orientation, a mid-semester gathering and a closing dinner.

Sophomores, juniors and seniors are eligible to apply to participate in the program. If space permits, students can register for one of these courses without participating in the full program.

Costs related to travel for classes will be covered for participating students. Travel costs for co- and extracurricular programming also will be covered for students accepted into the program.

For more information, contact Calista Cleary at [ccleary@haverford.edu](mailto:ccleary@haverford.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 Médiathèque Ceccano 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 in student residences. 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 Lisa Kolonay ([avignon@brynmawr.edu](mailto:avignon@brynmawr.edu)) and/or visit the Avignon website at [www.brynmawr.edu/avignon](http://www.brynmawr.edu/avignon). For detailed information on the courses offered by the Institut, students should contact Prof. Le Menthéour ([rlementheo@brynmawr.edu](mailto:rlementheo@brynmawr.edu)).

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, as well as in Almaty, Kazakhstan. These overseas programs are based at leading universities in Russia and Kazakhstan 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 (4 units) or academic year (8 units) programs

in Russia or Kazakhstan 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.

## Study Abroad in the Junior Year

When carefully incorporated into students' academic careers, study abroad can strengthen students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved approximately 90 programs in colleges and universities in other countries. In addition, students can participate in a domestic exchange at Spelman College through the Bryn Mawr-Spelman Exchange Program. Students who study abroad include majors across the humanities, the social sciences and the natural sciences.

The Study Abroad 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. Only those students whose plans are approved by the Committee will be allowed to transfer credits from their study abroad programs towards their Bryn Mawr degrees. The Study Abroad 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 student's 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.

Students applying for study abroad must be in good academic and disciplinary standing. They are expected to have, and to maintain, a minimum cumulative and major GPA of 3.0 and must be on track to complete College-wide degree requirements. In addition, students must declare a major and complete their major work plan and College-wide requirements plan by the required deadline.

Students with a grade point average below 3.0 should consult the Assistant Dean, Director of International Education regarding eligibility. Most non-English speaking language immersion 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 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 in the Student Service Center in BiONiC by the required deadline stated on the Study Abroad website.

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. Students are responsible for paying room and board costs and all other fees directly to the program or to the appropriate service provider.

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.

## 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 Languages and Cultures, 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

Bryn Mawr College offers an environment where students can gain a strong foundation in the competencies required by health professions programs through coursework, experiential learning in health-related settings, and community service. Bryn Mawr offers courses that meet requirements for admission to professional schools in many health fields. Many of these programs are re-evaluating the competencies they expect students to cultivate in the academic, personal, and interpersonal realms. Students must be aware of the schools' admission requirements as well as the topics covered on the relevant standardized tests. The minimal requirements for most medical and dental schools include one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, and one semester of biological chemistry; however, several medical and dental schools require additional upper-level courses in biology as well as math and/or statistics courses. Some schools require or recommend additional courses in the social sciences and/

or in the humanities. Many dental schools require courses in microbiology and in anatomy and physiology. Many schools of veterinary medicine require upper-level courses in biology as well as extensive experience working with a variety of animal species. All students must be aware that the topics covered on the standardized tests for these professions might require additional courses that are recommended but not required by all schools. For example, to be successful in the Medical College Admission Test (MCAT) unveiled in 2015, students need grounding in psychology and biochemistry. Given the many variables, students are urged to meet with the Assistant Dean for Health Professions Advising, who can help each student identify academic and co-curricular requirements to fit their needs.

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 advisor 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. Students interested in the health professions are encouraged to meet with the Assistant Dean for Health Professions Advising and to review the Health Professions Advising Office website, [www.brynmawr.edu/health-professions-advising](http://www.brynmawr.edu/health-professions-advising).

## 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 and Professional Development’s externship program, attending LILAC and CPD law career panels, doing an internship and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance at any point in their career about the law-school application and admission process should consult with the College’s pre-law advisor, Jennifer Beale, at Career and Professional Development. Please email her at [jbeale@brynmawr.edu](mailto:jbeale@brynmawr.edu) to be added to the prelaw listserv.

## Teacher Certification

Students majoring in biology, chemistry, English, French, geology, 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 pursue teacher certification should consult the dean, the Education Program adviser, and the chair of the major department early in the college career so that the student 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 website: <https://www.brynmawr.edu/education/>.

## Air Force Reserve Officer Training Corps (AFROTC)

The Department of Aerospace Studies offered through Detachment 750 at Saint Joseph’s University offers college students a one-to-four year curriculum leading to a commission as a Second Lieutenant in the United States Air Force (USAF). In the four-year option, a student (cadet) takes General Military Course (GMC) classes during their freshmen and sophomore years, attends a 3-week summer training program between their sophomore and junior years, and then takes Professional Officer Course (POC) classes during their junior and senior years. Cadets in the three-year option will be dual-enrolled in both GMC classes during their sophomore year, attend a summer training program, and take POC classes during their junior and senior years. Those who begin the program as juniors enroll in the two-year curriculum and attend a four-week summer training program following the spring semester of the junior year. Entering seniors will be in the one-year curriculum and take the remaining half of POC courses followed by a four-week summer training program. A cadet is under no contractual obligation with the USAF until entering the POC or accepting an AFROTC scholarship.

The GMC curriculum focuses on the scope, structure, organization, and history of the USAF with an emphasis on the development of airpower and its relationship to current events. The POC curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in American society.

In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory and physical training each week. Leadership Laboratory utilizes the cadet organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph’s University can be found at [sites.sju.edu/afrotc](http://sites.sju.edu/afrotc), or students can contact detachment personnel directly at: 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).

## Centers for 21st Century Inquiry

Bryn Mawr’s interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The two 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 adapts to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, the centers 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 engaging different disciplinary lenses on a variety of issues.

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.

## 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).

## 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. Students in the program range in age and reflect diverse backgrounds in terms of their education and experience. In addition to their coursework, postbac students engage in volunteer work in the community and participate with undergraduates in health-related Interest programming. 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 and dental school in favor of applying through linkage programs. Those accepted through linkage enter medical or dental school in the August immediately after completing their postbaccalaureate year. Otherwise, students apply to medical school after completing their postbaccalaureate studies and matriculate one year later.

## The Emily Balch Seminars

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 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.

An important goal of the seminars is to give students instruction and practice in writing as a flexible tool of inquiry and interpretation. 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, the 360° Program 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 the 360° Program 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 through experiential learning.

Essential to the 360° Program 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. The 360° Program 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 a 360° cluster are archived for later use by others within the College community.

For more information and a list of current and upcoming clusters, 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

Kathy Tierney, Director of Athletics and Physical Education

Katie Tarr, Associate Director of Athletics/Senior Woman’s Administrator

MaryAnn Schiller, Assistant Director of Athletics

Travis Galaska, Athletics Communication Director

Kayla Lawrence, Assistant Athletics Communications Director

Courtney Morris, Head Strength and Conditioning Coach and Fitness Center Director

### Faculty

Kelly Corbett, Lecturer and Head Lacrosse Coach

Carol Bower, Senior Lecturer and Head Rowing Coach

Victor Brady, Lecturer and Head Field Hockey Coach

Jason Hewitt, Senior Lecturer and Head Coach of Cross Country and Indoor and Outdoor Track and Field

Laura Kemper, Senior Lecturer and Assistant Athletic Trainer

Terry McLaughlin, Senior Lecturer and Head Athletic Trainer

Nicole Kimberly Reiley, Instructor and Head Coach of Volleyball

Paul Stinson, Instructor and Head Soccer Coach

Rebecca Tyler, Lecturer and Head Basketball Coach

Doanh Wang, Lecturer and Head Tennis Coach

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. Students can also enroll in physical education classes at Swarthmore and Haverford Colleges.

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 first-year wellness class, THRIVE.

Developed by the Department of Physical Education, the Health Center, Student Life offices and the Dean’s Office, THRIVE is a 10-week, non-graded class that focuses on a variety of issues confronting college students. The course is mandatory for all first-year students and fulfills two physical education credits. The curriculum is designed to be interactive and to provide a base of knowledge that will encourage students to think about their wellbeing as an essential complement to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

The renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The 11,500 sq. ft. fitness center boasts more than 50 pieces of cardio equipment and 15 selectorized weight machines. 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 and 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 [gobrynmawr.com/information/facilities](http://gobrynmawr.com/information/facilities).

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

The Praxis Program, offered through the Leadership, Innovation and Liberal Arts Center (LILAC), promotes the development of experiential learning and ethical engagement with community-based organizations and issues in connection with the Bryn Mawr academic curriculum. 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. 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. There are several types of Praxis courses, including Praxis I and II, Praxis Independent Study, and Praxis Fieldwork Seminar. They are all described below and at <https://www.brynmawr.edu/lilac/experiential-learning/praxis-courses>.

Praxis courses are characterized by genuine collaboration with community-based organizations. 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. The different types of Praxis courses require increasing amounts of fieldwork but do not need to be taken successively. 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 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.

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 in local classrooms or community-based organizations; community-based research; project-based activities such as creating a curriculum, designing a website, or curating a museum exhibit. 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.

Praxis Independent Study places fieldwork at the center of a supervised learning experience and gives students the opportunity to design their own course and select their own field placement. The fieldwork for Praxis Independent Study

consists of 8-10 hours per week for 12 weeks. Typically, students complete two, 4-to-5 hour visits per week. Fieldwork is supported by appropriate readings and regular meetings with a faculty advisor. Students receive additional support from the Praxis staff, who conduct reflection sessions for each semester's Praxis cohort, visit each student's field site once a semester to meet with the student and their supervisor, and coordinate a Praxis Poster Session. Praxis Independent Study is an option for sophomore and higher-level students who are in good academic standing. Students are eligible to take up to two Praxis Independent Study courses during their time at Bryn Mawr.

Praxis Fieldwork Seminars bring students working at independent, but related field sites, together, to meet with a single Faculty Advisor. During the generally bi-weekly meetings, students share experiences from the field and discuss how the fieldwork is related to the common academic content of the course. The seminars meet less frequently than regular course, about 7 times during the semester, about the same amount of time regular Praxis Independent Study students meet with their faculty advisors. The fieldwork component for the Fieldwork Seminar courses is 8-10 hours per week.

Advance planning is required for students wanting to develop a Praxis Independent Study course or to enroll in a Praxis Fieldwork Seminar course. This planning includes completing an application, identifying a fieldsite and faculty advisor (not required for the Praxis Fieldwork Seminar courses) and developing the Praxis Learning Plan. At least one semester ahead of time, students should review the online resource material available at <https://www.brynmawr.edu/lilac/praxis-courses>, attend information sessions and/or schedule an appointment with one of the Praxis Program Directors, Nell Anderson and Kelly Strunk, for additional guidance in developing a Praxis Independent Study course. The application and registration timeline for each semester is posted at <https://www.brynmawr.edu/lilac/experiential-learning/praxis-courses/praxis-independent-study/timeline-creating-praxis>.

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

Bryn Mawr College embraces 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; French, History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites for a particular course and obtain departmental approval if the student 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 the student's 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
FREN 655	Rousseau polémiste
HART 607	Women in Medieval Art
GREK 643	Readings in Greek History
MATH 506	Graduate Topology
PHYS 503, 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. Today, faculty of the GSSWSR also participate in undergraduate departments and programs through their involvement with the interdisciplinary minors offered by the College, and through supervision of undergraduate Praxis and senior thesis experiences.

As part of the Bryn Mawr College academic community and throughout its 100+ 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 556	Caring for an Aging America
SOWK 557	An Introduction to Organizational Behavior: The Art and Science
SOWK 574	Child Welfare: Policy, Practice, and Research
SOWK 563	Global Public Health
SOWK 584	Legal Processes and Social Work
SOWK 585	Legal Research Strategies
SOWK 588	Perspectives on Mental Health and Mental Illness
SOWK 587	Integrated Health Care and Social Work
SOWK 590	Social Work Practice with Immigrants and Refugees

## 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)

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 in the United States. 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 or M.D. and Master 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, a student 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)  
Astrophysics (Haverford College)  
Biochemistry and Molecular Biology  
Biology  
Chemistry  
Classical and Near Eastern Archaeology  
Classical Culture and Society  
Classical Languages  
Comparative Literature  
Computer Science  
East Asian Languages and Cultures  
Economics  
English  
Environmental Studies (Bi-Co Major)  
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 Languages and Cultures  
Economics  
*Education*  
English  
*Environmental Studies (Tri-Co minor)*  
*Film Studies*  
French and Francophone Studies  
*Gender and Sexuality Studies*  
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  
*Latin American, Iberian, and Latina/o Studies*  
Linguistics  
Mathematics  
*Middle Eastern Studies*  
*Museum Studies*  
Music (at Haverford)  
*Neuroscience*  
Philosophy  
Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
Statistics (Haverford College)  
*Theater*  
*Visual Studies (at Haverford)*

#### 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 Studies

Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)

Peace, Conflict and Social Justice Studies

#### Key to Course Letters

ANTH Anthropology  
ARAB Arabic  
ARCH Classical and Near Eastern Archaeology  
ARTA Arts in Education

ARTD	Dance
ARTS	Fine Arts
ARTT	Theater
ARTW	Creative Writing
ASTR	Astronomy
BIOL	Biology
CHEM	Chemistry
CITY	Growth and Structure of Cities
CMSC	Computer Science
CNSE	Chinese
COML	Comparative Literature
CSTS	Classical Culture and Society
EALC	East Asian Languages and Cultures
ECON	Economics
EDUC	Education
ENGL	English
ENVS	Environmental Studies
FREN	French and Francophone Studies
GEOL	Geology
GERM	German and German Studies
GNST	General Studies
GREK	Greek
HART	History of Art
HEBR	Hebrew and Judaic Studies
HIST	History
HLTH	Health Studies
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
WRIT	Writing Program

## 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.

200-299 Introductory and intermediate-level courses

300-399 Advanced courses.

400-499 Special categories of work (e.g., 403 for a unit of supervised work).

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. A quarter course (or Focus course) carries 0.5 units.

## Key to Requirement Indicators

Quantitative and Mathematical Reasoning (QM): Indicates courses that meet the requirement for work in QM.

Quantitative Readiness (QR): Indicates courses that require quantitative readiness

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 CC.

Inquiry Into the Past (IP): Indicates courses that meet the requirement for work in IP.

Writing in the Major – Writing Intensive (WI): Indicates a course that meets the requirement for writing in the Major

Writing in the Major – Writing Attentive (WA): Indicates a course that meets half of the requirement for writing in the Major

## 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 college requirements, please consult BiONic at <https://vbm.brynmawr.edu>.

## DEPARTMENTS AND PROGRAMS

### AFRICANA STUDIES

Students may complete a minor in Africana Studies.

#### Core and Affiliated Faculty

Michael Allen, Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science

Linda-Susan Beard, Associate Professor of English and Director of Africana Studies

Jeremy Elkins, Associate Professor of Political Science

Susanna Fioratta, Assistant Professor of Anthropology

Chloe Flower, Assistant Professor of English

Ignacio Gallup-Díaz, Marjorie Walter Goodhart Professor of European History

Alessandro Giammei, Assistant Professor of Italian

Jennifer Harford Vargas, Associate Professor of English and Co-Director of Latin American, Iberian, and Latina/o, Studies

Lela Aisha Jones, Post-Doctoral Fellow in Dance

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Faculty Convener of International Programs

Airea D. Matthews, Assistant Professor of Creative Writing

Veronica Montes, Assistant Professor of Sociology and Co-Director of the Latin American, Iberian, and Latina/o Studies Program (on leave semesters I & II)

Kalala Ngalamulume, Associate Professor of Africana Studies and History, Co-Director of International Studies, and Co-Director of Health Studies

Mary Osirim, Provost and Professor of Sociology

Bethany Schneider, Associate Professor of English

Monique Scott, Director of Museum Studies

Piper Sledge, Assistant Professor of Sociology

Julien Suaudeau, Lecturer in French and French Studies

Mecca Jamilah Sullivan, Assistant Professor of English

Michael Tratner, Mary E. Garrett Alumnae Professor in English

Sharon Ullman, Professor of History

Robert Washington, Professor of Sociology

Susan A. White, Professor of Chemistry and Co-Director of Health Studies

Chanelle Wilson-Poe, Lecturer

The Africana Studies Program brings an international vantage to the study of Africa and its diasporas. Drawing on analytical and affective perspectives from anthropology, economics, history, literary studies, political science, the health sciences, education, the fine arts, museum studies, creative writing, and sociology, the Program focuses on peoples of African descent

within the context of increasing globalization and dramatic cultural, economic, and political change.

In consortial relationship with Haverford College, Swarthmore College, and the University of Pennsylvania, Bryn Mawr offers its students the opportunity to take a broad range of courses by enrolling in courses offered by all participating institutions. The African Studies Center at Penn offers specialized language training which our students utilize. Moreover, Bryn Mawr participates in study abroad programs offered in Kenya, Zimbabwe, Ghana, and Senegal. Bryn Mawr and Haverford students may also participate in the Dalun Bi-Co Lagim Tehi Tuma Summer Fellowship Program in Northern Ghana.

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:**

- One-semester interdisciplinary course: Introduction to African Civilizations (HIST B102 at Bryn Mawr or ICPR 101 at Haverford)
- Five additional semester courses from an approved list of courses in Africana Studies or by permission of the Africana faculty. At least three of these have to be taken at Bryn Mawr or Haverford.
- A senior thesis or seminar-length essay in an area of Africana Studies. A copy of the thesis or essay has to be deposited with the Director of Africana Studies who serves as advisor to Africana Studies minors.

Students are encouraged to organize their course work along one of several prototypical routes. Such model programs might feature:

- Regional or area studies; for example, focusing on blacks in Latin America, the English-speaking Caribbean or North America.
- Thematic emphases; for example, exploring class politics, ethnic conflicts and/or economic development in West and East Africa.
- Comparative emphases; for example, problems of development, governance, public health or family and gender.

The student should indicate the focus of the minor at the time of registration.

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, the Africana Studies requirement can be satisfied by writing on a topic that is approved in writing by the department and the Africana Studies Director. If the major department does not require a thesis, 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 in writing by both the instructor in question and the Africana Studies Program Director. A copy of the thesis or the essay will become the property of the Africana Studies archives.

## COURSES

### **ANTH B202 Africa in the World**

In this course, we will approach Africa with an emphasis on the many interconnections that link the continent with the rest of the world, through both time and space. Much popular talk about Africa in the U.S. is overwhelmingly negative—focusing on poverty, violence, and failed states—and often portrays Africa as something “other,” both different from and unrelated to the United States and much of the rest of the world. But such preconceptions blatantly overlook what we know about historical and contemporary movements of people, ideas, materials, and money around the globe. Rather than regarding Africa as separate or apart, in this course we will examine the centrality of African engagements with these global movements. Rather than attempting a survey of particular, bounded African “peoples” or “cultures,” we will explore complex issues and processes through interconnected topics including colonial and postcolonial politics, urban life, gender and sexuality, religion, economic networks, development, and transnational migration. We will use these themes as guides for exploring larger, interlinked questions of social life in Africa and around the world. Prerequisite: Sophomore standing or higher.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Fioratta,S.

(Spring 2019)

### **ARTD B267 Diasporic Bodies, Grounding Freedom: The Black/African Dancing Body, Restoration, and Activism.**

This course takes marronage—the act of escaping from slavery in the Americas to create communities of freedom and autonomy—as its model. This course views Black/African diasporic movement and artistic practices as a form of contemporary marronage, providing spaces of activism and embodied restoration. These thriving, fertilizing spaces, communities, and artists center and reboot, with integrity, the connections among black/African diasporic bodies, traditions, and cultures across oceans and lands. While focusing on the black experience, this course will examine these temporal, imaginative spaces, claiming them as essential to all people in societies that do not acknowledge multiplicity or diversity as societal norms, and capable of conjuring semi-lost histories waiting to be revived. It will examine marronage in diasporic communities as an effort to ground, re-ground, and free bodies. Together, we will explore other diasporic-based research and approaches to understanding and experiencing embodied restoration and we will also learn a meditative embodiment process with 3 elements: mining, archiving, and witnessing. We will examine literature, animation, and film resources to broaden our dialogue to how interdisciplinary, artistic spaces make fertile foundations for embodied and restorative activism. This course will merge lecture, readings, viewings, and praxis as its main components. No dance experience is necessary but students should dress comfortably to move. A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required.

Approach: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ARTD B348 Dance Ensemble: West 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 achievement of expected levels of performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert.

Counts towards: Africana Studies

Units: 0.5

(Spring 2019)

### **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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 2 hours per visit).

Approach: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Flaks,D., Zuckerman,K.

(Spring 2019)

### **EDUC B208 Race-ing Education**

This course investigates education as part of processes of racialization and marginalization and also as a space for challenging these processes. How do race and schooling intersect and interact? How can educators – along with students, parents, and communities – learn and teach critical awareness of race as an idea and a system? With a focus on the U.S., we look at ways in which race as a way of creating power is embedded in earlier iterations of schooling, as in cases regarding access to education for Black, Latinx, and Asian students and in American Indian boarding schools, and how race is differently taken up in the work of such thinkers/educators as W.E.B. Dubois, James Baldwin, and Paulo Freire. We consider how such issues play out in the recent past and contemporary moment through ongoing cases on affirmative action; work in Critical Race Theory and LatCrit by such educators as Patricia Williams and Tara Yosso, and in decolonizing education by Eve Tuck and Gloria Anzaldúa; and curriculum and pedagogy in the theory and practice of such educators as Kevin Kumashiro and movements such as Black Lives Matter. We also consider Bryn Mawr’s own history, in light of how to move forward through critically engaged education.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **EDUC B260 Multicultural Education**

In our era of globalization, increased standardization of education, and perpetual discrimination, this course investigates the following key question: What does multicultural education mean today? We will investigate globalization, reflect on notions of power and privilege, critique understandings of difference, and examine the multi-faceted ways in which multicultural education is enacted in pedagogy, curriculum and educational organization. We will also examine the intersections between race, class, gender, sexuality, language, and citizenship status and try to assess their impact on teaching and learning. Fieldwork of two to three hours per week.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Praxis Program  
Units: 1.0  
(Fall 2018)

### **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)

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Praxis Program  
Units: 1.0  
Instructor(s): Zuckerman,K.  
(Spring 2019)

### **ENGL B104 The Global Short Story**

The majority of the most provocative and interesting English-language literary production at the current moment hails from African nations, India, Oceania and their diasporae throughout the world. A significant number of major international literary prizes have been awarded to members of these writing communities who cross borders, continents, passport identities, and traditions in their experiments with narration, place, politics, and the creolization of English. The late Nigerian novelist and memoirist Chinua Achebe said of the English language, in particular: "Do not be fooled by the fact that we may write in English because we intend to do unheard of things with it."

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Beard,L.  
(Fall 2018)

### **ENGL B216 Narrativity and Hip Hop**

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short

fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists' narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the BiCo in Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia's vibrant hip-hop and literature scene.

Major Writing Requirement: Writing Attentive  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Sullivan,M.  
(Spring 2019)

### **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 struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B236 Latina/o Culture and the Art of Migration**

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights

and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Fall 2018)

### **ENGL B262 Survey in African American Literature**

English 262 is a topics course that allows for multiple themes to be taught. Each topic will have its own description and students may enroll for credit in the course as long as the topics vary.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B271 Transatlantic Childhoods in the 19th Century**

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the “invention of childhood,” we’ll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both “literary” works and texts and artifacts from a range of other discourses and spheres. We’ll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we’ll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain’s sharply stratified class landscape. If race and class are produced differently, we’ll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We’ll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Flower, C.  
(Fall 2018)

### **ENGL B274 Ethnic Speculative Fiction**

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what

Walidah Imarisha terms “visionary fiction.” Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Spring 2019)

### **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, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his *Burden of History*, *the Muse of Forgiveness*; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi wa Thiong’o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B283 Transnational Writing**

This course is a study in direct and indirect conversations between and among writers, eras, and continents involving narrative practitioners who may never have interacted in life or letters, but whose works, nevertheless, “speak” to each other in intertextual exchanges. Almost all the works were originally written in English. The yoked works are in groupings of no more than 5 to underscore and to intensify the dialogue and to allow adequate time for discussion and written analysis. As Kenyan Ngugi wa Thiong’o observes in *The Wizard of the Crow*: “Stories, like food, lose their flavor if cooked in a hurry.”

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Beard, L.  
(Spring 2019)

### **ENGL B307 Philadelphia Freedom: Slavery, Liberty, Literature 1682-1899**

Philadelphia, the City of Brotherly Love, a space of religious diversity, the hotbed of the American Revolution, the first large “free” city north of the slave states, a major center of free Black culture. In this course we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of freedom and non-freedom. Beginning with William Penn and the colonial city, moving through the literatures of Revolution and the Civil War, we will conclude with W. E. B. DuBois’ *The Philadelphia*

*Negro*. We will take two field trips to the city and students will be expected to pursue city-based research projects.

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Schneider, B.

(Fall 2018)

### **ENGL B320 Black Feminist Literature**

This course explores contemporary black feminist literature and culture on a transnational stage. We will consider the works of prominent, emerging, and underexplored black feminist writers from various African diaspora locations, including South Africa, West Africa, Europe, North America, and the Caribbean. How do these writers engage with key currents in global black feminist politics, including understandings of gender, sexuality, class, nationality and colonialism? How do they complicate these discussions in their work? We will ground our exploration in close study of black feminist poetics—the specific formal and creative choices that black feminist poets, fiction writers, visual artists, hip hop artists, webseries producers and others use to examine gender and sexuality in their art. Paying particular attention to the work of queer and LGBTI+ (Lesbian, Gay, Bisexual, Trans\* and Intersex) artists, we will consider the various meanings of terms such as “black,” “feminist,” and “queer” in various parts of the African Diaspora. Our work will emphasize close analysis of black feminist writers’ works, as well as collaborative exercises and invited in-class discussions with several contemporary black diasporic feminist artists themselves. Requirements include two short papers, regular response papers, and a final project.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Sullivan, M.

(Fall 2018)

### **ENGL B362 African American Literature: Hypercanonical Codes**

Intensive study of six 18th-21st century hypercanonical African American written and visual texts (and critical responses) with specific attention to the tradition’s long use of speaking in code and in multiple registers simultaneously. Focus on language as a tool of opacity as well as transparency, translation, transliteration, invention and resistance. Previous reading required.

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B363 Toni Morrison and the Art of Narrative Conjure**

A comprehensive study of Morrison’s narrative experiments in fiction, this course traces her entire oeuvre from “Recitatif” to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a “Pilate Project” – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard, L.

(Fall 2018)

### **ENGL B379 The African Griot(te)**

English 379 is a capstone topics course in the study of two or more distinguished African writers who have made significant contributions to African literary production. The focus changes from one semester to the next so that students may re-enroll in the course for credit. The specific focus of each semester’s offering of the course is outlined separately.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 which explore the complexities of life in “the new South Africa.” Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Beard, L.

(Spring 2019)

### **FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction**

This seminar examines novels from Francophone and Anglophone Africa, critical essays, and two films, in order better to understand the forces that inform the African child’s experiences of education. This course is taught in English.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Note: GNST B103/B105 do not fulfill the Bryn Mawr College language requirement.

Approach: Cross-Cultural Analysis (CC)



Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Note: GNST B103/B105 does not fulfill the Bryn Mawr College language requirement.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions— has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Scott, M.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Fall 2018)

### **HIST B156 The Long 1960s**

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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Ullman, S.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies; International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B237 Themes in Modern African History: Public History in Africa**

This is a topics course. Course content varies Current topic description: The course will explore the colonial and postcolonial practices in public history. It will address the following question: in an age of “fake news” and “history wars”, how can we understand the relationship between the public and the place of the past? Topics will include exhibitions; museum practices and colonial outlooks; commemorations and identities; monuments; film, popular history and memory; heritage and regeneration; oral history and public engagement; and public policy. We will also discuss ongoing inter-sectional and interdisciplinary decolonizing approaches to breaking received hierarchies and narratives. The course will also introduce students to the multi-

faceted method of public history – in theory, application, and critique.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Ngalamulume, K.  
(Fall 2018)

### **HIST B243 Topics: Atlantic Cultures**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.  
(Spring 2019)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0

Instructor(s): Ngalamulume, K.  
(Fall 2018, Spring 2019)

*Fall 2018: History of Global Health: 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 examine the histories of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. These initiatives involve the relationship between states, NGOs, universities, pharmaceutical companies, and other nonstate actors. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; 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.

*Spring 2019: History of Global Health: Africa.* The course examines the history of global health initiatives to deal with the burden of disease in Africa. It offers historical (and anthropological) perspectives on the ways in which medicine and public health in Africa have been transformed

under the pressures of broad forces and factors, including colonial exploitation and rule, post-Second World War initiatives, the postcolonial economic and political liberalization and globalization, and rise of ‘para-states’ in Africa.

### **HIST B339 The Making of the African Diaspora 1450-1800**

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B349 Topics in Comparative History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **HLTH B115 Introduction to Health Studies**

The multidisciplinary foundation for the health studies minor. Students will be introduced to theories and methods from the life sciences, social sciences, and humanities and will learn to apply them to problems of health and illness. Topics include epidemiological, public health, and biomedical perspectives on health and disease; social, behavioral, and environmental determinants of health; globalization of health issues; cultural representations of illness; health inequalities, social justice, and the ethics of health as a human right.

Approach: Course does not meet an Approach

Counts towards: Africana Studies; Health Studies

Units: 1.0

Instructor(s): White, S.  
(Fall 2018)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we

are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei,A.

(Fall 2018)

### **PE B111 Hip-hop Technique**

Students learn basic movements from Hip-hop, funk, house, breakin' and other contemporary urban styles. The course aims to expand students' dance skills while increasing their knowledge of the history of Hip-hop and providing a more sophisticated understanding of the potential of Hip-hop as an art and social form. This course is open to all levels of experience. (Full Semester, 2 PE Credits)

Counts towards: Africana Studies

Instructor(s): Cotton,M.

(Fall 2018)

### **PE B127 Social Dance Forms: Salsa/Intro to Social Dance**

This course teaches the steps, moves and rhythms of social or ballroom dance. The first half introduces basic social dances such as cha-cha, swing dance, waltz, etc.; the second half focuses on Salsa. This course is open to all levels of experience. (Semester Course, 2 PE credits)

Counts towards: Africana Studies

(Not Offered 2018-2019)

### **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 or 1 course in African or Latin American history.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **POLS B350 Equalities and Inequalities in Politics and Society**

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory

and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Elkins,J.

(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B229 Black America in Sociological Perspective**

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Washington,R.

(Fall 2018)

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

An examination of non-normative and criminal behavior viewed from the standpoint of different theoretical perspectives on deviance (e.g., social strain, anomie, functionalism, social disorganization, symbolic interaction, and Marxism) with particular emphasis on social construction and labeling perspectives; and the role of subcultures, social movements and social conflicts in changing the normative boundaries of society. Topics include robbery, homicide, Black inner city violence, sexual deviance, prostitution, white collar crime, drug addiction and mental disorders.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Washington,R.  
(Spring 2019)

### **SOCL B321 The Black American Intellectual Community**

This seminar explores an important but neglected subject in the study of race relations: the social role of the black American intellectual community. Viewing black intellectuals from the perspective of the sociology of knowledge, it examines the patterns of development and conflict in the black American intellectual community, extending from the early 20th century to the early 21st century. It will examine the social and historical contexts and influences that shaped their world views as they confronted the issues of racism, racial integration, black social problems, black culture, and black identity – issues that were framed through rival and often antagonistic black ideological movements: black nationalism, liberal civil rights activism, communism, new left radicalism, political conservatism, and afro-centrism. Among the black intellectuals whose ideas and influence will be considered in the seminar: Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Alain Locke, James Weldon Johnson, Langston Hughes, Claude McKay, Richard Wright, E. Franklin Frazier, Horace Cayton, Zora Neal Hurston, Paul Robeson, Ralph Ellison, Kenneth Clark, James Baldwin, Harold Cruise, Bayard Rustin, Stokely Carmichael, Angela Davis, Eldridge Cleaver, Nikki Giovanni, Amiri Baraka, Malcom X, and Taneshi Coates.

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Washington,R.  
(Spring 2019)

### **SOCL B322 Thinking with Trans: Theorizing Race and Gender**

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence of transracialism. This article came on the tail end of a great deal of controversy about the outing of NAACP leader, Rachel Dolezal; a woman born to white parents who identifies as black. In this course we will examine the social construction of race and gender as well as critique the biological assumptions that underpin both social structures. We will explore the theoretical power and pitfalls of the terms “transgender” and “transracial”- the similarities, differences, and tensions inherent in questioning taken for granted social structures that are fundamental to social organization and personal identity. We will explore the theoretical context of the terms “transracial” and “transgender,” the various arguments for and against identity categories, and the lived experiences of individuals and groups who regularly transgress the boundaries of race and gender.  
Counts Towards: Gender and Sexuality Studies

Approach: Course does not meet an Approach

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Sledge,P.  
(Fall 2018)

## **ANTHROPOLOGY**

Students may complete a major or a minor in Anthropology. Within the major, students may complete a concentration in Geoarchaeology.

### **Faculty**

Casey Barrier, Assistant Professor of Anthropology

Susanna Fioratta, Assistant Professor of Anthropology

Melissa Pashigian, Associate Professor and Chair of Anthropology

Maja Seselj, Assistant Professor of Anthropology

Amanda Weidman, Associate Professor of Anthropology

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.

### **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. ANTH B303 fulfills the major writing intensive requirement.

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 H103 at Haverford may be substituted for ANTH B102.)

### **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, Gender and Sexuality Studies, and Health Studies. In addition, Anthropology cross-lists several

courses with Biology, Classical and Near Eastern Archaeology, German, Growth and Structure of Cities, History, International Studies, Peace and Conflict Studies, Political Science, and Sociology. Anthropology at Bryn Mawr also works in close cooperation with our counterpart department at Haverford College.

## COURSES

### **ANTH B101 Introduction to Biological and Archaeological Anthropology**

An introduction to the place of humans in nature, evolutionary theory, living 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 agricultural societies in the Americas, Eurasia and Africa. In addition to the lecture/discussion classes, students must select and sign up for one lab section.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Seselj, M., Barrier, C.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Pashigian, M., Fioratta, S.  
(Spring 2019)

### **ANTH B202 Africa in the World**

In this course, we will approach Africa with an emphasis on the many interconnections that link the continent with the rest of the world, through both time and space. Much popular talk about Africa in the U.S. is overwhelmingly negative—focusing on poverty, violence, and failed states—and often portrays Africa as something “other,” both different from and unrelated to the United States and much of the rest of the world. But such preconceptions blatantly overlook what we know about historical and contemporary movements of people, ideas, materials, and money around the globe. Rather than regarding Africa as separate or apart, in this course we will examine the centrality of African engagements with these global movements. Rather than attempting a survey of particular, bounded African “peoples” or “cultures,” we will explore complex issues and processes through interconnected topics including colonial and postcolonial politics, urban life, gender and sexuality, religion, economic networks, development, and transnational migration. We will use these themes as guides for exploring larger, interlinked questions of social life in Africa and around the world. Prerequisite: Sophomore standing or higher.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Fioratta, S.  
(Spring 2019)

### **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 complex Pueblos of the Southwest and urban Cahokia in the East, 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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B209 Human Evolution**

This course explores the biological and cultural evolution of humans as viewed from the fossil and archaeological record, beginning with our earliest ancestors and continuing to the dispersal of modern humans around the globe. We will use comparative, functional, and evolutionary anatomy to interpret past behaviors and relationships among fossil hominins, as well as their relationship to modern humans. Furthermore, we will use geology, archaeology, and paleoecology to reconstruct behavioral aspects of fossil hominins and their environmental influences. Throughout the course, we will focus our discussions on major debates in paleoanthropology. Prerequisite: ANTH 101 or permission of instructor.

Approach: Scientific Investigation (SI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B210 Medical Anthropology**

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102, H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 anthropological archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.

Approach: Inquiry into the Past (IP)  
Counts towards: Geoarchaeology  
Units: 1.0  
Instructor(s): Barrier, C.  
(Spring 2019)

### **ANTH B232 Human Diets Past and Present: Nutritional Anthropology**

This course will explore the complex nature of human experiences in satisfying needs for food and nourishment. The approach is biocultural, exploring both the biological basis of human food choices and the cultural context that influences food acquisition and choice. Material covered will primarily be from an evolutionary and cross-cultural perspective. Also included will be a discussion of popular culture in the U.S. and our current obsession with food, such as dietary fads. Prerequisite: ANTH 101 or instructor permission.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Seselj, M.  
(Spring 2019)

### **ANTH B244 Global Perspectives on Early Farmers and Social Change**

Throughout most of human history our ancestors practiced lifestyles focused upon the gathering and hunting of wild plants and animals. Today, however, a globalized agricultural economy supports a population of over seven billion individuals. This course utilizes information produced by archaeologists around the globe to examine this major historical transition while asking big questions like: What impact did the adoption of agriculture have on communities in the past, and how did farming spread to different world regions? We will also consider how the current farming system influences our own society. How does farming still affect our lives today, and how will the history of agricultural change shape our collective future? Counts toward Environmental Studies minor.

Approach: Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Barrier, C.  
(Fall 2018)

### **ANTH B259 The Creation of Early Complex Societies**

In the last 10,000 years, humans around the world have transitioned from organizing themselves through small, egalitarian social networks to living within large and socially complex societies. This archaeology course takes an anthropological perspective to seek to understand the ways that human groups created these complex societies. We will explore the archaeological evidence for the development of complexity in the past, including the development of villages and early cities, the institutionalization of social and political-economic

inequalities, and the rise of states and empires. Alongside discussion of current theoretical ideas about complexity, the course will compare and contrast the evolutionary trajectories of complex societies in different world regions. Case studies will emphasize the pre-Columbian histories of complex societies in the Americas as well as some of the early complex societies of the Old World. Counts toward Latin American, Iberian, and Latino Studies minor. Approach: Inquiry into the Past (IP) and Cross-Cultural (CC).

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Barrier, C.  
(Spring 2019)

### **ANTH B266 Waves of Power: Sound in Culture, Politics, and Society**

From the chants of protesters to the hum of engines, from the ring of church bells to the background tracks of our favorite songs, sound matters. It is not just a background to what we see, but a crucial and powerful part of social life. This course builds an understanding of sound through anthropological investigation, as a product of human creativity, human conflict, and human interaction with the material world. We will explore the ways that sound is conceptualized and endowed with meaning; how sound becomes linked to identity; and how sound can become a call to action in different cultural and historical contexts. The kinds of sounds we will encounter in this course include, but are not limited to, music and spoken language; we will also be studying environmental, industrial, and religious sounds. You will also be learning about different ways to record, document, and write about sound by engaging in your own sound-based ethnographic research. Prerequisite: Sophomore Standing or higher.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B271 Museum Anthropology: History, Politics, Practices**

This course provides an in-depth exploration of museum anthropology: the critical study of museum practices from an anthropological perspective. The course will fundamentally consider the role of museums in exhibiting culture—the politics of placing cultures on display, from living humans and human remains to cultural objects and artifacts. The course will also consider changing practices in museum anthropology, including repatriation efforts, shifting notions of heritage and identity and the emergence of community-curated exhibitions. This course complements the theoretical explorations of the museum with visits to area museums and hands-on work in Special Collections.

Approach: Course does not meet an Approach  
Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B274 Bioarchaeology**

Since the earliest days of excavations, people have been fascinated by human skeletons recovered from ancient sites. However, skeletal remains are more than a physical bridge between the present and a romanticized past – they also encode valuable information about demography, gender

differences, social identities and the daily lives of past peoples. Bioarchaeology is the study of human skeletal material from archaeological sites to address questions about these topics. In this course, students will learn about the methods used to analyze skeletal remains (e.g., how to estimate age and sex) and the hypotheses those methods are used to test (e.g., what health differences existed between social classes in the past?). Prerequisite: ANTH B101 or permission of the instructor.

Approach: Scientific Investigation (SI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B278 Paleoanthropology Methods**

Paleoanthropology is the study of how human ancestors evolved. Part biological anthropology and part archaeology, this sub-discipline uses a variety of methods to test hypotheses about the human past. This class provides an overview of some of the most useful and commonly employed methods. We will also practice using many of these techniques first-hand. Methods will come from geology (e.g., how to date a fossil site), chemistry (e.g., how to reconstruct an ancient environment), demography (e.g., how to identify gene flow between populations in the past), genetics (e.g., what ancient DNA from fossils tells us about evolution), and more. The techniques that we will explore include modeling the past using primatology, ethnology, and archaeology; assessing evidence of ancient disease through paleopathology; reconstructing diets and developmental stages of fossils based on microscopic tooth anatomy, and using virtual reconstructions to compare hominin morphologies. Prerequisites: ANTH B101 or instructor permission.

Approach: Scientific Investigation (SI)  
Counts towards: Geoarchaeology  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B279 Anthropology of Childhood and Youth**

This course will challenge you to think about childhood and youth as a diverse global experience by exploring a set of fundamental questions. How do children's daily lives differ from place to place, and how are race, class and gender linked to discourses and experiences of childhood? How do children stand in as symbols for broader political and cultural concerns? The course will explore these questions by considering the ways childhood is constructed and experienced in relation to controversial topics such as education, labor, migration, human rights, violence, consumerism, and media.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 B102, ANTH H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
(Spring 2019)

### **ANTH B283 The Living Primates: Biology, Bones, and Behavior**

This course provides a comprehensive review of the order Primates, focusing on morphology, biological adaptations, and behavioral diversity characterizing non-human primates. First, we will investigate the morphological traits that characterize major primate groups, and their evolutionary history. As many primate taxa are endangered or vulnerable to extinction, we will explore the approaches and challenges to primate conservation. In the second half of the course, we will focus on primate socioecology, examining how different environments influence primate distribution and social relationships. We will then delve further into primate behavior and cognition, examining interpersonal relationships, social dynamics, communication strategies, and learning modes. In doing this, we will address the questions concerning the recognition and definition of culture, self-awareness, and personhood among non-human primates using a comparative perspective. Prerequisites: ANTH B101 or permission of the instructor

Approach: Course does not meet an Approach  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B285 Anthropology of Development, Aid, and Activism**

This course will provide tools to reflect critically on the meanings and effects of aid, or "doing good" for others in a world characterized by historically-rooted social, political, and economic inequalities. What goes into defining specific people or geographic regions as "in need"? What complex dynamics are at play when an outside actor – whether in the form of a government aid agency, an NGO, or an individual volunteer – enters a community in order to aid its members? How do those categorized as beneficiaries assert their own identities and offer their own perspectives on social change?

Approach: Cross-Cultural Analysis (CC)  
Counts towards: International Studies; Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B288 Global Latin America**

This course will explore how the region has been constituted and shaped by global forces and how Latin America and its people also influence the world on a global scale. We will focus on three historical moments – the colonial encounter, the Cold War, and the neoliberal era – and their legacies. Guiding questions will include: how has the patriarchal system instituted under Spanish colonialism influenced ideas about gender, race, and religion? How does the legacy of U.S. Cold War intervention in Latin America subtly play out in within contemporary discussions about democracy, human rights, and development? How have neoliberal policies produced a discourse of economic growth that ignores increasing economic polarization in the region? How do these broad structures of

power influence the everyday lives of Latin Americans? The course will focus primarily, although not exclusively, on South America.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B294 Culture, Power, and Politics**

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH 102, B103 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fioratta, S.

(Fall 2018)

### **ANTH B301 Anthropology of Globalization: Wealth, Mobility, Insecurity**

This course explores economic globalization from an anthropological perspective. With a focus on the social, cultural, and historical aspects of global connections, we seek to understand not only large-scale change in the world, but also how the growing integration of different countries and economic systems shapes everyday life experience. Conversely, we will also explore how individuals actively engage with, and sometimes help shape, changing global processes. Questioning assumptions that link globalization with worldwide cultural and economic homogeneity, we will examine how gender, race, class, and other structures of inequality and difference become meaningful within global systems of power. Working through a series of ethnographic analyses and conducting our own research, we will gain a better understanding of how people around the world experience and actively make "the global." Prerequisite: ANTH B102, ANTH H103 or permission of the instructor.

Counts towards: International Studies

Units: 1.0

Instructor(s): Fioratta, S.

(Spring 2019)

### **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. This course qualifies as completion of the writing requirement. Prerequisite: ANTH B102/ANTH H103 and at least one additional anthropology course at the 200 or 300 level. This course is for Anthropology majors and minors.

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Fioratta, S.

(Fall 2018)

### **ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power and politics 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 B102 (or ANTH H103) or permission of instructor.

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B316 Media, Performance, and 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: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: ANTH B101 or permission of the instructor. Counts towards: Health Studies, Biology

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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, ANTH H103 or permission of instructor.



Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B325 Mobility, Movement, and Migration in the Past**

The movement of human social groups across landscapes, borders, and boundaries is a dominant feature of today's world as well as of the recent historic past. Archaeological research has demonstrated that migration, movement, and mobility were also common features of human life in the more distant past. From examining cases of small-scale groups that were largely defined by constant movements across their social landscapes, to the study of the spread of complex societies and early political states, this course will consider the role of migration in the formation, reproduction, and alteration of human societies. Attention will be paid to how archaeologists recognize and study movement, as well as to how knowledge of the past contributes to a broader anthropological understanding of human migration. Prerequisite: ANTH B101, or permission of instructor

Units: 1.0  
Instructor(s): Barrier,C.  
(Spring 2019)

### **ANTH B328 Race, Inequality and Human Variation**

In this seminar, students will examine the relationship between science and social policies that impact "race" historically and in the present day. The course will focus on the role that anthropology has played in the study of race and how anthropological work has been used and abused in socio-political arenas, both with and without the complicity of the scientists themselves. We will discuss the history of the study of evolution and how race concepts have affect its study, how the worlds of science, politics and society are interrelated and how their relationship has been used to undermine, and sometimes promote, different racial and ethnic groups. Prerequisite: ANTH 101 or instructor permission.

Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B329 The Politics of Belonging and Exclusion in India**

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. Prerequisite: Sophomore standing or higher.

Approach: Course does not meet an Approach  
Counts towards: International Studies

Units: 1.0  
Instructor(s): Weidman,A.  
(Fall 2018)

### **ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times**

Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: ANTH B102, ANTH H103, or permission of instructor.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
Instructor(s): Pashigian,M.  
(Fall 2018)

### **ANTH B334 Digital Cultures**

How do we do anthropology in, and of, the digital age? What does it mean to do ethnography of digital spaces, when we, as humans, exist simultaneously in overlapping virtual and actual worlds? Specific topics to be covered include surveillance, telecommunications infrastructures, activism, social movements, gender and sexuality, disability, space and place, and virtual ethnography. Prerequisite: Anth B102 or Anth H103 or permission of instructor.

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B348 In Search of Women in the Paleolithic**

What was the role of women in Paleolithic times? How does female form reflect evolutionary changes to our species? Paleoanthropologists reconstruct how humans evolved based on evidence from fossilized bones, ancient DNA, and archaeological artifacts. This complex narrative is often presented as androcentric, focusing on the importance of male-bodies, while de-emphasizing or even ignoring female-bodies. In this seminar, students will read and discuss historical and modern works on paleoanthropology and its critical intersection with feminist theory. The goal will be to find out what women were doing in our evolutionary past, and identify methodological and theoretical approaches to prevent gender-biased, androcentric paleoanthropological research from occurring. Prerequisites: ANTH B101

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam**

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent

in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. Prerequisite: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0  
(Not Offered 2018-2019)

### **ANTH B398 Senior Conference**

Research design, proposal writing, research ethics, 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 thesis proposal is the most significant writing experience in the seminar. Prerequisite: Senior Anthropology majors only.

Units: 1.0  
Instructor(s): Pashigian, M., Weidman, A.  
(Fall 2018)

### **ANTH B399 Senior Conference**

Coding research notes, discussion of ongoing field work and research. A senior's thesis is the most significant writing experience in the seminar. Senior requirement.

Units: 1.0  
Instructor(s): Pashigian, M., Weidman, A., Seselj, M.  
(Spring 2019)

### **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  
(Fall 2018)

### **ANTH B420 Praxis Fieldwork Seminar**

This Praxis Fieldwork Seminar will provide an opportunity for hands-on work with the archaeological material and skeletal remains from the 18th-19th century cemetery on Arch Street in Old City Philadelphia, excavated and salvaged during the summer of 2017. The materials are currently housed at several institutions in Philadelphia and the surrounding area, including the Mutter Museum, University of Pennsylvania, University of Rutgers-Camden, and The College of New Jersey. Approximately 1-2 students will be able to work with material culture remains, and 4-5 will be able to work with skeletal remains. For students pursuing a geoarchaeology concentration, there may be possibilities for conducting soil sample and stable isotope analyses.

Counts towards: Praxis Program

Units: 1.0  
Instructor(s): Seselj, M.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

### **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 a live performance, and 2-3 field trips are included. Preparation: One dance lecture/seminar course, or one course in relevant discipline such as cities, anthropology, or sociology, or permission of the instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Scientific Investigation (SI)

Units: 1.0  
Instructor(s): Davis, G., Marengo, P.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
Instructor(s): McDonogh, G., Raddatz, L., Restrepo, L.  
(Fall 2018)

### **CITY B229 Topics in Comparative Urbanism: Colonial and Post-Colonial Cities**

This is a topics course. Course content varies. Current topic description: Probing the relations of power at the heart of power and society in many cities worldwide, this class uses case studies to test urban theory, forms and practice. In order to grapple with colonialism and its aftermaths, we will focus on cities in North Africa, France, Ireland, Hong Kong, and Puerto Rico, systemically exploring research, writing and insights from systematic interdisciplinary comparisons.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): McDonogh, G.  
(Spring 2019)

### **CITY B335 Topics in City and Media**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **CITY B365 Topics: Techniques of the City**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **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, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies  
Units: 1.0  
Instructor(s): Seyhan, A.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies; International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Fall 2018)

## **ARABIC**

Arabic language instruction is offered through Tri-College cooperation. Arabic 001 and 002 are taught at Haverford College (ARAB H001 and H002 Introduction to Modern Standard Arabic). Intermediate Arabic courses are taught at Bryn Mawr (ARAB B003 and B004 Second-Year Modern Standard Arabic), and Advanced Arabic courses are available at Swarthmore College and the University of Pennsylvania through the Quaker Consortium. The teaching of Arabic is one important 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, History of Art, and Political Science. Additionally, students can have a concentration in Middle Eastern Studies.

### **Faculty**

Grace Armstrong, 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

Emad Rushdie Ahmed, Instructor

### **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, beginning at the level determined by their language placement. 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.

### **COURSES**

#### **ARAB B003 Second Year Modern Standard Arabic**

Combines intensive oral practice with writing and reading in the modern language. The course aims 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. Prerequisite: ARAB H002 or placement by instructor.

Approach: Course does not meet an Approach  
Counts towards: Middle Eastern Studies

Units: 1.0  
Instructor(s): Darwish, M., Perry, F.  
(Fall 2018)

#### **ARAB B004 Second-Year Modern Standard Arabic**

Combines intensive oral practice with writing and reading in the modern language. The course aims 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. Prerequisite: ARAB B003 or placement.

Approach: Course does not meet an Approach

Counts towards: Middle Eastern Studies

Units: 1.0

Instructor(s): Darwish, M., Perry, F.  
(Spring 2019)

### **ARAB B403 Independent Study**

Instructor(s): Darwish, M.  
(Fall 2018, Spring 2019)

## **ARTS PROGRAM**

Students may complete a minor in Creative Writing, Dance or Theater and 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.

### **Faculty**

David Brick, Lecturer

Madeline Cantor, Associate Director and Term Professor of Dance

Linda Caruso Haviland, Director and Professor of Dance

Lauren Feldman, Lecturer

Thomas Ferrick, Lecturer

Lela Aisha Jones, Post-Doctoral Fellow

Mark Lord, Alice Carter Dickerman Director of the Arts Program and Professor of the Arts on the Theresa Helburn Chair of Drama, and Director of the Theater Program (on leave semester II)

Maiko Matsushima, Lecturer

Airea D. Matthews, Assistant Professor of Creative Writing

Catharine Slusar, Assistant Professor in Theater (on leave semesters I & II)

Daniel Torday, Associate Professor of Creative Writing (on leave semester I)

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**

#### **ARTA B251//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 and practices. The praxis component will allow students to create a fluid relationship between theory

and practice through observing, teaching and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater.

Counts towards: Praxis Program Units: 1.0  
(Not Offered 2018-2019)

### **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 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, and techniques specific to each of them. Priority will be given to interested first- and second-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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Matthews,D.  
(Spring 2019)

### **ARTW B233 Writing for Radio and Podcast**

This course will explore the craft of writing for audio sources by focusing on the skills, process and techniques necessary to the generation and production of radio and podcast pieces. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a prose writer, students will study contemporary and historical radio and podcasts in the interest of creating their own pieces. The central focus of the course will be weekly visits from current radio writers, producers and on-air personalities, including local and national NPR producers, commentators and reporters.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Creative Writing; Praxis Program

Units: 1.0

Instructor(s): Torday,D.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Feldman,S.  
(Fall 2018)

### **ARTW B261 Writing Poetry I**

In this course students will learn to “read like a writer,” while grappling with the work of accomplished poets, and providing substantive commentary on peers’ work. Through diverse readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Matthews,D.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Feldman,L.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Ferrick,T.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ARTW B269 Writing for Children**

In this course, students have the opportunity to hone the craft of writing for children and young adults. Through reading, in-class discussion, peer review of student work, and private conferences with the instructor, we will examine the specific requirements of the picture book, the middle-grade novel, and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students’ creative work in all aspects of storytelling, including character development, plotting, world building, voice, tone, and the roles of illustration and page composition in story narration.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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, workshopping 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. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

Units: 1.0  
Instructor(s): Feldman,S.  
(Fall 2018)

### **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. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

Units: 1.0  
Instructor(s): Matthews,D.  
(Spring 2019)

### **ARTW B362 Playwriting II**

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Units: 1.0  
(Not Offered 2018-2019)

### **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. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

Units: 1.0  
(Not Offered 2018-2019)

### **ARTW B365 Creative Nonfiction II**

An exploration of approaches to writing personal essays and lyric essays designed to strengthen skills of experienced student essayists as practitioners and critics. Requires writing at least five pages each week, workshopping student essays, and reading texts ranging from long personal essays to book-length essays, to explore how writers can work within the broader parameters of the long essay. Suggested Preparation: ARTW B265 or work demonstrating equivalent expertise in writing personal and lyric essays. Students without the ARTW B265, must submit a writing sample of 10-15 pages in length (nonfiction prose) to the Creative Writing Program during the preregistration period to be considered for this course.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Torday,D.  
(Spring 2019)

### **ARTW B403 Supervised Work: Senior Thesis**

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  
(Fall 2018)

## **DANCE**

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.

Dance is not only an art and an area of creative work; 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, 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 Ensemble, 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 main stage theater. Students may also investigate the creative process in three levels of composition and choreography courses. 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 complete a major through the independent major program. The core academic curriculum for the dance minor or independent major in dance includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

## Minor Requirements

Requirements for the dance minor are six units of coursework: three required (ARTD B140, B142 or B144, and two .5 credit studio courses: one must be selected from among the following technique courses: 136-139 or any 200 or 300 level technique course; the second .5 credit course must be a technique course at the 200 or 300 level or selected from among the following performance ensembles: 345-350); three approved electives; and attendance at a prescribed number of performances/events. With the advisor's approval, one elective in the minor may be selected from allied Tri-College departments

## Independent Major in Dance Requirements

The independent major requires eleven courses, drawn primarily from our core academic curriculum and including: ARTD 140 and one additional dance lecture/seminar course; ARTD B142 and ARTD B144; one 0.5 technique course at the intermediate or advanced level each semester after declaring the major. Participation in a performance ensemble is highly recommended. The major also requires attendance at a prescribed number of performances/events, demonstration of basic writing competency in dance by taking two writing attentive or one writing intensive course in Dance or an approved allied program or department, and a senior capstone experience. With the advisor's approval, 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, Polynesian dance, hip-hop, Latin social dance, and tap dance, among others. A ballet placement class is required for intermediate and upper level ballet courses. Performance ensembles, choreographed or re-staged by professional artists, are by audition only and are given full concert support. The School Performance Project Ensemble tours regional schools. Technique courses ARTD 136-139, 230-232, 330-331, and all dance ensembles are offered for academic credit but all technique courses and ensemble courses may be taken for Physical Education credit instead (see both listings below).

### Technique/Ensemble Courses for PE Credit (check course guide for courses available each semester)

PE B101 Ballet: Beginning Technique  
PE B102 Ballet: Intermediate Technique  
PE B103 Ballet: Advanced Technique  
PE B104 Ballet Workshop  
PE B105 Modern: Beginning Technique  
PE B106 Modern: Intermediate Technique  
PE B107 Modern: Advanced Technique  
PE B108 Jazz: Beginning Technique  
PE B110 Jazz: Intermediate Technique  
PE B111 Hip-hop Technique  
PE B112 African Dance

PE B118 Movement Improvisation  
PE B121 Tap I  
PE B123 Tap II  
PE B126 Rhythm & Style: Flamenco and Tap  
PE B127 Social Dance Forms: Topics: Intro to Social Dance, Swing, Salsa, Latin  
PE B129 The Gesture of Dance: Classical Indian and Polynesian Dance  
PE B131 Tap: Learning and Performing  
PE B145 Dance Ensemble: Modern  
PE B146 Dance Ensemble: Ballet  
PE B147 Dance Ensemble: Jazz  
PE B148 Dance Ensemble: African  
PE B149 Dance Ensemble: School Performance Project  
PE B150 Dance Ensemble: Special Topics  
PE B195 Movement for Theater  
PE B196 Dance Composition Lab  
PE B197 Directed Work in Dance

### Courses for Academic Credit

ARTD B136 001 Intro to Dance Techniques I - Modern  
ARTD B137 002 Intro to Dance Techniques I - Ballet  
ARTD B138 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: Process and Presence  
ARTD B144 Dance Composition: Elements and Craft  
ARTD B145 Dance: Close Reading  
ARTD/ANTH B223 Anthropology of Dance (not offered 2018-19)  
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 (not offered 2018-19)  
ARTD B241 Dance History II: A History of Contemporary Western Theater Dance (not offered 2018-19)  
ARTD B250 Performing the Political Body  
ARTD B265 Dance, Migration and Exile (not offered 2018-19)  
ARTD B267 Diasporic Bodies: The Black Dancing Body, Restoration, and Activism (not offered 2018-19)  
ARTD/ANTH B310 Performing the City: Theorizing Bodies in Space (not offered 2018-19)  
ARTD B330 Advanced Technique: Modern  
ARTD B331 Advanced Technique: Ballet  
ARTD B342 Advanced Choreography  
ARTD B345 Dance Ensemble: Ballet  
ARTD B346 Dance Ensemble: Modern  
ARTD B347 Dance Ensemble: Jazz

ARTD B348 Dance Ensemble: West African  
ARTD B349 Dance Ensemble: School Performance Project  
ARTD B350 Dance Ensemble: Hip Hop  
ARTD B390 Senior Project/Thesis  
ARTD B403 Supervised Work  
ARTD B403 002 Supervised Work: Practical Anatomy: Bones, Muscle, Movement (not offered 2018-19)  
ARTA B251/EDUC B251 Arts Teaching in Educational and Community Settings

## COURSES

### **ARTD B136 Introduction to Dance Techniques I: Modern**

Students enrolling in this course take a full semester of beginning modern dance as their primary course and a second full semester dance technique course as their complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found in the Bionic registration notes for this course. Students must meet the attendance requirement, attend two mandatory lectures and one live dance performance, and complete three short writing assignments. Offered on a Pass/Fail basis only.

Approach: Course does not meet an Approach  
Units: 0.5

Instructor(s): Cantor, M.  
(Fall 2018, Spring 2019)

### **ARTD B137 Introduction to Dance Techniques I: Ballet**

Students enrolling in this course take a full semester of beginning ballet as their primary course and a second full semester dance technique course as their complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found in the Bionic registration notes for this course. Students must meet the attendance requirement, attend two mandatory lectures and one live dance performance, and complete three short writing assignments. Offered on a Pass/Fail basis only.

Approach: Course does not meet an Approach  
Units: 0.5

(Fall 2018, Spring 2019)

### **ARTD B138 Introduction to Dance Techniques II: Modern**

Students enrolling in this course take a full semester of beginning modern dance as their primary course and a second full semester dance technique course as their complementary course. The two courses together constitute .5 credit. Options for the complementary course can be found in the Bionic registration notes for this course. Students must meet the attendance requirement, write a 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 136 or 137.

Approach: Course does not meet an Approach  
Units: 0.5

Instructor(s): Cantor, M.  
(Fall 2018, Spring 2019)

### **ARTD B139 Introduction to Dance Techniques II: Ballet**

Students enrolling in this course take a full semester of beginning ballet as their primary course and a second full semester dance technique course as their complementary

course. The two courses together constitute .5 credit. Options for the complementary course can be found in the Bionic registration notes for this course. Students must meet the attendance requirement, write a 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 136 or 137.

Approach: Course does not meet an Approach  
Units: 0.5  
(Fall 2018, Spring 2019)

### **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, from 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.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive

Units: 1.0  
Instructor(s): Caruso Haviland, L.  
(Spring 2019)

### **ARTD B142 Dance Composition: Process and Presence**

This dance composition course is open to dancers, movers of any kind, those seeking to work creatively in other arts or disciplines including the sciences, and those who want to play and invent. It engages students in exploring and structuring human movement and gesture as a way not only to make art but also to develop creative problem solving skills; explore and enhance embodied approaches to observation, analysis and communication; and learn how to work collaboratively. Students are introduced to improvisation as a tool for researching and sketching choreographic ideas; they engage in movement exercises, viewing of live and filmed work, and discussions that help to sharpen visual analysis and kinesthetic responses; they explore models for open and productive reception and response to one's own work and the work of others. The course includes required readings and viewings but focuses primarily on weekly movement assignments, including solo and collaborative explorations. The processes explored in this course help students to cultivate the awareness and intention necessary to performances of self and encourage the invention of satisfying and effective ways for sharing embodied ideas powerfully with audiences of all sorts. Concurrent participation in at least one class session per week in any level Dance Program technique course, either for credit or as an auditor, is required.

Approach: Critical Interpretation (CI)

Units: 1.0  
Instructor(s): Brick, D.  
(Fall 2018)

### **ARTD B144 Dance Composition: Elements and Craft**

This dance composition course develops knowledge and skill in the theory and craft of choreography. Basic elements of dancemaking such as space, timing, shaping, and relationship are explored and refined through structured and



open movement experiences. Attention is given to developing movement invention skills and compositional strategies; considering form and structure; investigating music, language, images and objects as sources; experimenting with group design; and broadening critical understanding of their own work and the work of others. Students will work on weekly solo and group projects and will have some opportunity to revise work. Related viewing and reading will be assigned. Concurrent participation in at least one class session per week in any level Dance Program technique course, either for credit or as an auditor, is required.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Cantor, M.

(Spring 2019)

### **ARTD B145 Dance: Close Reading**

Students will engage in a close reading of dance, using live dance performances and events as primary texts. They will set them in critical and historical contexts through readings in dance criticism and theory, activities, discussion and media. The class will take part in trips to live performances and events, selected from a range of genres, and will work through their responses in discussion and writing. Requires attendance at performances and events, off-campus and on-campus. No dance experience necessary. In lieu of books students can expect \$30 - 50 in ticket expenses for the course.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Cantor, M.

(Spring 2019)

### **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. Preparation: two semesters of beginning level modern, or its equivalent, or permission of the instructor.

Approach: Course does not meet an Approach

Units: 0.5

(Fall 2018, Spring 2019)

### **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. Preparation: three semesters of beginning level ballet, or its equivalent, or permission of the instructor. First-semester first year students must take a placement class during customs week.

Approach: Course does not meet an Approach

Units: 0.5

(Fall 2018, Spring 2019)

### **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 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. Preparation: two semesters of beginning level jazz, or its equivalent, or permission of the instructor

Approach: Course does not meet an Approach

Units: 0.5

(Not Offered 2018-2019)

### **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 Theater 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 impact 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **ARTD B250 Performing the Political Body: Dance and Power**

Artists, activists, politicians, regents, intellectuals, and just ordinary people have, throughout history and across cultures, used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the private and public spheres. From a wide range of possibilities, this course focuses on how dance is a useful medium for both embodying and analyzing ideologies and practices of power, particularly with reference to gender, class, and ethnicity. Students will also investigate bodiedness as an active agent of social change and political action. Students will read excerpts from seminal and contemporary theory of performing bodiedness, ethnicity, and gender, as well as from theoreticians, performers, and other practitioners more specifically engaged with dance and performance. In addition to

literary, dance historical, anthropological and political texts, the course includes media, guest lecturers, and introductory group improvisation and performance exercises, however, no prior training or experience in dance or performance is necessary. In lieu of books, readings will be posted on Moodle. Preparation: A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is recommended but not required.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Jones, L.  
(Fall 2018)

### **ARTD B267 Diasporic Bodies, Grounding Freedom: The Black/African Dancing Body, Restoration, and Activism.**

This course takes marronage—the act of escaping from slavery in the Americas to create communities of freedom and autonomy—as its model. This course views Black/African diasporic movement and artistic practices as a form of contemporary marronage, providing spaces of activism and embodied restoration. These thriving, fertilizing spaces, communities, and artists center and reboot, with integrity, the connections among black/African diasporic bodies, traditions, and cultures across oceans and lands. While focusing on the black experience, this course will examine these temporal, imaginative spaces, claiming them as essential to all people in societies that do not acknowledge multiplicity or diversity as societal norms, and capable of conjuring semi-lost histories waiting to be revived. It will examine marronage in diasporic communities as an effort to ground, re-ground, and free bodies. Together, we will explore other diasporic-based research and approaches to understanding and experiencing embodied restoration and we will also learn a meditative embodiment process with 3 elements: mining, archiving, and witnessing. We will examine literature, animation, and film resources to broaden our dialogue to how interdisciplinary, artistic spaces make fertile foundations for embodied and restorative activism. This course will merge lecture, readings, viewings, and praxis as its main components. No dance experience is necessary but students should dress comfortably to move. A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is strongly recommended but not required.

Approach: Cross-Cultural Analysis (CC)  
Major Writing Requirement: Writing Attentive  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 a live performance, and 2-3 field trips

are included. Preparation: One dance lecture/seminar course, or one course in relevant discipline such as cities, anthropology, or sociology, or permission of the instructor.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Preparation: three semesters of Modern: Intermediate Technique, or its equivalent, or permission of the instructor.

Units: 0.5  
Instructor(s): Malcolm-Naib, R., Staff  
(Fall 2018, Spring 2019)

### **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 the class includes optional pointe or repertory work with permission of the instructor. Preparation: Minimum of three semesters of intermediate level ballet, or its equivalent, or permission of the instructor. First-semester first-year students must take a placement class during customs week.

Units: 0.5  
(Fall 2018, Spring 2019)

### **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. Pre-requisite: ARTD B142 and ARTD B144.

Instructor(s): Caruso Haviland, L., Cantor, M.  
(Fall 2018, Spring 2019)

### **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. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. See Bionic registration notes for information on special Spring 2019 project: reconstruction of Alwin Nikolais' "Tensile Involvement." Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert, April 26-27.

Units: 0.5

Instructor(s): Caruso Haviland, L. (Fall 2018), Guest Artist (Fall 2018, Spring 2019)

#### **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 achievement of expected levels of performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert, April 26-27.

Units: 0.5

(Spring 2019)

#### **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 achievement of expected levels of performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert, April 26-27.

Units: 0.5

(Fall 2018)

#### **ARTD B348 Dance Ensemble: West 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 achievement of expected levels of performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert.

Counts towards: Africana Studies

Units: 0.5

(Spring 2019)

#### **ARTD B349 Dance Ensemble: School Performance Project**

Dance Ensemble: School Performance Project is a community-focused project in which students learn a lecture-demonstration and a narrative dance work and tour this combined program to schools every Fall in the Philadelphia area, reaching 1500 to 2000 children each year. The course introduces these audiences to dance through a program of original choreography that is supported by commissioned music and costuming. Interested students are expected to have some experience in a dance form or genre, enthusiasm for performance, and an interest in education in and through the arts. Students are selected after an initial group meeting and movement session in the Fall. Concurrent participation in at least one technique class per week is suggested.

Units: 0.5

Instructor(s): Cantor, M. (Fall 2018)

#### **ARTD B350 Dance Ensemble: Hip Hop**

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 achievement of expected levels of performance. Preparation: This course is suitable for intermediate and advanced level dancers. Concurrent attendance in at least one technique class per week is required. Students must commit to the full semester and be available for rehearsal week and two performances of the Spring Dance Concert, April 26-27.

Units: 0.5

(Spring 2019)

#### **ARTD B390 Senior Project/Thesis**

Majors develop, in consultation with a faculty advisor, a senior capstone experience that 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. For

Honors, one outside evaluator will be invited to offer additional comment.

Instructor(s): Cantor, M., Caruso Haviland, L.  
(Fall 2018, Spring 2019)

### **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.

Units: 0.5-1.0

Instructor(s): Cantor, M., Caruso Haviland, L.  
(Fall 2018, Spring 2019)

### **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 and practices. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B234 Lighting Design**

This class is an introduction to the process of lighting design for the theatre. We will explore the steps and skills necessary to navigate the designer's path from text to production. This course will focus on how to think about light, how light can function as a dramaturgical tool, and how we can communicate lighting ideas to our collaborators.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B251 Fundamentals of Acting**

This studio course provides an introduction to the basic processes of acting to students of various experience levels. We develop tools and a shared vocabulary using performance exercises, games, improvisation and scene work.

Units: 1.0

Instructor(s): Slusar, C.  
(Fall 2018, Spring 2019)

### **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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Matsushima, M.  
(Spring 2019)

### **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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Matsushima, M.  
(Fall 2018)

## **THEATER**

Students may complete a minor in Creative Writing, Dance or Theater and 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.

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.

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 B151 Focus: Dramatic Structures in Plays, Performance, and Film**

This course is an introduction to techniques of dramatic structure that are used in the creation of plays, works of performance art, and films. We will have recourse in our work to some crucial theoretical documents as well as to play scripts both classic and contemporary and archived and live performances. Participants will make critical readings of works using the techniques of artistic analysis utilized by directors, dramaturgs, actors, playwrights and designers. This course is intended to be a touchstone for the study of any of these creative pursuits as well as an excellent opportunity for

interested students to acquaint themselves with critical aspects of the creative process.

Approach: Critical Interpretation (CI)

Units: 0.5

(Spring 2019)

### **ARTT B152 Focus: Writing about Theater and Performance**

This course will constitute an introduction to writing about theater and performance art events. Our work will be structured in relation to a number of live and archived performances which the class will see on and off-campus. Students will practice techniques for preparing to see a performance, discuss strategies for reading dramatic texts and for observing time-based art. We will read notable examples of occasional criticism by a diverse group of writers of the past fifty years, who publish in a wide variety of forms including on blogs and social media. We will examine their work for techniques and strategies. Students will also read and respond to each other's writing. Central questions of the course include the evolution of critical vocabulary, the role of the critic's bias, the development of a critical voice, and the likely trajectory of the fields of criticism and performance.

Approach: Critical Interpretation (CI)

Units: 0.5

(Spring 2019)

### **ARTT B234 Lighting Design**

This class is an introduction to the process of lighting design for the theatre. We will explore the steps and skills necessary to navigate the designer's path from text to production. This course will focus on how to think about light, how light can function as a dramaturgical tool, and how we can communicate lighting ideas to our collaborators.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B251 Fundamentals of Acting**

This studio course provides an introduction to the basic processes of acting to students of various experience levels. We develop tools and a shared vocabulary using performance exercises, games, improvisation and scene work.

Units: 1.0

Instructor(s): Slusar,C.

(Fall 2018, Spring 2019)

### **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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Matsushima,M.

(Spring 2019)

### **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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Matsushima,M.

(Fall 2018)

### **ARTT B258 Intermediate Topics in Technical Theater Production**

This course is a deeper exploration of the process of technical theater production introduced in ARTT B252 – Fundamentals of Technical Theater Production. Through a combination of lecture, in-class and out-of-class analysis, and hands-on experience students will gain a more thorough understanding of the processes of technical theatrical production. The course focuses on five sections of technical production: basic technical drawing, advanced scenic construction techniques, electricity for the entertainment industry (lighting, sound, motors), basic rigging, and basic sound system design and execution. While mathematics is not the focus of the class, basic math and some algebra and trigonometry will be necessary. Prerequisite: ARTT B252 or Permission of Instructor

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): McDaniel,J.

(Spring 2019)

### **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). Prerequisites: Fundamentals of Acting or its equivalent.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B312 Ladies' Voices Give Pleasure: Plays by Women**

This course introduces students to the rich and multifarious tradition(s) of dramatic literature (broadly construed) by women (broadly construed). Through close readings of texts that diverge from what some feminist critics have called the dominant "ejaculatory" model of dramaturgy rooted in Aristotelian teleology and replicative of the male sexual experience, we will explore the formal and thematic preoccupations of 20th and 21st century playwrights who complicate notions of desire, community, history, identity, difference, and representation. Prerequisite: 200 level course in Theater, English, or Comparative Literature.

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B332 The Actor Creates: Performance Studio in Generating Original Work**

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their 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)

Counts towards: Visual Studies

Units: 1.0

Instructor(s): Slusar,C.

(Fall 2018)

### **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. Prerequisite: ARTT B253 or permission of the instructor.

Units: 1.0

(Fall 2018, Spring 2019)

### **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 scene work culminating in on-campus performances. Prerequisite: ARTT B251 Fundamentals of Acting or permission of the instructor.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B430 Practicum in Stage Management**

Over the semester, the student will attend all auditions, rehearsals, and performances of the Bi-College Theater Program production, and will be responsible for managing all the details of same. With the guidance of a mentor and through reading and research, the student will learn to perform the many organizational and communications tasks involved in stage management. Students will be required to read a number of texts with the goal of understanding the vast scope of the

job, the artistry and authority expected of a stage manager, the variations in styles of stage management, and the standard procedures a student stage manager can incorporate into a college setting. Each student will be expected to keep a daily journal of their experience—intellectual, artistic, and practical. The journal is their own and is meant to stimulate and deepen their thinking about the process. This practicum requires that a student be willing to engage in the production process both as an artist with an intellectual stake in the work and as an adult with a position of real authority in the group. The student will be expected to use that authority while always remaining calm, polite, kind, and generous to the artists with whom they are working. Prerequisites: Prior academic work in theater and the permission of the instructor

Units: 1.0

Instructor(s): McDaniel,J.

(Fall 2018, Spring 2019)

### **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 and practices. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **ARTD B144 Dance Composition: Elements and Craft**

This dance composition course develops knowledge and skill in the theory and craft of choreography. Basic elements of dancemaking such as space, timing, shaping, and relationship are explored and refined through structured and open movement experiences. Attention is given to developing movement invention skills and compositional strategies; considering form and structure; investigating music, language, images and objects as sources; experimenting with group design; and broadening critical understanding of their own work and the work of others. Students will work on weekly solo and group projects and will have some opportunity to revise work. Related viewing and reading will be assigned. Concurrent participation in at least one class session per week in any level Dance Program technique course, either for credit or as an auditor, is required.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Cantor,M.

(Spring 2019)

### **ARTD B250 Performing the Political Body: Dance and Power**

Artists, activists, politicians, regents, intellectuals, and just ordinary people have, throughout history and across cultures, used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the

private and public spheres. From a wide range of possibilities, this course focuses on how dance is a useful medium for both embodying and analyzing ideologies and practices of power, particularly with reference to gender, class, and ethnicity. Students will also investigate bodiedness as an active agent of social change and political action. Students will read excerpts from seminal and contemporary theory of performing bodiedness, ethnicity, and gender, as well as from theoreticians, performers, and other practitioners more specifically engaged with dance and performance. In addition to literary, dance historical, anthropological and political texts, the course includes media, guest lecturers, and introductory group improvisation and performance exercises, however, no prior training or experience in dance or performance is necessary. In lieu of books, readings will be posted on Moodle. Preparation: A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is recommended but not required.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Jones,L.  
(Fall 2018)

### **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 a live performance, and 2-3 field trips are included. Preparation: One dance lecture/seminar course, or one course in relevant discipline such as cities, anthropology, or sociology, or permission of the instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **ARTT B252 Fundamentals of Technical Theater**

A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and traditional methods of achieving a coherent synthesis of all areas of technical production.

Units: 1.0

Instructor(s): McDaniel,J.

(Fall 2018)

### **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.

Units: 0.5

(Fall 2018, Spring 2019)

### **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. Prerequisite: ARTT B251 (Fundamentals of Acting) or permission of instructor.

Units: 1.0

Instructor(s): Slusar,C.

(Spring 2019)

### **ARTT B403 Supervised Work**

Research and work in a particular topic of theater under the guidance of an instructor.

Units: 1.0

(Fall 2018, Spring 2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Feldman,L.

(Fall 2018)

### **ARTW B362 Playwriting II**

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### ENGL B296 Introduction to Medieval Drama

Introduces students to the major types of dramatic production in the Middle Ages: mystery plays, morality plays, and miracle plays. Also examines early Protestant political drama known as "interludes" and the translation of medieval plays into contemporary films and novellas. Explores the construction of local communities around professional acting and production guilds, different strategies of performance, and the relationship between the medieval dramatic stage and other kinds of "stages."

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

## ASTRONOMY AND ASTROPHYSICS

Students may complete a major or minor in Astronomy or Astrophysics at Haverford College.

### Faculty

Chris D'Andrea, Visiting Assistant Professor of Astronomy and Physics

Andrea Lommen, Professor of Astronomy and Physics

Marisa March, Visiting Assistant Professor of Physics and Astronomy

Karen Masters, Associate Professor of Astronomy

Paul Thorman, Physics Lab Instructor

Astronomy and astrophysics apply physical principles to understand the properties of objects in space. The range of scales of phenomena to be investigated is vast—from neutron stars the size of cities, to galaxies containing billions of stars, or even the entire Universe as a single system. The Haverford astronomy and astrophysics curricula are based on the study of these systems and of their evolution. Any study of astronomy and astrophysics is enriched by a firm understanding of the physics underlying these phenomena, and as such astronomy and astrophysics majors share many similarities with physics. Our curriculum is shaped to provide a solid foundation in the basic principles of both astronomy and physics, an understanding of the most recent developments in astronomy and cosmology, and the inspiration to pursue further learning in the sciences.

Entry to either the astronomy or astrophysics major comprises

foundational courses in physics and mathematics during the first two years as well as two courses, ASTR 205 and 206 (typically taken in the sophomore year), that survey all major areas of modern astrophysics. We also offer a number of more focused, upper level courses on specific topics in astronomy and astrophysics, including one on modern observational techniques. These courses usually reflect the research interests of our faculty.

Student research is a vital part of both majors. Our faculty work at the cutting edge of modern astronomy and cosmology, creating exceptional research opportunities for majors. Some of those opportunities are based on campus, within the College's William J. Strawbridge Observatory, equipped with telescopes and powerful computational facilities. Other opportunities lie off-campus, and we also encourage students to apply for summer research experience in other departments (as well as our own).

## Curriculum

### Introductory Courses

The department regularly offers courses that require no prerequisites or prior experience in astronomy. These are intended primarily for non-science students.

ASTR/PHYS 152 is a half-credit course for first-year students who are considering a physical science major and wish to study some of the most recent developments in astrophysics early in their college education.

### Major Programs

Students can choose to major in either astronomy or astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom.

The department also offers a minor in astronomy.

The astrophysics major is the same as a physics major, but with an astronomical emphasis. This major is appropriate for students who wish to pursue the study of astronomy with attention to the physical principles that underlie the observed phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue graduate study in astronomy or astrophysics, or to make use of their physics training for a wide range of other careers.

The astronomy major is appropriate for students who 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.

Although a variety of pathways can lead to a major in the department, we advise prospective astronomy or astrophysics majors to:

- study physics (PHYS 105 or 115 and 106, or PHYS 101 and 102, or Bryn Mawr equivalents), beginning in their first year.
- enroll in ASTR 205/206 and PHYS 213/214 in their sophomore year.
- take ASTR/PHYS 152 in the second semester of their first year.

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, however we encourage students considering that option to look more closely at being an astrophysics major.

For either major, students may count courses taken outside the Quaker Consortium toward the major with advanced permission; typically 2 to 3 courses may be granted credit in this way. Students interested in this option should discuss this point with their major/pre-major advisor in advance.

## Astrophysics Major Requirements

PHYS 105 (or 115 or 101), PHYS 106 (or 102), PHYS 213, PHYS 214, PHYS 211 (usually taken concurrently with PHYS 213).

Two mathematics courses. MATH 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.

ASTR 205, ASTR 206, and any two 300-level astronomy courses. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.

PHYS 302, PHYS 303, and PHYS 309.

The Senior Seminar, PHYS 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 and Astronomy Department 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 non-astronomy courses. ASTR/PHYS 152 is recommended but not required.

## Astronomy Major Requirements

PHYS 105 (or 101 or 115), PHYS 106 (or 102), PHYS 213, PHYS 214.

Two mathematics courses; MATH 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.

ASTR 205, ASTR 206, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course. Majors can substitute 100-level Swarthmore astronomy seminars for 300-level astronomy courses.

ASTR 404, which may be replaced by approved independent research either at Haverford or elsewhere.

Written comprehensive examinations.

Bryn Mawr equivalents may be substituted for the non-astronomy courses. ASTR/PHYS 152 is recommended but not required.

## Minor Requirements

PHYS 105 (or 115 or 101); PHYS 106 (or 102).

ASTR 205; ASTR 206; one 300-level astronomy course. Minors may substitute a 100-level Swarthmore astronomy seminar for the 300-level astronomy course.

We strongly recommend (but do not require) ASTR/PHYS 152.

## COURSES

### ASTR H101 Astronomical Ideas

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.

(Offered: Fall 2018; typically offered: Every Year)

### ASTR H104 Topics in Intro Programming: Physics and Astronomy

Topics in Introductory Programming is designed to give a general introduction to programming as related to data analysis across many fields. Students will be introduced to standard introductory programming imperative and object oriented techniques as well as data structures necessary to create efficient and understandable algorithmic solutions to problems. This course satisfies the prerequisite for CMSC 107. Antirequisite(s): Students who have taken a semester of college-level computer science (e.g., CMSC105) or placed into CMSC107 are ineligible to take this course. It is intended for students with little or no background in computer programming. This course is equivalent to CMSC 104.

(Typically offered: Occasionally)

### ASTR H152 First-Year Seminar in Astrophysics

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. Crosslisted: Astronomy, Physics Prerequisite(s): PHYS H101 or H105 and concurrent enrollment in PHYS H102, H106 or B121 (or Bryn Mawr equivalents)

(Typically offered: Every Spring)

### ASTR H205 Introduction to Astrophysics I

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(s): MATH H118 or equivalent; PHYS H105 or PHYS B121; Co-requisite(s): PHYS H106 or B201

(Offered: Fall 2018; typically offered: Every Fall)

### ASTR H206 Introduction to Astrophysics II

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(s): ASTR H205A and MATH H118 or equivalent.

(Typically offered: Every Spring)

### ASTR H304 Computational Physics

An introduction to the methods and problems of computational physics, including matrix methods, ordinary differential equations, integration, eigensystems, Monte Carlo techniques, Fourier analysis, and iterative methods. Course will include a substantial independent project. Crosslisted: Physics,

Astronomy, Computer Science Prerequisite(s): PHYS 213 or BMC PHYS 306 or instructor consent

(Typically offered: Every other Year)

#### **ASTR H341 Advanced Topics: Observational Astronomy**

Observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite(s): ASTR H206

(Typically offered: Every other Fall)

#### **ASTR H344 Advanced Topics in Astrophysics**

Topic TBA Prerequisite(s): ASTR 205 and ASTR 206

(Offered: Fall 2018; typically offered: Occasionally)

#### **ASTR H344 Advanced Topics: Cosmology and Extragalactic Astronomy**

The study of the origin, evolution and large-scale structure of the Universe (Big Bang Theory). Review of the relevant observational evidence. A study of galaxy structure and evolution, quasars, and intergalactic space. Prerequisite(s): ASTR H205 and ASTR H206

(Typically offered: Every other Spring)

#### **ASTR H404 Research in Astrophysics**

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite(s): Instructor consent

(Offered: Fall 2018; typically offered: Every Fall)

## **BIOCHEMISTRY AND MOLECULAR BIOLOGY**

Students may complete a major in Biochemistry and Molecular Biology. Required courses are drawn principally from the Biology and Chemistry Departments and those interested in Biochemistry should consult both Biology and Chemistry web pages. Students may double major in Biology and Chemistry, but are not permitted to double major in Biology and Biochemistry or Chemistry and Biochemistry. There is no minor in Biochemistry and Molecular Biology. No more than two non Tri-Co courses may be counted towards the major.

### **Faculty**

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Monica Chander, Chair and Associate Professor of Biology

Greg Davis, Associate Professor of Biology (on leave semester I)

Tamara Davis, Professor of Biology

Karen Greif, Professor of Biology

Yan Kung, Assistant Professor of Chemistry

William Malachowski, Associate Provost and Professor of Chemistry

Joshua Shapiro, Assistant Professor of Biology

Lisa Watkins, Lecturer in Chemistry

Susan A. White, Professor of Chemistry and Co-Director of Health Studies

The Biochemistry and Molecular Biology major allows the student to progress through a series of courses that emphasize understanding of life at the molecular level and utilize experimental approaches. Research may be a valuable experience for students considering graduate or professional studies or for those planning research or teaching careers. Any Biology or Chemistry professor may be selected as a research adviser, but students are encouraged to consult departmental advisers for information on how to join research groups. Students may begin conducting research at any point in their undergraduate experience with the approval of a faculty member.

With very careful advanced planning a student may enroll in Study Abroad. Typically a student will select a one-semester program in an English-speaking country such as England, Wales, Australia or Ghana.

### **Biochemistry and Molecular Biology Requirements and Opportunities**

A student may qualify for an A. B. in Biochemistry and Molecular Biology by completing courses in Biology and Chemistry with the following distribution. Students must be mindful that some courses have pre-requisites.

#### **Fundamental Courses**

- Biology 110
- Chemistry 103, 104
- Chemistry 211 and 212 or 213, 214

#### **Major Writing Requirement**

Students will complete two writing-attentive laboratory courses before the end of their junior year. To satisfy this requirement, students typically select two courses from the following list: Biology 375, Biology 376, Chemistry 251, or Chemistry 252.

#### **Core Biochemistry Courses**

- Chemistry 242 and Chemistry 251 OR Biology 375
- Chemistry 377

#### **Advanced Biology and Chemistry Courses**

- Biology 201
- Biology 376
- Chemistry 221 OR Chemistry 222

#### **Advanced Electives on Biochemically Related Topics**

Two courses that provide depth and breadth are required and one must be at the 300 or 500 level OR have a laboratory component.

Suggested courses include, but are not limited to:

- Biology 215
- Biology 216
- Biology 255
- Biology 271
- Biology 327
- Biology 340
- Biology 352
- Chemistry 221 or 222 (if not used as a Core course)
- Chemistry 231
- Chemistry 251 (if not used as a Core course)
- Chemistry 331
- Chemistry 332
- Chemistry 345
- Chemistry 515

Students are encouraged to consider suitable course offerings at Haverford and Swarthmore and all choices must be approved by the major adviser.

## Senior Experience

**Option 1 or Option 2 are required for Honors.**

Option 1—Biology 403 (2 semesters) or Chemistry 398 & 399, plus all requirements associated with the senior thesis.

Option 2—Independent Study or Praxis on a biochemical topic arranged by the student, plus all requirements associated with the senior thesis.

Option 3—An additional biochemically-related advanced elective at the 300-level or with a laboratory component.

## Courses in Allied Fields

- Mathematics 101, 102
- Mathematics 201

In consultation with the major adviser, two additional allied science courses must be selected. Students who plan to undertake graduate or medical studies should consider taking Physics.

- Physics 101, 102 or 121, 122

## Timetable for Meeting Requirements

There are a variety of ways to meet the major requirements provided that 100 level courses in Chemistry and Mathematics are completed by the end of the freshman year. Note that Mathematics 201 is required as a pre-requisite for Chemistry 221 or 222 and only two sample programs are shown here.

### Sample 1

- Freshman year: Biology 110, Chemistry 103, 104, Mathematics 101, 102
- Sophomore year: Chemistry 211, 212 (or 213, 214), Mathematics 201, Physics 121, 122
- Junior year: Biology 201, 255, Chemistry 222, 242, 251
- Senior year: Biology/Chemistry 377, Biology 340, 376, Senior Experience

### Sample 2

- Freshman year: Biology 110, 111, Chemistry 103, 104, Mathematics 101, 102
- Sophomore year: Chemistry 211, 212, (or 214, 214) Mathematics 201, Biology 201
- Junior year: Biology 216, 375 Chemistry 222, 377, CS110
- Senior year: Biology 340, 376, Senior Experience

## Honors

Students seeking to complete the Biochemistry and Molecular Biology Major must complete two semesters of research (Option 1) or an approved independent study or praxis (Option 2) and have a GPA of 3.6 in all major and allied courses.

## Advanced Placement

Students are instructed to follow the policies described by individual departments.

## COURSES

### BIOL B110 Biological Exploration I

BIOL B110 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. Quantitative readiness is required. Fall 2018: BIOL B110 will explore the biology underlying cancer. Topics to be investigated include biochemistry, cell biology, genetics, genomics and gene expression, which will build a picture of cell function that helps explain the physiology of cancer. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Greif, K., Davis, T., Skirkanich, J.  
(Fall 2018)

### BIOL B111 Biological Exploration II

BIOL B111 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. Professor Brodfuehrer will focus his portion of the course on animal communication, exploring the physiology and behavior of bat echolocation, while Professor Record will focus her portion of the course on global change and ecosystem services. Lecture three hours, laboratory three hours a week. Quantitative readiness is required for this course. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on scientific process and experimental design. Topics include development, neurobiology, evolution, physiology, ecology, and ecosystems.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Brodfuehrer,P., Skirkanich,J., Record,S.  
(Spring 2019)

### **BIOL B201 Genetics**

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetics analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Davis,T.  
(Fall 2018)

### **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. Suggested Preparation: BIOL B110 or B111 is highly recommended.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Shapiro,J.  
(Spring 2019)

### **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.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Shapiro,J.  
(Fall 2018)

### **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: BIOL 110 and CHEM B104.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies

Units: 1.0

Instructor(s): Chander,M.  
(Spring 2019)

### **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. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Yin,M.  
(Fall 2018)

### **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.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Shapiro,J.  
(Fall 2018)

### **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 the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.

Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
(Not Offered 2018-2019)

### **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: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212)

Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Chander,M.  
(Fall 2018)

### **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, discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Davis,T.  
(Spring 2019)

### **CHEM B103 General Chemistry I**

This is an introductory course in chemistry, open to students with no previous chemistry experience. 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 include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: Quantitative Readiness Required.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Goldsmith,J., Karagiardi,O., Watkins,L., White,S.  
(Fall 2018)

### **CHEM B104 General Chemistry II**

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics.

Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Francl,M., Kung,Y., Watkins,L.  
(Spring 2019)

### **CHEM B211 Organic Chemistry I**

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Nerz-Stormes,M., Karagiardi,O.  
(Fall 2018)

### **CHEM B212 Organic Chemistry II: Biological Organic Chemistry**

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Approach: Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Nerz-Stormes,M., Malachowski,B., Karagiardi,O.  
(Spring 2019)

### **CHEM B213 Organic Chemistry II for Chem/Biochemistry Majors**

A student should register for CHEM 213 if they are planning on taking the complementary quarter course, CHEM 214, in the second half of the semester. CHEM 213 mirrors the content of the first module of CHEM 212, Organic Chemistry II: Biological Organic Chemistry. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Prerequisite: CHEM B211

Approach: Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 0.5  
(Not Offered 2018-2019)

### **CHEM B214 Intermediate Organic Chemistry for Chem/Biochemistry Majors**

A student should register for CHEM 214 if she will be completing CHEM 213 in the first quarter. CHEM 214 deals with intermediate concepts in organic chemistry, including transition-metal catalyzed reactions, molecular orbital theory, and advanced treatment of enolate chemistry with a special emphasis on predicting stereochemical outcomes of reactions.

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 0.5

(Not Offered 2018-2019)

### **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 and MATH B201.

Approach: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Francl, M.

(Fall 2018)

### **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. Prerequisite: CHEM B104, PHYS 122 or 102 and MATH 201. May be taken concurrently with CHEM B212 and PHYS 122 or 102.

Approach: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith, J.

(Spring 2019)

### **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.

Approach: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Burgmayer, S.

(Spring 2019)

### **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. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Approach: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Kung, Y.

(Fall 2018)

### **CHEM B251 Research Methodology in Chemistry**

This is a laboratory topics course integrating 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. Attendance at departmental colloquia is expected of all students.

Approach: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith, J., Kung, Y.

(Fall 2018)

### **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. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Approach: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Burgmayer, S., White, S.

(Spring 2019)

### **CHEM B345 Advanced Biological Chemistry**

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Kung, Y.

(Fall 2018)

### **CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Kung, Y.

(Spring 2019)

### **CHEM B403 Independent Study**

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. Suggested Preparation: student must seek permission of faculty supervisor.

Units: 0.5-1.0

Instructor(s): Burgmayer,S., Francl,M., Goldsmith,J., Kung,Y., White,S.

### **CHEM B515 Topics in Organic Chemistry: Medicinal Chemistry**

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor. Counts towards Biochemistry and Molecular Biology. Current topic description: 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. Enrollment Criteria: CHEM B242 or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Malachowski,B.  
(Fall 2018)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D.  
(Fall 2018)

### **MATH B102 Calculus II**

A continuation of Calculus I: techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Math 102 assumes familiarity of the content covered in Math 101 or its equivalent. Continuing students need to have obtained a 2.0 or higher in Math 101.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D., Melvin,P., Myers,A.  
(Fall 2018, Spring 2019)

### **MATH B201 Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, optimization 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 with a grade of 2.0 or higher or permission of instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Donnay,V., Traynor,L.  
(Fall 2018)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin,M., Schulz,M., Bahreyni,N.  
(Fall 2018)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin,M., Daniel,K., Bahreyni,N.  
(Spring 2019)

### **PHYS B121 Modern Physics**

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. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Co-requisite: MATH B101.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin,M., Daniel,K., Cheng,X., Bahreyni,N.  
(Fall 2018)

## 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 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin, M., Noel, M.  
(Spring 2019)

## BIOLOGY

Students may complete a major or minor in Biology. Within the major, students may complete a minor in computational methods, environmental studies or neuroscience.

## Faculty

Peter Brodfuehrer, Eleanor A. Bliss Professor of Biology (on leave semester I)

Monica Chander, Chair and Associate Professor of Biology

Gregory Davis, Associate Professor of Biology

Tamara Davis, Professor of Biology

Karen Greif, Professor of Biology

Thomas Mozdzer, Associate Professor of Biology (on leave semesters I & II)

Sydne Record, Assistant Professor of Biology

Joshua Shapiro, Assistant Professor of Biology

Jennifer Skirkanich, Lecturer in Biology

Michelle Wien, Senior Lecturer in Biology

Melinda Yin, 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 students to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of a senior paper as the capstone experience. Opportunities for supervised research with faculty are available and encouraged. Students considering majoring in Biology are encouraged to meet with the Department's major advisor to determine the best sequence of courses based on their interests and goals.

## Major Requirements for Students Declaring Before Fall 2017

- Two semesters of introductory biology (BIOL 110 and BIOL 111/BIOL 115)
- Must be completed with merit grades before the beginning of junior year.

- A score of 5 on the Advanced Placement examination, or 7 on the International Baccalaureate examination, can be used to satisfy one semester of introductory biology. An additional semester of BIOL 110/111/115 is required to fulfill the introductory biology requirement. The Department highly recommends both semesters for majors since placement out of one semester of introductory biology does not necessarily satisfy the introductory biology prerequisite for 200/300-level courses.

- Six courses at the 200 and 300 level (excluding BIOL 390-399)

At least two of these upper-level courses must be at the 300-level.

At least three of these upper-level courses must be laboratory courses (two semesters of supervised laboratory research, BIOL 403, may be substituted for one of the required laboratory courses).

- The Writing within the Major requirement is fulfilled by completion of two 200/300-level laboratory courses in Biology, all of which are writing attentive.

- No more than two upper-level courses may be taken outside the Bryn Mawr Biology Department.

- One senior seminar course (BIOL 390-399)

Students taking BIOL 399 must be concurrently enrolled in BIOL 403 (supervised laboratory research) in their senior year.

- Two semester courses in general chemistry (CHEM103 and CHEM104)

Must be completed with merit grades before the beginning of junior year.

- Three semester courses in allied sciences to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics, or Psychology. 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.

## Major Requirements for Students Declaring During or After Fall 2017 (Class of 2020 on)

- Two semesters of introductory biology (BIOL110 and BIOL111/BIOL115)

Must be completed with merit grades before the beginning of junior year.

- A score of 5 on the Advanced Placement examination, or 7 on the International Baccalaureate examination, can be used to satisfy one semester of introductory biology. An additional semester of BIOL 110/111/115 is required to fulfill the introductory biology requirement. The department highly recommends both semesters for majors since placement out of one semester of introductory biology does not necessarily satisfy the introductory biology prerequisite for 200/300-level courses.

- Six courses at the 200 and 300 level (excluding BIOL 390-398)

At least two of these upper-level courses must be at the 300-level.

At least three of these upper-level courses must be laboratory courses. For students enrolled in two semesters



of BIOL 403, only two upper-level laboratory courses are required.

- The Writing within the Major requirement is fulfilled by completion of two 200/300-level laboratory courses in Biology, all of which are writing attentive.
- No more than two upper-level courses may be taken outside the Bryn Mawr Biology Department.
- Senior Capstone Experience (two options)  
Option 1: Two semesters of independent laboratory research (BIOL 403) in the senior year, which includes written and oral presentation of a senior paper based on this research.  
Option 2: A topics-based senior seminar course (BIOL 390-398) taken in the senior year, which includes written and oral presentation of a senior paper based on an in-depth investigation of a topic.
- Two semester courses in general chemistry (CHEM103 and CHEM104). Must be completed with merit grades before the beginning of junior year.
- Three semester courses in allied sciences to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics, or Psychology. 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.

## Honors

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. As part of the process for awarding honors in Biology, interested seniors are required to write a short (one-page maximum) essay identifying ways in which they have distinguished themselves within the Biology Department, including activities and scholarship beyond the classroom that exemplify their engagement and growth as a Biology major. In order to be considered for honors, Biology majors are required to attend at least six STEM-focused seminars at Bryn Mawr College or Haverford College over the course of their junior and senior years. In addition, students are required to submit a one-paragraph summary of each seminar they attend to this link ([https://brynmawr.qualtrics.com/SE/?SID=SV\\_d1fni5ZqFprdYhf](https://brynmawr.qualtrics.com/SE/?SID=SV_d1fni5ZqFprdYhf)) within 48 hours of attendance.

Final selection for honors is made by the Biology faculty.

## Minor requirements

- Six semester courses in Biology (including introductory biology)
- No more than two of these courses may be taken outside the Bryn Mawr Biology Department

## Minors in Environmental Studies, Computational Methods, and Neuroscience

These minors 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. Consult catalog for further information.

## 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 pedagogic objectives of the course by the faculty member, then the student will be allowed to pursue alternative laboratory activities without penalty.

## 4+1 Master of Engineering Program with the University of Pennsylvania

Students enrolled in this program may begin coursework towards their master's degree at University of Pennsylvania as a Bryn Mawr undergraduate. After graduation from Bryn Mawr, students will complete their master's coursework over the course of a year as a full-time student at UPenn. More information can be found at <https://www.brynmawr.edu/academics/41-master-engineering-penn>. Biology majors interested in the 4+1 Program with Penn Engineering should contact Jennifer Skirkanich ([jskirkanic@brynmawr.edu](mailto:jskirkanic@brynmawr.edu)).

## Summer Science Research Program at Bryn Mawr College

Bryn Mawr and Haverford students are eligible to apply to the Summer Science Research (SSR) program. SSR is a 10-week program that supports students who are doing discovery-based research in the laboratory or field with Bryn Mawr faculty. The program provides support for students along with a speaker series and professional development programming. More information can be found at <https://www.brynmawr.edu/scienceresearch/>.

## 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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Wien, M.

(Fall 2018)

### 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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Wien, M.

(Spring 2019)

### BIOL B110 Biological Exploration I

BIOL B110 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. Quantitative readiness is required. Fall 2018: BIOL B110 will explore the biology underlying cancer. Topics to be investigated include biochemistry, cell biology, genetics, genomics and gene expression, which will build a picture of cell function that helps explain the physiology of cancer. The laboratory portion of the course will explore the fundamentals of molecular and cellular biology through scientific research, with an emphasis on scientific process and experimental design. Topics include genetically modified organisms, stem cell biology, and molecular biological techniques.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Greif, K., Davis, T., Skirkanich, J.  
(Fall 2018)

### **BIOL B111 Biological Exploration II**

BIOL B111 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. Professor Brodfuehrer will focus his portion of the course on animal communication, exploring the physiology and behavior of bat echolocation, while Professor Record will focus her portion of the course on global change and ecosystem services. Lecture three hours, laboratory three hours a week. Quantitative readiness is required for this course. The laboratory portion of the course will explore the fundamentals of organismal biology through scientific research, with an emphasis on scientific process and experimental design. Topics include development, neurobiology, evolution, physiology, ecology, and ecosystems.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Brodfuehrer, P., Skirkanich, J., Record, S.  
(Spring 2019)

### **BIOL B115 Computing Through Biology: An Introduction**

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Additional Meeting Time: (Lab) 2 hours.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Shapiro, J.  
(Spring 2019)

### **BIOL B201 Genetics**

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics.

Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetics analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Health Studies  
Units: 1.0  
Instructor(s): Davis, T.  
(Fall 2018)

### **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. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Neuroscience  
Units: 1.0  
Instructor(s): Greif, K.  
(Fall 2018)

### **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. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
Instructor(s): Greif, K.  
(Spring 2019)

### **BIOL B214 The History of Genetics and Embryology**

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include 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.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Davis, G.  
(Spring 2019)

### **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. Suggested Preparation: BIOL B110 or B111 is highly recommended.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Health Studies  
Units: 1.0  
Instructor(s): Shapiro, J.  
(Spring 2019)

### **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.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Health Studies  
Units: 1.0  
Instructor(s): Shapiro, J.  
(Fall 2018)

### **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.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **BIOL B225 Biology and Ecology 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 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. One semester of BIOL 110/111.

Approach: Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies  
Units: 1.0  
Instructor(s): Record, S.  
(Spring 2019)

### **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.

Approach: Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Davis, G., Marengo, P.  
(Spring 2019)

### **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 visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience  
Units: 1.0  
Instructor(s): Record, S.  
(Fall 2018)

### **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: BIOL 110 and CHEM B104.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies  
Units: 1.0  
Instructor(s): Chander, M.  
(Spring 2019)

### **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. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Yin, M.

(Fall 2018)

### **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.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor(s): Brodfuehrer, P.

(Spring 2019)

### **BIOL B305 Sleep and Biological Rhythms**

This seminar course will focus on providing students with a survey of our current understanding of chronobiology and sleep disorders by reading historical and current primary literature. We begin with work on model organisms, and end with an examination of human sleep disorders. Students will present individual papers on topics and lead discussions. Prerequisite: PSYC H217 (Biological Psychology), PSYC B218 (Behavioral Neuroscience), or BIOL B202 (Introduction to Neuroscience) or permission of instructor.

Units: 1.0

Instructor(s): Yin, M.

(Spring 2019)

### **BIOL B313 Integrative Organismal Biology I**

The first semester of a two-semester course focusing on the anatomical and physiological properties of cells, tissues, organs and organ systems that form the basis of human function. Homeostasis, control systems and the structural basis of function are emphasized. 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

(Not Offered 2018-2019)

### **BIOL B314 Integrative Organismal Biology II**

The second semester of Integrative Organismal Biology. Lecture three hours, laboratory three hours a week. Prerequisite: BIOL 313 or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **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

(Not Offered 2018-2019)

### **BIOL B323 Coastal and Marine Ecology**

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Prerequisite: BIOL B220 (Ecology)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **BIOL B325 Virology**

This course is intended to familiarize students with the cellular and molecular biology of viruses. This course will focus on general aspects of the viral life cycle, aspects of specific viruses and the diseases they cause. The course will consist of interactive lectures, discussions, and short writing assignments to help you gain a comprehensive introduction to the field of virology.

Units: 1.0

(Not Offered 2018-2019)

### **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 B218/PSYC H217, or BIOL 202.

Major Writing Requirement: Writing Attentive

Counts towards: Neuroscience

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Shapiro, J.

(Fall 2018)

### **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 on ecosystems by analyzing the primary literature and the latest IPCC report. Prerequisites: BIOL B220, BIOL 225 or BIOL B262, or permission of instructor.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 the cytoskeleton making use of techniques in cell culture and immunocytochemistry. A student-designed project is a major component. Lecture three hours, laboratory four hours a week. Prerequisites: One semester of Organic Chemistry (CHEM B211/B212), and BIOL B201 or B271, or permission of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

(Not Offered 2018-2019)

### **BIOL B352 Immunology**

This course is intended to familiarize students with the cellular, molecular, and biochemical aspects of the innate and adaptive components of the immune system. The course will consist of interactive lectures and discussions to gain a comprehensive introduction to the underlying principles of immunology. Lectures will be supplemented with analysis of primary literature, group presentations, and discussion. The first half of the course will focus on the immune system and the functions of its major components. The second half will focus on how the various components of the immune system function during their response to infectious agents and how the system is deregulated during non-infectious immune diseases. Prerequisite: BIOL B110 or B111, and one 200- or 300-level Biology course.

Units: 1.0

Instructor(s): Yin, M.

(Fall 2018)

### **BIOL B364 Developmental Neurobiology**

A lecture/discussion course on major topics in the development of the nervous system. 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 2018-2019)

### **BIOL B371 Advanced Developmental Biology**

This seminar course will explore topics related to how animals develop as the result of a complex interplay between genes and the environment, focusing on literature from the last five years. Students will present individual papers on topics

and lead discussions. Prerequisite: BIOL B201(Genetics), B216(Genomics), or B271(Developmental Biology), or permission of instructor.

Units: 1.0

Instructor(s): Yin, M.

(Spring 2019)

### **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: BIOL B110 and two semesters of Organic Chemistry (CHEM B211/B212)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Chander, M.

(Fall 2018)

### **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, discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL 201 or BIOL B375 or permission of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Davis, T.

(Spring 2019)

### **BIOL B380 Topics in Cellular and Organismal Physiology**

Physiology is the study of the normal functioning of a living organism and its components, including all its physical and chemical processes. The integration of function across many levels of organization will be emphasized. Prerequisite: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **BIOL B390 Senior Seminar in Ecology**

A focus on the interactions among organisms and their environments. Students read and discuss current and classic papers from the primary literature. Topics may include biogeographic patterns, population and community dynamics, and ecosystem functioning. We may explore current issues such as global warming, habitat degradation and fragmentation, loss of biodiversity and the introduction of alien species. The effects of these human induced changes on the biota are examined. 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 220 or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **BIOL B393 Senior Seminar in Molecular Genetics**

This seminar course focuses on topics of current interest and significance in genetics, molecular genetics and genomics. Topics vary, and may include the characterization of functional DNA elements, the effects of allelic variation, mechanisms of gene regulation, and/or genetics as a tool for understanding development. Students investigate topics of interest through critical reading of primary literature and hone written and oral communication skills via the presentation and discussion of scientific information and ideas. In addition, students write, defend, and publicly present one long research paper. Three hours of discussion per week, supplemented by regular meetings with individual students. Prerequisites: BIOL 201, 216 or Biology 376, or permission of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **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, 216, 236, 271 or permission of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **BIOL B395 Sr. Seminar: Cancer Biology**

A senior seminar course with a broad focus on the biology of cancer. Potential topics might range from basic research in the etiology of cancer, to development of new therapeutics, to proposals for screening or other policies. Students will select and research a topic relating to cancer, and produce a significant written document, and present their research orally to the department. Prerequisites: open to senior Biology Majors only; one (or more) of the following courses: BIOL B201, B271, B340, B375, or B376.

Units: 1.0  
Instructor(s): Greif, K.  
(Spring 2019)

### **BIOL B398 Senior Seminar in Science and Society**

A senior seminar course with a broad focus on the ecology of global change. Potential topics might range from basic research on the physiological responses of organisms to different environmental conditions to more applied research on identifying biodiversity hotspots for conservation planning. Students will select and research a topic relating to global change ecology, and produce a significant written document, and present their research orally to the department. Prerequisites: open to senior Biology majors only; one (or more) of the following courses: BIOL B210, BIOL B220, BIOL B225, BIOL B323 or BIOL B332.

Units: 1.0  
Instructor(s): Record, S.  
(Fall 2018)

### **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. Corequisite: enrollment in BIOL B403.

Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Davis, T.  
(Spring 2019)

### **BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Fall 2018)

### **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 2018-2019)

### **ANTH B209 Human Evolution**

This course explores the biological and cultural evolution of humans as viewed from the fossil and archaeological record, beginning with our earliest ancestors and continuing to the dispersal of modern humans around the globe. We will use comparative, functional, and evolutionary anatomy to interpret past behaviors and relationships among fossil hominins, as well as their relationship to modern humans. Furthermore, we will use geology, archaeology, and paleoecology to reconstruct behavioral aspects of fossil hominins and their environmental influences. Throughout the course, we will focus our discussions on major debates in paleoanthropology. Prerequisite: ANTH 101 or permission of instructor.

Approach: Scientific Investigation (SI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: ANTH B101 or permission of the instructor. Counts towards: Health Studies, Biology

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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/B111, and CHEM 211 or permission of the instructor.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B103 General Chemistry I**

This is an introductory course in chemistry, open to students with no previous chemistry experience. 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 include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: Quantitative Readiness Required.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith,J., Karagiardi,O., Watkins,L., White,S. (Fall 2018)

### **CHEM B104 General Chemistry II**

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Francl,M., Kung,Y., Watkins,L. (Spring 2019)

### **CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods,

regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Kung,Y. (Spring 2019)

### **CMSC B115 Computing Through Biology: An Introduction**

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Additional Meeting Time: (Lab) 2 hours.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

(Not Offered 2018-2019)

### **PHIL B310 Philosophy of Science**

This course investigates philosophical problems arising from reflection about the practice of science and the inferences used in scientific reasoning. Typical topics include the nature of scientific laws and theories, the character of explanation and prediction, the role of idealization in science, the goals of scientific inquiry, the existence of "non-observable" theoretical entities such as electrons and genes, the problem of justifying induction, scientific realism vs. constructivism, the role of values and ethics in science, the evolution of scientific knowledge over time, the social structures of science, and some puzzles associated with probability. We will also look at more specific philosophical issues within particular scientific disciplines (e.g. philosophy of physics, biology, or social science) as they arise throughout the course.

Units: 1.0

(Not Offered 2018-2019)

### **PSYC B401 Supervised Research in Neuroscience**

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.

Counts towards: Neuroscience

Units: 1.0

(Fall 2018, Spring 2019)

# CHEMISTRY

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.

## Faculty

Sharon Burgmayer, Dean of Graduate Studies and the W. Alton Jones Professor of Chemistry

Michelle Francl, Frank B. Mallory Professor of Chemistry and Chair of Chemistry

Jonas Goldsmith, Associate Professor of Chemistry

Olga Karagiari, Lecturer in Chemistry

Yan Kung, Assistant Professor of Chemistry

Bill Malachowski, Associate Provost and Professor of Chemistry

Maryellen Nerz-Stormes, Senior Lecturer in Chemistry

Lisa Hernandez-Cuebas Watkins, Lecturer in Chemistry

Susan A. White, Professor of Chemistry and Co-Director of Health Studies

## 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.

FAQ about the Chemistry Major can be found at <https://www.brynmawr.edu/chemistry/faqs>.

## 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

Chem 213/214 can replace Chem 212 for all major, minor and concentration requirements.

Other required courses: Math 101, 102, 201. Students who plan to do graduate work in chemistry should also consider taking Physics 121/122 (preferred) or 101/102 and Physics 201.

Students majoring in Chemistry fulfill the disciplinary writing requirement by satisfactorily completing Chem 251 and 252, which are writing attentive courses.

## 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
- 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. Math 201 is offered at Bryn Mawr only in the fall, but an equivalent course is offered at Haverford in the spring term.
- Chem 221/222 can be taken concurrently with Chem 211/212 and this arrangement allows for the completion of all major requirements in three years.
- 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 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 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-requisite: Math 201



\*\*Biol 375 may be substituted for Chem 242

Other required courses: Math 101, 102

### 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 or 377
- Chem 3xx
- Biol 201
- Biol 376\*\*\*

\*Pre-requisite: Math 201

\*\*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-requisite: Math 201

\*\*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. Students may double major in Chemistry and Biology, but are not permitted to double major in Biology and Biochemistry or Chemistry and Biochemistry.

### 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 Chemistry Laboratory Lecturer Lisa Watkins.

### 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 4+1 Partnership with Penn's School of Engineering and Applied Science. Chemistry students considering this program should contact Chemistry Laboratory Lecturer Lisa Watkins. See also the description of the 4+1 Program in Engineering at UPenn.

### COURSES

#### CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. 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 include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: Quantitative Readiness Required.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith, J., Karagiardi, O., Watkins, L., White, S. (Fall 2018)

#### CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. The course may include individual conferences and recommended evening peer-led instruction sessions. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Francl, M., Kung, Y., Watkins, L. (Spring 2019)

### **CHEM B208 Topics in Art Analysis**

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects.

Approach: Scientific Investigation (SI)

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Weldon, M.

(Fall 2018)

### **CHEM B211 Organic Chemistry I**

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week.

Prerequisite: CHEM 104 with a grade of at least 2.0.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Nerz-Stormes, M., Karagiari, O.

(Fall 2018)

### **CHEM B212 Organic Chemistry II: Biological Organic Chemistry**

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0.

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Nerz-Stormes, M., Malachowski, B., Karagiari, O.

(Spring 2019)

### **CHEM B213 Organic Chemistry II for Chem/Biochemistry Majors**

A student should register for CHEM 213 if they are planning on taking the complementary quarter course, CHEM 214, in the second half of the semester. CHEM 213 mirrors the content of the first module of CHEM 212, Organic Chemistry II: Biological Organic Chemistry. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry.

Prerequisite: CHEM B211

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 0.5

(Not Offered 2018-2019)

### **CHEM B214 Intermediate Organic Chemistry for Chem/Biochemistry Majors**

A student should register for CHEM 214 if she will be completing CHEM 213 in the first quarter. CHEM 214 deals with intermediate concepts in organic chemistry, including transition-metal catalyzed reactions, molecular orbital theory, and advanced treatment of enolate chemistry with a special emphasis on predicting stereochemical outcomes of reactions.

Approach: Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology

Units: 0.5

(Not Offered 2018-2019)

### **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 and MATH B201.

Approach: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Francl, M.

(Fall 2018)

### **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. Prerequisite: CHEM B104, PHYS 122 or 102 and MATH 201. May be taken concurrently with CHEM B212 and PHYS 122 or 102.

Approach: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith, J.

(Spring 2019)

### **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.

Approach: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Burgmayer, S.

(Spring 2019)

### **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. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Approach: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology; Health

## Studies

Units: 1.0

Instructor(s): Kung, Y.  
(Fall 2018)

### **CHEM B251 Research Methodology in Chemistry**

This is a laboratory topics course integrating 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. Attendance at departmental colloquia is expected of all students.

Approach: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Goldsmith, J., Kung, Y.  
(Fall 2018)

### **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. Attendance at departmental colloquia is expected of all students. Course Prerequisites: CHEM B212. Course Co-requisites: CHEM B222 or CHEM B231 or CHEM B242.

Approach: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Burgmayer, S., White, S.  
(Spring 2019)

### **CHEM B310 Topics in Art Analysis**

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects. Current topic description: This course introduces the science of textiles through hands-on training in the analysis of textile weaving techniques and materials. Students will learn to identify fibers, weave structures, dyes, and mordants through visual and instrumental analysis culminating in their ability to fully identify the methods of production of an authentic early Byzantine textile. Instrumentation used will include polarized light microscopy, high performance liquid chromatography, and x-ray fluorescence spectroscopy.

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Weldon, M.  
(Fall 2018)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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 CHEM B211/B212), and some coursework in physical chemistry.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B321 Topics: Advanced Physical Chemistry**

This is a topics course, course content varies. Lecture/seminar /laboratory three hours per week. Prerequisites: CHEM 221 and 222 or permission of the instructor.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B332 Advanced Inorganic Chemistry**

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B334 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. Prerequisite: CHEM 212 and 231.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B345 Advanced Biological Chemistry**

This is a topics course. Topics vary. Prerequisite: CHEM B242 or BIOL B375.

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Kung, Y.  
(Fall 2018)

### **CHEM B350 Selected Topics in Current Chemical Research**

This is a topics course, course content varies. Lecture three hours a week. Prerequisites: CHEM 211, 212 and 231 or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B377 Biochemistry II: Biochemical Pathways and Metabolism**

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and

assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 242, or permission of instructor.

Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Kung, Y.  
(Spring 2019)

#### **CHEM B398 Senior Seminar**

Units: 1.0  
Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Kung, Y.  
(Fall 2018)

#### **CHEM B399 Senior Seminar**

Units: 1.0  
Instructor(s): Francl, M., Burgmayer, S., White, S., Malachowski, B., Goldsmith, J., Kung, Y.  
(Spring 2019)

#### **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.

Units: 1.0  
(Not Offered 2018-2019)

#### **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 2018-2019)

#### **CHEM B515 Topics in Organic Chemistry: Medicinal Chemistry**

This is a topics course. Topics may vary. Prerequisite: CHEM B242 or permission of instructor. Counts towards Biochemistry and Molecular Biology. Current topic description: 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. Enrollment Criteria: CHEM B242 or permission of instructor.

Counts towards: Biochemistry and Molecular Biology  
Units: 1.0  
Instructor(s): Malachowski, B.  
(Fall 2018)

#### **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  
(Not Offered 2018-2019)

#### **CHEM B532 Advanced Inorganic Chemistry**

This is a topics course covering topics in advanced inorganic chemistry. Prerequisites: CHEM 231 and 242 or permission of the instructor.

Units: 1.0  
(Not Offered 2018-2019)

#### **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  
Instructor(s): Malachowski, B.  
(Spring 2019)

#### **CHEM B545 Advanced Biological Chemistry**

This is a topics course. Topics vary. Prerequisite: Any course in Biochemistry.

Units: 1.0  
Instructor(s): Kung, Y.  
(Fall 2018)

#### **CHEM B550 Selected Topics in Current Chemical Research**

This is a topics course, course content varies. Lecture three hours a week. Prerequisites: CHEM 221-222 or permission of instructor.

Units: 1.0  
(Not Offered 2018-2019)

#### **CHEM B577 Biochemistry II: Biochemical Pathways and Metabolism**

This course is a continuation of CHEM B242 or BIOL B375. Biochemical pathways involved in cellular metabolism will be explored in molecular detail. Energy producing, degradation, and biosynthetic pathways involving sugars, fats, amino acids, and nucleotides will be discussed with an emphasis on structures and mechanisms, experimental methods, regulation, and integration. Additional topics, drawn from the primary research literature, may be covered. Readings will be drawn from textbooks and from the primary literature and assessments may include oral presentations, problem sets, written examinations, and writing assignments. This is a second course in Biochemistry and assumes a strong foundation in the fundamentals of Biochemistry. Prerequisite: BIO 375 or CHEM 375, or permission of instructor.

Units: 1.0  
Instructor(s): Kung, Y.  
(Spring 2019)

### **CHEM B701 Supervised Work**

Units: 1.0

Instructor(s): Burgmayer,S.  
(Fall 2018)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D.  
(Fall 2018)

### **MATH B102 Calculus II**

A continuation of Calculus I: techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Math 102 assumes familiarity of the content covered in Math 101 or its equivalent. Continuing students need to have obtained a 2.0 or higher in Math 101.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D., Melvin,P., Myers,A.  
(Fall 2018, Spring 2019)

### **MATH B201 Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, optimization 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 with a grade of 2.0 or higher or permission of instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Donnay,V., Traynor,L.  
(Fall 2018)

## **CHILD AND FAMILY STUDIES**

Students may complete a Child and Family Studies minor as an adjunct to any major at Bryn Mawr, Haverford or Swarthmore pending approval of the student's coursework plan by the Director of Child and Family Studies, Leslie Rescorla.

### **Faculty**

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science and Director of Child and Family Studies

### **Affiliated Faculty**

William (Dustin) Albert, Assistant Professor of Psychology (on leave semesters I & II)

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 Faculty Convener of International Programs

Heejung Park, Assistant Professor of Psychology (on leave semesters I & II)

Deborah Roberts, Professor of Classics and Comparative Literature, Haverford College

Bethany Schneider, Associate Professor of English

Marc Schulz, Chair and Professor of Psychology (on leave semester I)

Janet Shapiro, Dean and Professor of Social Work and Director of the Center for Child and Family Wellbeing

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 not only addresses the life stages and cultural contexts of infancy through adolescence but also includes issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, representation, and voice of children in society and culture.

### **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 201 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. Only two CFS courses may be double-counted with any major, minor, or other degree credential.

Students craft a pathway in the minor as they engage in course selection through ongoing discussions with the CFS Director. 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; or 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. Students are expected to discuss their placement choices with the CFS Director.

To foster the inter-disciplinary nature of Child and Family Studies, students enrolled in the minor must also complete the following requirements:

- Attendance at periodic CFS evening meetings for discussion sessions, guest speakers, "minor information sessions", etc..

- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

(Note: it is important to check the Trico course guide for updated course information as not every course is taught every year. 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).

### **Courses that can be counted toward the Child and Family Studies Minor**

#### **Bryn Mawr College Courses and Seminars**

ANTH 102 Introduction to Cultural Anthropology  
 ANTH 268 Cultural Perspectives on Marriage and Family  
 ANTH 279 Anthropology of Childhood and Youth  
 ANTH 312 Anthropology of Reproduction  
 ARTS 269 Writing for Children  
 EDUC 200 Critical Issues in Education  
 EDUC 210 Perspectives on Special Education  
 EDUC 260 Multicultural Education  
 EDUC 266 Schools in American Cities  
 EDUC 302 Practice Teaching Seminar  
 EDUC 311 Fieldwork Seminar  
 ENGL 247 Shakespeare's Teenagers  
 ENGL 270 American Girl: Childhood in U.S. Literatures, 1690-1935  
 ENGL 271 Transatlantic Childhood in the 19th Century  
 POLS 375 Gender, Work and Family  
 PSYC 203 Educational Psychology  
 PSYC 206 Developmental Psychology  
 PSYC 209 Abnormal Psychology  
 PSYC 250 Autism Spectrum Disorders  
 PSYC 303 Portraits of Maladjustment  
 PSYC 322 Culture and Development  
 PSYC 340 Women's Mental Health  
 PSYC 346 Pediatric Psychology  
 PSYC 350 Developmental Cognitive Disorders  
 PSYC 351 Developmental Psychopathology  
 PSYC 375 Movies and Madness  
 SOCL 102 Society, Culture, and the Individual  
 SOCL 201 The Study of Gender in Society  
 SOCL 205 Social Inequality  
 SOCL 217 The Family in Social Context  
 SOCL 225 Women in Society  
 SOCL 229 Black America in Sociological Perspective  
 SOCL 235 Mexican-American Communities  
 SOCL 258 Sociology of Education  
 SOCL 266 Schools in American Cities  
 SOWK 552 Perspectives on Inequality

SOWK 554 Social Determinants of Health  
 SOWK 571 Education Law for Social Workers  
 SOWK 574 Child Welfare Policy, Practice, and Research  
 SOWK 575 Global Public Health

#### **Haverford College Courses and Seminars**

ANTH 103 Introduction to Anthropology  
 ANTH 209 Anthropology of Education  
 ANTH 263 Anthropology of Space: Housing and Society  
 COML 289 Children's Literature  
 EDUC 200 Critical Issues in Education  
 EDUC 275 English Learners in the U.S  
 PSYC 215 Introduction to Personality Psychology.  
 PSYC 223 Psychology of Human Sexuality  
 PSYC 335 Self & Identity  
 SOCL 204 Medical Sociology  
 SOCL 226 Sociology of Gender

#### **Swarthmore College Courses and Seminars**

ED 14 Introduction to Education  
 ED 21/Psych 21 Educational Psychology  
 ED 23/Psych 23 Adolescence  
 ED 23A Adolescents and Special Education  
 ED 26/Psych 26 Special Education  
 ED 42 Teaching Diverse Young Learners  
 ED 45 Literacies and Social Identities  
 ED 53 Language Minority 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 167 Identities and Education Honors Seminar  
 PSYC 34 Psychology of Language  
 PSYC 35 Social Psychology  
 PSYC 39 Developmental Psychology  
 PSYC 41 Children at Risk  
 PSYC 50 Developmental Psychopathology  
 PSYC 55 Family Systems Theory and Psychological Change  
 PSYC 135 Advanced Topics in Social and Cultural Psychology

### **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.

Approach: Cross-Cultural Analysis (CC)  
 Counts towards: Child and Family Studies; Gender and

Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Pashigian, M., Fioratta, S.

(Spring 2019)

### **ANTH B279 Anthropology of Childhood and Youth**

This course will challenge you to think about childhood and youth as a diverse global experience by exploring a set of fundamental questions. How do children's daily lives differ from place to place, and how are race, class and gender linked to discourses and experiences of childhood? How do children stand in as symbols for broader political and cultural concerns? The course will explore these questions by considering the ways childhood is constructed and experienced in relation to controversial topics such as education, labor, migration, human rights, violence, consumerism, and media.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power and politics 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 B102 (or ANTH H103) or permission of instructor.

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 2 hours per visit).

Approach: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Flaks, D., Zuckerman, K.

(Spring 2019)

### **EDUC B210 Perspectives on Special Education**

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students' learning profiles affect their ability to learn in school from a functional perspective; how and why students' educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students' needs in an inclusive classroom. Two hours of fieldwork per week required.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Flaks, D.

(Fall 2018)

### **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)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Zuckerman, K.

(Spring 2019)

### **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

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B271 Transatlantic Childhoods in the 19th Century**

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the “invention of childhood,” we'll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both “literary” works and texts and artifacts from a range of other discourses and spheres. We'll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we'll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain's sharply stratified class landscape. If race and class

are produced differently, we'll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We'll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0

Instructor(s): Flower, C.  
(Fall 2018)

### **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: PSYC B105 (Introductory Psychology)

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Cassidy, K.  
(Fall 2018)

### **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: PSYC B105 or PSYC H100

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Baird, J.  
(Spring 2019)

### **PSYC B209 Abnormal Psychology**

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies; Health Studies

Units: 1.0

Instructor(s): Schulz, M.

(Spring 2019)

### **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).

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies

Units: 1.0

(Not Offered 2018-2019)

### **PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 0.5

(Not Offered 2018-2019)

### **PSYC B322 Culture and Development**

This course focuses on adolescents and their families in cultural, social, and ecological contexts. Topics include family dynamics, parent-adolescent relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC 105, and PSYC 206 or PSYC 224.

Counts towards: Child and Family Studies

Units: 1.0

(Not Offered 2018-2019)

### **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; Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Film Studies; Health Studies  
Units: 1.0  
Instructor(s): Rescorla, L.  
(Fall 2018)

### **SOCL B201 The Study of Gender in Society**

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Spring 2019)

### **SOCL B217 The Family in Social Context**

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B229 Black America in Sociological Perspective**

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0  
Instructor(s): Washington, R.  
(Fall 2018)

### **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 I course; placements are in local schools.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Education; Praxis Program  
Units: 1.0  
Instructor(s): Karen, D.  
(Fall 2018)

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Students may complete a major or minor in Classical and Near Eastern Archaeology.

### Faculty

Jennie Bradbury, Assistant Professor of Classical and Near Eastern Archaeology

Alice Donohue, Rhys Carpenter Professor of Classical and Near Eastern Archaeology

Astrid Lindenlauf, Associate Professor of Classical and Near Eastern Archaeology

Peter Magee, Chair and Professor of Classical and Near Eastern Archaeology

Susanna McFadden, Visiting Assistant Professor

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 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt (either ARCH 101 or 104) and ancient Greece and Rome (ARCH 102), and two semesters of the senior conference. At least two upper-level courses should be distributed between Classical and Near Eastern subjects. Additional requirements are determined in consultation with the major advisor. Additional coursework in allied subjects may be presented for major credit but must be approved in writing by the major advisor; 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 advisor, one course taken in study abroad may be accepted for credit in the major.

The writing requirement for the major consists of two one-semester Writing Attentive courses offered within the department.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major advisor 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 (ARCH 101 or 104 and 102) 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, in addition to four other courses selected in consultation with the major advisor.

### Annual Field Trip

From 2015/6 onwards the Department will be organizing an annual field trip for registered majors in their Junior Year. The trip will involve a city (e.g., Athens or Rome) which features in our teaching program, or a city which contains relevant Museums (e.g., London, Paris, Berlin). Details for the upcoming trip will be made available at the beginning of the Fall Semester. The airfare and accommodations costs are covered by the Department.

### Concentration in Geoarchaeology

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.

Requirements for the concentration:

1. 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.
2. ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).
3. BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).
4. Two elective courses, to be chosen in consultation with the major advisor, 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 advisor. 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 advisor 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 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 Astrid Lindenlauf is also beginning a new excavation project at the ancient Greek trading post of Naukratis in Egypt, and the opportunities for work there will expand as the project gets under way.

## 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 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 Special Collections.

## 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 B102 Introduction to Classical Archaeology

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Lindenlauf,A.

(Spring 2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Geoarchaeology; Middle Eastern Studies

Units: 1.0

Instructor(s): Bradbury,J.

(Fall 2018)

### 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."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### 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  
Instructor(s): Lindenlauf,A.  
(Fall 2018)

### **ARCH B137 Focus: Introduction into Principles of Preservation & Conservation**

This half-unit introductory course provides insights into the fundamentals of the practices of archaeological preservation and conservation and enhances the understanding of their significance in the archaeological process. This half-course deals exclusively with excavated materials that are still on-site or have been moved to a storage facility or a museum. Materials considered in this course include architecture, textiles, and portable objects made of clay, stone, and metal. While most of the finds are from land sites, occasional references to marine material are made. Most of the material used in the hands-on sessions comes from the Special Collections. Suggested preparation: basic understanding of chemistry is helpful.

Approach: Course does not meet an Approach  
Units: 0.5  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B204 Animals in the Ancient Greek World**

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Donohue,A.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B215 Classical Art**

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B217 Captive Greece, Captor Rome?**

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era and the expansion of Roman power in the Mediterranean through the absorption of the Greek world into the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive

Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B218 Food and Archaeology in Greece, Past and Present**

This lecture and discussion course will explore food, foodways, and migration in ancient and medieval Greece through the study of archaeological approaches from the nineteenth century to the present day. We will take a comparative and multicultural approach to the exploration of practices and methods of archaeology, and consider how interest and knowledge of food has changed with the development of new techniques. We will also consider literary evidence and the modern history and ecology of Greece and how they shed light on the understanding of food and drink in the ancient and medieval world.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B219 Art and Archaeology of Late Antiquity**

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): McFadden, S.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Magee, P.  
(Fall 2018)

### **ARCH B225 The Art and Archaeology of Greco-Roman Egypt**

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): McFadden, S.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B238 Land of Buddha: The Archaeology of South Asia, First Millennium B.C.E.**

This course uses archaeological evidence to reconstruct social and economic life in South Asia from ca. 1200 to 0 B.C.E. We examine the roles of religion, economy and foreign trade in the establishment of powerful kingdoms and empires that characterized this region during this period.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Bradbury, J.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B252 Pompeii**

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban

life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Approach: Course does not meet an Approach  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B254 Cleopatra**

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B263 Roman Archaeology: Life in the City**

The art and architecture of Rome from the Republic through the Empire.

Units: 1.0  
Instructor(s): McFadden, S.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Donohue, A.  
(Spring 2019)

### **ARCH B304 Archaeology of Greek Religion**

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B305 Topics in Ancient Athens: The Acropolis**

This is a topics course. Course content varies. Current topic description: 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 of the Acropolis played in shaping the Hellenic Identity.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Lindenlauf, A.  
(Spring 2019)

### **ARCH B306 Monumental Painting**

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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

(Not Offered 2018-2019)

### **ARCH B312 Bronze Age Internationalism**

This course explores the rise and fall of the first international age in the eastern mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200BCE.. Prerequisites: ARCH B101 or B216 or B226 or B230 or B240 or B244.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B314 Ancient Greek Seafaring and Shipwrecks**

This course examines the diverse evidence for ancient Greek seafaring and shipwrecks in the Mediterranean Sea from prehistory to the beginning of the Roman Empire. By focusing on archaeological, literary, iconographic, and epigraphic evidence, the course explores ancient Greek, Phoenician, Etruscan, and Roman interconnections in the Mediterranean Sea, through special attention to trade routes, commerce, colonization, economy, naval and maritime technology, cultural interactions, sea exploration, and piracy.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

Instructor(s): Magee,P.

(Spring 2019)

### **ARCH B322 The Archaeology of the Roman Empire: Comparative Perspectives**

An examination of the growth of the Roman Republic into the Roman Empire at its height, from its acquisitions of the Hellenistic kingdoms (second and first centuries, B.C.E.) to its domination of Europe, North Africa and the Near East.

Units: 1.0

Instructor(s): McFadden,S.

(Fall 2018)

### **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. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

Units: 1.0

(Not Offered 2018-2019)

### **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): Donohue,A.

(Fall 2018)

### **ARCH B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

Units: 1.0

Instructor(s): Bradbury,J.

(Spring 2019)

### **ARCH B403 Supervised Work**

Supervised Work

Units: 1.0

(Fall 2018, Spring 2019)

### **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 2018-2019)

### **ARCH B504 Archaeology of Greek Religion**

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B505 Topics in Ancient Athens**

This is a topics course. Topics vary. Current topic description: 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 of the Acropolis played in shaping the Hellenic Identity.

Units: 1.0

Instructor(s): Lindenlauf,A.  
(Spring 2019)

### **ARCH B506 The Archaeology of Greece and Asia Minor during the Archaic and Classical Periods**

This course discusses the material culture discovered in Archaic and Classical sanctuaries, cemeteries, and settlements in Greece and Asia Minor, taking into consideration past and present archaeological theory and interpretive trends. Key topics include human interaction with material culture, social change, and the use of space, landscape, and religion.

Units: 1.0

(Not Offered 2018-2019)

### **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

(Not Offered 2018-2019)

### **ARCH B512 Bronze Age Internationalism**

This course explores the rise and fall of the first international age in the eastern Mediterranean. We will focus on the cultural and diplomatic connections between Egypt, Syria, Anatolia and the Aegean during the Bronze Age, c. 2000-1200BCE.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B514 Ancient Greek Seafaring and Shipwrecks**

This course examines the diverse evidence for ancient Greek seafaring and shipwrecks in the Mediterranean Sea from prehistory to the beginning of the Roman Empire. By focusing on archaeological, literary, iconographic, and epigraphic evidence, the course explores ancient Greek, Phoenician, Etruscan, and Roman interconnections in the Mediterranean Sea, through special attention to trade routes, commerce, colonization, economy, naval and maritime technology, cultural interactions, sea exploration, and piracy.

Units: 1.0

(Not Offered 2018-2019)

### **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 2018-2019)

### **ARCH B605 The Concept of Style**

This seminar examines the development and uses of concepts of "style" in the criticism, analysis, and historiography of textual and material culture. Particular attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly but not exclusively in classical and related traditions.

Units: 1.0

Instructor(s): Donohue,A.  
(Fall 2018)

### **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.  
(Fall 2018)

### **ARCH B613 Interrogating the Dead**

Units: 1.0

Instructor(s): Bradbury,J.  
(Spring 2019)

### **ARCH B615 Mystery Cults**

An investigation of the phenomenon of mystery cults, their foundation and dispersal from the Classical through Hellenistic and early Roman periods. A study of the topography and monuments of specific cults and of representation of mysteries in sculpture and painting.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B617 Herculaneum: Villa dei Papi**

The Villa of the Papyri is a 'villa suburbana' that housed a large collection of sculptures. Its reconstruction became famous as the Getty Villa. This Villa will serve as an 'exemplum' of a Roman villa to explore topics including early excavation techniques, libraries and the Epicurean philosophy, the concepts and meanings of villae, as well as the placement of statues and copy criticism

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B634 Problems in Classical 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

(Not Offered 2018-2019)

### **ARCH B640 East Mediterranean Interconnections**

Units: 1.0

Instructor(s): McFadden,S.  
(Spring 2019)

### **ARCH B643 Mortuary Practices**

This seminar focuses on the mortuary practices of the ancient Greek and Macedonian worlds from the Iron Age to the end



of the Hellenistic period. Special emphasis is placed on the examination of skeletal remains, funerary offerings, the art, and architecture of specific archaeological sites and on the study of various issues in the archaeology of death.

Units: 1.0  
(Not Offered 2018-2019)

#### **ARCH B654 The Archaeology of Prehistoric Arabia**

In this course we examine the archaeology of prehistoric Arabia from c. 8000 to 500 BC. Particular emphasis is placed upon how the archaeological evidence illuminates social and economic structures.

Units: 1.0  
(Not Offered 2018-2019)

#### **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 2018-2019)

#### **ARCH B691 The Uruk Period in Western Asia**

Units: 1.0  
Instructor(s): Magee,P.  
(Fall 2018)

#### **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  
(Not Offered 2018-2019)

#### **ARCH B701 Supervised Work**

Unit of supervised work.

Units: 1.0  
Instructor(s): Magee,P., Lindenlauf,A., McFadden,S., Bradbury,J.  
(Fall 2018, Spring 2019)

#### **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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

#### **CSTS B205 Greek History**

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the

ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Approach: Inquiry into the Past (IP)

Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

#### **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.

Approach: Inquiry into the Past (IP)

Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

#### **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.

Approach: Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

#### **CSTS B213 Persia and The Greeks**

This Course explores interactions between Greeks and Persians in the Mediterranean and Near East from the Archaic Period to the Hellenistic Age. Through a variety of sources (from Greek histories, tragedies, and ethnography, to Persian royal inscriptions and administrative documents and the Hebrew Bible), we shall work to illuminate the interface between these two distinct yet complementary cultures. Our aim will be to gain familiarity not only with a general narrative of Greco-Persian history, from the foundation of the Achaemenid Empire in the middle of the sixth century BCE to the Macedonian conquest of Persia some 250 years later, but also with the materials (archaeological, numismatic, epigraphical, artistic, and literary) from which we build such a narrative. At the same time, we shall work to understand how contact between Persia and the Greeks in antiquity has influenced discourse about the opposition between East and West in the modern world.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B214 Remembering the Saints: Reading Pilgrimage & Tourism**

This course is divided into two parts. In the first half of the semester, it will trace the rise and function of the holy women and men of late antiquity (300–600 CE), with an emphasis on the literary portrayal of their lives, a genre called hagiography (sacred biography). Methods for reading and interpreting this large body of literature will play a key role in this part of the course. In the second half of the semester, the focus will shift from saint to devotee. Saints were like magnets that set the people of late antiquity into motion. By reading pilgrim travelogues and catalogues of miraculous healings, studying the archeological and artistic evidence for pilgrimage, we will explore the profound social and cultural impact the cult of the saints had on the peoples of this period. In addition to gaining a familiarity with the history of early Christian saints and the cults that arose around them, students will also investigate the many issues at stake in the study of late antique Christianity. This includes but is not limited to: the conflict between history and literature in hagiography, gender and sanctity in late antiquity, self-harm as religious practice in early Christianity, and the intersection of medicine, magic, and miracle.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B242 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. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. 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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
Instructor(s): Edmonds, R.  
(Spring 2019)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B320 Martyrs, Mothers, Memoirs: Medieval Autobiographies**

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0  
(Not Offered 2018-2019)

### **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 'historie' 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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Fall 2018)

### **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. Prerequisite: One year of college level Greek or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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 (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), 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. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies

Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Sigelman,A.  
(Spring 2019)

### **GREK B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **GREK B653 Athens in the Hellenistic Period**

Surveys of Athenian history tend to conclude if not at the Battle of Chaeronea at any rate at the death of Alexander. Yet Athens did not disappear with the imposition of the Macedonian garrison in 322. Democracy resurfaced periodically over the course of the next century (in 318, 307, 288, and 229), and, more to the point, even under periods of oligarchic rule and Macedonian control, Athenian institutions remained intact, and Athenians continued to make significant contributions to the greater Greek world. Indeed, the century that followed Alexander's death saw the flowering of Athenian historiography (e.g. Demochares, Diyllus, Philochorus, Timaeus, and Phylarchus) and new comedy (e.g. Menander and Poseidippus), as well as the advent of important philosophical schools (Epicureanism and Stoicism). This course will focus on Athens between the Battle of Chaeronea (338 BCE) and its liberation from Macedonian rule ca. 229 BCE. By way of a variety of contemporary sources, we shall have the opportunity to familiarize ourselves both with the historical narrative and with the intellectual climate of the polis in the early Hellenistic period.

Units: 1.0  
(Not Offered 2018-2019)

### **GSEM B623 Figures of Resistance: Classical and Modern**

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, *Prometheus* (Great Britain, 1998), Liliana Cavani, *The Year of the Cannibals* (Italy, 1970), Amy Greenfield, *Antigone/Rites of Passion* (USA, 1991), Ingmar Bergman, *Persona* (Sweden, 1966), Miklós Jancsó, *Electra, My Love* (Hungary, 1974), Arthur Ripstein, *Asi Es La Vida* (Mexico, 2000), and Spike Lee, *Chi-raq* (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B218 Byzantine Textiles in Life and Death**

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Approach: Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies; Museum Studies  
Units: 1.0  
Instructor(s): Walker,A.  
(Fall 2018)

### **HIST B123 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. This course number was previously HIST B223.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Units: 1.0  
(Not Offered 2018-2019)

### **LATN B110 Intermediate Latin**

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several 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. Prerequisite: One year of college level Latin or equivalent.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### **LATN B112 Latin Literature: Livy and Horace**

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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### **LATN B201 Topics: Advanced Latin Literature**

This is a topics course, course content varies. 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. Suggested Preparation: two years of college Latin or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Fall 2018)

### **LATN B202 Topics in Advanced Latin Literature: Vergil**

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. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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 or permission of instructor.

Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### **LATN B312 Roman Satire**

Satire is the most slippery and subversive of genres. It is richly entertaining to read, but if we engage with it seriously it is often abrasive, shocking, shattering. Reading Roman satire requires an energetic exercise in cultural translation: we are confronted with the alienness of the Roman world, as well as its perverse literary vigour. This course will span four turbulent

centuries of Roman imperialism in its reading of Roman satire. We will range from the sharp minutiae of social observation in Horace's *Sermones* to the calculated public abuse of a eunuch consul in Claudian's *In Eutropium*; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome. Students are warned: the language is difficult, the content often excoriating, even if exquisitely expressed. Reading this material challenges any comfortable separation between "literature" and "life".

Units: 1.0  
(Not Offered 2018-2019)

#### **LATN B350 Topics in Latin Literature: Seneca**

This is a topics course. Course content varies. Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0  
Instructor(s): Baertschi, A.  
(Fall 2018)

#### **LATN B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

## **COMPARATIVE LITERATURE**

Students may complete a major or minor in Comparative Literature.

### **Faculty**

**Chair and Adviser:** Maud McInerney, Associate Professor of English (Haverford College)

#### **Steering Committee**

#### **Bryn Mawr College**

Martín Gaspar, Assistant Professor of Spanish and Co-Director of Latin American, Iberian, and Latina/o Studies

Jennifer Harford Vargas, Associate Professor of English and Co-Director of Latin American, Iberian, and Latina/o, Studies

Timothy Harte, Chair and Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian

Shiamin Kwa, Assistant Professor of East Asian Studies

María Cristina Quintero, Professor of Spanish (on leave semester I)

Roberta Ricci, Chair and Associate Professor of Italian

Azade Seyhan, Fairbank Professor in the Humanities and Chair

and Professor of German and Comparative Literature (on leave semester II)

### **Haverford**

Imke Brust, Assistant Professor of German

Israel Burshatin, Professor of Spanish

Roberto Castillo Sandoval, Associate Professor of Spanish & Comparative Literature

Maud McInerney, Associate Professor of English

Jerry Miller, Associate Professor of Philosophy

Deborah Roberts, Professor of Classics and Comparative Literature

Ulrich Schoenherr, Professor of German and Comparative Literature

David Sedley, Associate Professor of French

Comparative Literature is a joint Bryn Mawr and Haverford program that draws on the diverse teaching and research interests of the faculty at the two colleges, especially but not exclusively those in our many departments of language and literature. 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 close reading of literary texts and other works from different cultures and periods is fundamental to our enterprise. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, religion, history, music, the history of art, visual studies, film studies, gender studies, and area studies (including Africana studies, Latin American and Iberian studies, and East Asian studies). Our students have gone on to do graduate work in comparative literature and related fields; pursued advanced degrees in business, law, medicine, and journalism; and undertaken careers in translation, publishing, international business, diplomacy, and non-governmental organizations.

### **Major Requirements**

- COML 200 (Introduction to Comparative Literature), normally taken by the spring of the sophomore year.
- Six advanced literature courses in the original languages (normally at the 200 level or above), balanced between two literature departments (of which English may be one): at least two (one in each literature) must be at the 300-level or above, or its equivalent, as approved in advance by the advisor.
- One course in critical theory.
- Two electives in comparative literature.
- COML 398 (Theories and Methods in Comparative Literature).
- COML 399 (Senior Seminar in Comparative Literature).

\*In the case of languages for which literature courses in the original language are not readily available in the Tri-Co, 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.

## 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.

NOTE: Both majors and minors should work closely with the co-chairs of the program and with members of the steering committee in shaping their programs.

## Requirements for Honors

Students who, in the judgment of the Comparative Literature Steering Committee, have done distinguished work in their comparative literature courses and in the Senior Seminar will be considered for departmental honors.

NOTE: Please note that not all topics courses (B223, 299, 321, 325, 326, 340) count toward COML elective requirements. See adviser.

## Prizes

The Barbara Riley Levin Prize is awarded annually to the senior major(s) whose work merits recognition for intellectual achievement, as demonstrated in the senior thesis.

## Faculty

Two co-chairs, one at each college, and a Bi-College steering committee administer the program. The committee generally includes those faculty members most often involved in teaching the introductory course and the senior seminar.

## 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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Gaspar, M.  
(Spring 2019)

### COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies;

Middle Eastern Studies

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### 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. This is a required for majors and minors.

Units: 1.0

Instructor(s): Kwa, S.

(Fall 2018)

### COML B399 Senior Seminar in Comparative Literature

Thesis writing seminar. Research methods. This course will be offered at Haverford College in 2017-18.

Units: 1.0

(Not Offered 2018-2019)

### COML B403 Supervised Work

Units: 1.0

(Fall 2018)

### ARCH B217 Captive Greece, Captor Rome?

The Western classical tradition is not monolithic, but contains elements from both ancient Greek and Roman culture. This course examines the relationship between the two, from the Hellenistic era and the expansion of Roman power in the Mediterranean through the absorption of the Greek world into the Roman Empire, and its later consequences, emphasizing the primary evidence of the visual arts and contemporary texts. Suggested preparation: 100-level coursework in history of art, classics, archaeology, or comparative literature.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Donohue,A.  
(Spring 2019)

### **ARTW B261 Writing Poetry I**

In this course students will learn to "read like a writer," while grappling with the work of accomplished poets, and providing substantive commentary on peers' work. Through diverse readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Matthews,D.  
(Fall 2018)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **EALC B212 Topics: Introduction to Chinese Literature: Dream of the Red Chamber**

This is a topics course. Topics may vary. Current topic description: The Dream of Red Chambers (Hongloumeng) is the most important novel in Chinese

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Kwa,S.  
(Spring 2019)

### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC B281 Food in Translation: Theory and Practice**

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Kwa, S.  
(Spring 2019)

### **EALC B345 Topics in East Asian Culture: Food and Power**

This is a topics course. Course contents vary. Current topic description: This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. This interdisciplinary course draws from materials and methods in literature, film, visual and cultural studies, history, semiotics, anthropology, and translation studies. Students engage in critical and creative assignments throughout the semester will make use of our accessibility to Chinatown for some assignments.

Units: 1.0  
Instructor(s): Kwa, S.  
(Fall 2018)

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature**

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B229 Movies and Mass Politics**

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 that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his *Burden of History*, *the Muse of Forgiveness*; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi



wa Thiong'o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Beard, L.  
(Spring 2019)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djébar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, 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 women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor. Counts towards: Gender and Sexuality Studies

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B312 Advanced Topics in Literature**

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Mahuzier, B., Sedley, D.  
(Fall 2018, Spring 2019)

*Fall 2018: Revolutions Numeriques de Pascal a L'internet.* This course puts into perspective the digital revolution that has swept the 21st century. We will explore it as the latest in a series of revolutions that import numbers, algorithms, and machines into fields where letters and other media are previously the norm. The mathematical, technological, and literary works of Blaise Pascal will provide a focus for our discussions of the history of digitization, from Gutenberg to Google.

*Spring 2019: Wars & Conflicts in French Lit.* This course will explore key events in French war history from the Napoleonic era to the First World War as they appear in war narratives. Three interrelated problematics will be addressed: the poetic and ethical question of representation; the relation between story telling and historiography; and the fiction of memory vs. forgetting in the writing of national history.

### **FREN B325 Etudes avancées: L'Humain et l'environnement**

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. 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; Étude socio-culturelle des arts du manger en France du Moyen Age à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement.

Units: 1.0  
(Not Offered 2018-2019)

### **FREN B326 Etudes avancées**

This is a topics course. Current topic description: Comment les valeurs des Lumières ont-elles inspiré la Révolution Française dans ses réformes les plus éclatantes, mais aussi dans ses développements les plus sombres? Comment en est-on venu à emprisonner au nom de la liberté et à guillotiner au nom de la sûreté? Nous lirons des textes politiques de la période révolutionnaire (Robespierre, Saint-Just, etc.), mais aussi des œuvres ultérieures proposant une interprétation rétrospective de la Révolution Française (Michelet, Hugo, France). Le but sera de comprendre comment au nom d'idéaux républicains, on a pu en venir à mettre la terreur à l'ordre du jour.

Units: 1.0

Instructor(s): Le Menthéour, R.  
(Spring 2019)

### **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 Yseult stories, and by medieval genres, such as the roman, saints' lives, or the miracle play. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

Units: 1.0

(Not Offered 2018-2019)

### **GERM B223 Topics in German Cultural Studies**

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

Instructor(s): Seyhan, A.  
(Fall 2018)

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War

Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **GERM B320 Topics in German Literature and Culture: 1968 and Its Legacies**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women's movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

Instructor(s): Shen, Q.

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive

Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor(s): King, H.

(Fall 2018)

### **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. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).

Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B340 Topics in Baroque Art**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 Italian women writers whose works are also connected with the Holocaust. Course is taught in English. An extra hour will be scheduled for those students taking the course for Italian or Romance Languages credit.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B212 Italy today: Migration Studies**

There are numerous economic, political, and cultural elements that encumber on the existential condition of the migrant. In political and ideological parlance the term migrant has come to mean poor, needy, precarious, unhappy, primitive, and even criminal. In Italy, furthermore, the colonial past has been foreclosed, leading to a strengthening of stereotypes that continue to populate the discourse on migration. In this course we will examine issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms of multicultural and contaminated life and their impact on geography, security, identity, and belonging. . Is multiculturalism the answer to all the problems? Does it resolve the problem of closed communities so eloquently discussed by Bauman? With the help of Italian cinema of migration and selected critical articles we will discuss different positions and follow the migrants as they cross desert and sea to reach the European metropolis. From Libya to Lampedusa, from the Balkans to Puglia, and from there to the Roman peripheries, to the center of the city.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Giammei, A.  
(Fall 2018)

### **ITAL B214 The Myth of Venice (1800-2000)**

In English. The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. One additional hour for students who want Italian credit. Suggested Preparation: Counts toward Comp Lit. Counts toward Film Studies.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **RUSS B214 Anna Karenina and the Tasks of Literature**

This course takes Lev Tolstoy's *Anna Karenina* as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy's important early works (notably, his *Childhood*, *Boyhood*, *Youth*), then read *Anna Karenina* slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel's aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy's late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert's *Madame Bovary*, Nathaniel Hawthorne's *The Scarlet Letter*, Alexander Pushkin's *Eugene Onegin*) that, much as they predate Tolstoy's masterpiece, help us bring the central preoccupations of *Anna Karenina* into sharper focus. We will conclude the course with Tolstoy's late short works, a short story by Anton Chekhov, and Virginia Woolf's *Mrs. Dalloway*, which we will contemplate as

a reply to and a potential re-writing of Anna Karenina, since the English modernist famously declared that she had “nearly every scene of Anna Karenina branded in [her.]” All readings in English.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **RUSS B218 The Coming-Of-Age Novel in 19th-century Europe**

We will study a selection of nineteenth-century French, English, and Russian novels that are concerned with the education, development, and maturing of a young protagonist. These are novels that imagine the often difficult compromise between individual aspirations and the drive towards social integration. We will think about why the Bildungsroman - or, coming-of-age novel - turned out to be one of the most productive and popular literary forms of nineteenth-century Europe. We will study works by such authors as Pushkin, Balzac, Stendhal, Charlotte Brontë, Dickens, Dostoevsky, Goncharov, Tolstoy, Flaubert and others. (Content will vary somewhat each time the course is offered.) We will think about the depiction of childhood and early adulthood; families; national and imperial politics and politics; the relationship between geographic, social, and economic mobility; domestic and professional selves and spaces; gender and sexuality.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Grigoryan, B.  
(Fall 2018)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Sacerio-Garí, E.  
(Spring 2019)

### **SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course.

Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B317 Poéticas del deseo y el poder en la lírica del Siglo de Oro**

A study of the evolution of the lyric in Spain during the Renaissance and Baroque periods beginning with the oral tradition and the imitation of Petrarch. Topics include: the representation of women as objects of desire and pre-texts for writing, the political and national subtexts for lyric production, the self-fashioning and subjectivity of the lyric voice, theories of parody and imitation, and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Spain, reading will include texts from Italy, France, England and Mexico. Taught in Spanish. Prerequisites: at least one 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B370 Literatura y delincuencia**

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 fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

## **COMPUTER SCIENCE**

Students may complete a major or minor in Computer Science or a minor in Computational Methods.

### **Faculty**

Abha Belorkar, Instructor  
Douglas Blank, Associate Professor of Computer Science (on leave semesters I & II)  
Richard Eisenberg, Assistant Professor of Computer Science  
Deepak Kumar, Professor of Computer Science (on leave semester II)  
Kathleen Anne Riley, Instructor  
Dianna Xu, Chair and Professor of Computer Science

Computer Science consists of the science of algorithms (theory, analysis, design and implementation) as well the design and implementation of computer systems. 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 double majors and evolving interdisciplinary majors. 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 B110 (or H105): Introduction to Computing, or CMSC B113: Computer Science I, or BIOL B115: Computing through Biology
- CMSC B206 (or H106 or H107): Data Structures
- CMSC/MATH B/H231: Discrete Mathematics

Three core courses:

- Any two of  
CMSC B/H240: Principles of Computer Organization  
CMSC B/H245: Principles of Programming Languages  
CMSC B246: Systems Programming
- Any one of  
CMSC B330: Algorithms: Design & Practice  
CMSC B340: Analysis of Algorithms

Plus six electives in Computer Science and a senior thesis. Note that CMSC H340 does not fulfill the writing requirement and cannot be used in place of CMSC B340.

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, computer graphics, computational geometry, artificial intelligence, information visualization, computational linguistics, 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 110/113, 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 (Haverford equivalents are not listed, please see above): CMSC 110/113 or BIOL 115, CMSC 206 and CMSC 231, any two of CMSC 240, 245, 246, 330, 340 or 345, and one elective 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 (Haverford equivalents are not listed, please see above): CMSC 110/113 or BIOL 115, CMSC 206 and CMSC 231; one of CMSC 245, 246, 330, 340 or 345; any two additional computational courses depending on a student's major and interests (there are many 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 data, 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, with particular focus on graphics and visual media. The Processing/Java programming language will be used in lectures, class examples and weekly programming projects, where students will learn and master fundamental computer programming principals.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Riley, K.

(Fall 2018)

### CMSC B113 Computer Science I

This is an introduction to the discipline of computer science, suitable for those students with a mature quantitative ability. This fast-paced course covers the basics of computer programming, with an emphasis on program design and problem decomposition. Graduates of this course will be able to write small computer programs independently; examples include data processing for a data-based science course, small games, or basic communications programs (such as a chat client). No computer programming experience is necessary or expected. Prerequisite: Must pass either the Quantitative Readiness Assessment or the Quantitative Seminar (QUAN B001)

Approach: Course does not meet an Approach; Quantitative

Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Riley,K., Kumar,D.

(Fall 2018, Spring 2019)

### **CMSC B115 Computing Through Biology: An Introduction**

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Additional Meeting Time: (Lab) 2 hours.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

(Not Offered 2018-2019)

### **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 a debugger. Required: 2 hour lab. Prerequisites: CMSC B110 or CMSC B113 or H105, or permission of instructor.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Xu,D., Riley,K.

(Fall 2018, Spring 2019)

### **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. Co-requisites: BIOL B115 or CMSC B110 or CMSC B113 or H105 or H107.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Belorkar,A.

(Fall 2018)

### **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 or H106 and CMSC B231

Units: 1.0

(Not Offered 2018-2019)

### **CMSC B245 Principles of Programming Languages**

An introduction to the study of programming languages. Where do programming languages come from and how do they evolve? And why should a programmer choose one over another? This course explores these topics by covering several different programming language features and paradigms, including object-oriented, functional, and dynamic. It also looks at the history and future of programming languages by studying the active development of several real-world languages. The course has a strong lab component where students explore several programming languages both by writing code in those languages and by implementing interpreters. Prerequisite: CMSC B206 or H106 or H107 and CMSC B231

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Eisenberg,R.

(Fall 2018)

### **CMSC B246 Systems Programming**

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. In addition, students will be introduced to C++'s STL. There will be emphasis on more significant programming assignments, program design, and other fundamental software engineering principles. Makefiles, interactive debugging, version control, and command-line shell interaction round out the technical skills developed in this course. Prerequisites: CMSC B206 or H106 or H107, and MATH/CMSC 231.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Riley,K.

(Spring 2019)

### **CMSC B283 Topics in Computer Science**

This is an intermediate-level topics course. Course content varies.

Approach: Course does not meet an Approach

Units: 1.0

(Spring 2019)

### **CMSC B310 Computational Geometry**

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC B231/ MATH B231.

Approach: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2018-2019)

### **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/MATH B231, CMSC B246 and MATH B203 or H215, or permission of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **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: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Kumar,D.  
(Fall 2018)

### **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 B206 or H106 and B231.

Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

### **CMSC B340 Analysis of Algorithms**

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail.

Approach: Quantitative Readiness Required (QR)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Xu,D.  
(Fall 2018)

### **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. This is a challenging, implementation-oriented course with a strong lab component. Prerequisite: CMSC B246 or permission of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **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: CMSC B206 or H106 and CMSC B231 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **CMSC B380 Recent Advances in Computer Science**

Simplify your language and free your mind. This course will cover an alternative style of programming: typed functional programming. Typed functional programming languages are quickly gaining currency in industry, including at Google, Facebook, a variety of financial services companies, and across a range of startups. They are particularly good at maintaining security guarantees and for writing concurrent programs. This course will explore the ease and wonder of typed functional programming through one such language: Haskell. We will cover higher-order functions, purity, generalized algebraic datatypes, type inference, laziness, monads, and more. Once you have used these techniques, programming will never feel the same again. Prerequisites: CMSC B206 or H106 or H107, and MATH/CMSC 231.

Units: 1.0  
(Not Offered 2018-2019)

### **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  
Instructor(s): Eisenberg,R.  
(Spring 2019)

### **CMSC B403 Supervised Work/Independent Study**

Units: 1.0  
(Fall 2018)

### **BIOL B115 Computing Through Biology: An Introduction**

This course is an introduction to biology through computer science, or an introduction to computer science through biology. The course will examine biological systems through the use of computer science, exploring concepts and solving problems from bioinformatics, evolution, ecology, and molecular biology through the practice of writing and modifying code in the Python programming language. The course will introduce students to the subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Additional Meeting Time: (Lab) 2 hours.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Shapiro, J.  
(Spring 2019)

### **CMSC B350 Compiler Design: Theory and Practice**

A compiler is a computer program that translates code written in a programming language to machine code that a computer can directly execute. Students in this course will learn how to build a compiler, and assignments will all be about incrementally building a compiler. Topics covered include: lexical analysis, grammars and parsing, intermediate representations, syntax-directed translation, code generation, type checking, simple dataflow and control-flow analyses, and optimizations. This is a challenging, implementation-oriented course.

Units: 1.0

Instructor(s): Eisenberg, R.  
(Spring 2019)

## **EAST ASIAN LANGUAGES AND CULTURES**

Students may complete a major in East Asian Languages and Cultures, a minor in Chinese language or Japanese language, or a (non-language) minor in Global Asia.

### **Faculty**

Yonglin Jiang, Co-Chair and Associate Professor of East Asian Studies

Shiamin Kwa, Assistant Professor of East Asian Studies

Ying Liu, Lecturer

Brendan O'Kane, Instructor

Changchun Zhang, Instructor of Chinese

### **Haverford Faculty**

Alessandro Bianchi, Visiting Assistant Professor of East Asian Languages and Cultures

Yuka Usami Casey, Japanese Language Instructor

Hank Glassman, The Janet and Henry Richotte 1985 Professor of Asian Studies; Associate Professor of East Asian Languages and Cultures

Shizhe Huang, The C.V. Starr Professor of Asian Studies; Associate Professor of Chinese and Linguistics

Minako Kobayashi, Japanese Drill Instructor

Tetsuya Sato, Senior Lecturer and Director of Japanese Language Program

Erin Schoneveld, Assistant Professor of East Asian Languages and Cultures

Paul Smith, The John R. Coleman Professor; Professor of History and East Asian Languages and Cultures; Chair of East Asian Languages and Cultures

Kimiko Suzuki, Japanese Language Instructor

Lan Yang, Chinese Language Instructor

The East Asian Languages and Culture Studies 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 Languages and Culture Studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

Students of East Asia are inspired by an infinite number of formative encounters, be it with the elegance of a Japanese classic novel like the Tale of Genji or the controlled mayhem of a sumo match; the brashness of a K-pop tune or the intensity of a Korean tv drama; or the succulence of a Chinese meal or the delicacy of a Chinese landscape painting. Whatever it is that first attracts us, once hooked we are drawn into a world of singular cultural richness and historical depth, represented in a variety of lan-guages all unified by the common use of that extraordinary means of communication, the Chinese script. And the deeper in we are drawn, the better we understand how closely the present 'Rise of East Asia' – a resurgence that is inexorably moving the demographic, economic, and even political center of gravity back from West to East – is inextricably bound up with the region's history, culture, and lan-guages. It is those three spheres – history, culture, and language – that we in the Bi-College Department of East Asian Languages and Cultures put at the forefront of our academic mission. Our goal is to couple rigorous language training to the study of East Asian, particularly Chinese and Japanese, cul-ture and society. In addition to our intensive programs in Chinese and Japanese languages, departmental faculty offer courses in East Asian literature, religion, film, art and visual culture, and history. The intellectual orientation of the Department of East Asian Languages and Cultures is centered on primary textual and visual sources; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of a wide range of literary and historical texts (in translation and in the original), images, film, and scholarly books and articles. But we also provide a focal point, through the Asian Studies Minor, for students to approach Asia writ large through a variety of disciplines. Although the faculty of our Bi-College department is divided between Bryn Mawr and Haverford, the EALC program is fully integrated: we work as one to provide a complementary curriculum and careful and collaborative student guidance.

### **Learning Goals**

EALC has four learning goals:

- Laying the foundations for proficiency in Japanese or Chinese language and culture.
- Gaining broad knowledge of the East Asian cultural sphere across time and in its global context.



- Becoming familiar with basic bibliographic skills and protocols and learning how to identify, evaluate, and interpret primary textual and visual sources.
- Embarking on and completing a major independent research project that pulls together past coursework and demonstrates mastery of a particular aspect of East Asian culture.

## Curriculum

### Chinese Program

The Bi-Co Chinese Program offers five years of instruction in Mandarin Chinese.

- First-year Chinese (CNSE 001-002) and Second-year Chinese (CNSE 003-004) both have master and drill sections.
- First-year Chinese (CNSE 001-002) is a year-long course. Students must complete both semesters to receive credit.
- We offer Advanced Chinese each semester with a different topic; students can take this as Fourth- or Fifth-year Chinese, with one credit per semester, and repeat the course as long as the topics differ.
- We offer CNSE 007-008 for students with a background in Chinese, based on results of a placement test. Upon completion of this full-year sequence, students move on to Second-year Chinese.

### Japanese Program

The Bi-Co Japanese Program offers five years of instruction in modern Japanese.

- First-year Japanese (JNSE 001-002) and Second-year Japanese (JNSE 003-004), taught at Haverford, both meet six hours per week, including drill sections.
- Third and Fourth-year (Advanced) Japanese (JNSE 101-102 and JNSE 201A/B) all meet at Haverford.
- Advanced Japanese takes a different topic each term; students can take it any term as Fourth- or Fifth-year Japanese, with one credit per semester, and repeat the course with different topic headings.
- The first-year and second-year courses in Japanese (JNSE 001-002 and 003-004, respectively) meet five days a week.
- For the first-year courses, students must complete both semesters in order to obtain credit, whereas students earn credit for each semester for the second-year courses and above.

## Major Requirements

### I. Language requirement (2 credits)

We require EALC majors to take two semesters of either Chinese or Japanese, at a level appropriate to their incoming language abilities. Native speakers of either Chinese or Japanese may forego the two semesters of an East Asian language (they will still have to fulfill their College language requirement), but must substitute two additional East Asian culture courses. The University of Pennsylvania offers Korean language instruction, but it does not count towards the Bi-Co EALC major language requirement.

### II. Three core courses (3 credits)

EALC majors must take THREE core courses from the following:

- One 100-level course on China from among 110 (Introduction to Chinese Literature), 120 (Confucianizing China), or 131 (Chinese Civilization); and
- One 100-level course on Japan: either 111 (Myth, Folklore, and Legend in Japan) or 132 (Japanese Civilization); and
- EALC 200 (Methods and Approaches to East Asian Cultures).
- EALC 200 is required of all EALC majors and is recommended for Asian Studies minors. We urge majors to take 200 in the spring of their JUNIOR year. Majors who plan to be abroad in spring term junior year must take EALC 200 spring term sophomore year.
- EALC 200 is the designated departmental Writing Intensive course (30 pages of writing), which Bryn Mawr now requires of all departments.

Students must earn a grade of 2.0 or higher in each of these courses to continue in the major and be eligible to write a senior thesis.

### III. Three departmental elective courses (3 credits)

Majors must take THREE additional non-language courses offered by members of the Bi-Co EALC Department.

- One of these courses must be at the 300-level;
- One of the 200-level electives may be fulfilled with an advanced topics course in Chinese or Japanese.

Majors cannot satisfy the departmental electives with courses outside the department, or by taking courses abroad.

### IV. Two non-departmental courses related to global Asia (2 credits)

Majors must choose two non-Departmental electives at the 200 or 300 level that are related to their study of East Asia or the wider Asian world. These two courses may be in a department or program in the Quaker Consortium (Tri-Co plus Penn), or an approved study abroad program.

### V. The Senior Thesis (1 credit)

In the capstone experience undertaken in the Fall term of the senior year, students employ their skills and undertake a scholarly investigation. The aim is to create and execute an extended research project centered on a primary written or visual "text" in Chinese or Japanese. The senior thesis brings together threads of conversations among scholars on the student's chosen topic. The student combines language and research skills to think about and interpret the meanings of sources in context. At the end of the term, seniors present their findings to the faculty and other students in final oral presentations.

## Minor Requirements

The EALC Department certifies three minors: Chinese language, Japanese language, and Global Asia.

- The Chinese language and Japanese language minors both require six language courses. Students must take at least four language courses in our Bi-Co programs, and can take at most two at the Quaker Consortium or our approved off-campus domestic or Study Abroad programs.

(Please consult the language program directors for details.). Students must maintain a 3.0 or above for each of the six language courses for the minor.

- The EALC Department hosts an interdisciplinary Asian Studies minor for students who are majoring in other fields but are interested in consolidating their study of Asia or its diasporas from a variety of perspectives. The minor requires six courses centrally concerned with Asia, at least one of which is at the 300 level. They may be drawn from any department in the Quaker Consortium. Each Spring there will be a convocation of graduating Asian Studies minors, each of whom will be expected to give a short presentation based on an Asia-related paper produced in the course of their studies. Those interested in minoring in Asian Studies should consult with the convener (currently Professor Smith at Haverford) no later than the Fall of their senior year.

## Senior Project

Students majoring in EALC are required to take EALC 200 (Methods and Approaches to the Study of East Asia), ideally in the spring term of their junior year. This course serves to familiarize majors with our expectations regarding research and writing and criteria for evaluation. Students use the skills acquired in this course in the framing of their senior thesis. A main emphasis of this proseminar is the use of secondary sources to explicate and interpret primary sources, that is, engagement with existing scholarship on a text or artifact to put forward new ideas. Most students should emerge from the seminar in their junior year with a good idea of the sort of topic they will pursue for the senior thesis essay. The main purpose of the thesis is to use a body of secondary literature to situate, analyze, and interpret a primary source or set of primary sources.

The senior thesis is a one-term process that takes place in the fall semester. In EALC 398 (Thesis Seminar), students work closely with an adviser to establish a topic, perform bibliographic research, and write an essay of 30 to 40 pages. Students also present their work in a formal 20-minute talk at the close of the semester. While most majors will have settled on a topic and begun to do some research over the summer, all must commit to a topic approved by their adviser by the second week of the fall term. The order of required work leading up to the final submission of the thesis incremental and builds on itself. The weekly schedule for senior thesis work is available on the departmental website.

You will settle on a topic by the end of the second week and will submit various exercises such as a work schedule, a close reading of a piece of the primary source, annotated bibliography, literature survey, and so on.

We meet four times as a group over the course of the semester. Most of the term consists of individually scheduled meetings with the primary adviser. As explained below, the project and research are independent, but these nearly weekly meetings with the thesis adviser are absolutely essential. The seminar culminates in a public presentation of the student's project; two bound copies and one electronic copy in PDF format are due at the end of the term. Careful planning and conscientious work during this semester are absolutely essential. A project of this scope requires independence, discipline, and steady, consistent effort. The incremental assignments outlined in the weekly schedule for senior thesis are designed to help enforce that discipline, but the student is ultimately responsible for the success of the final thesis.

## Senior Project Learning Goals

You will learn how to: frame, research, and write a worthwhile research project centered on a primary source and using an array of secondary sources. This involves surveying literature in the field, discerning an interesting topic, and presenting findings or results in writing and in a brief formal talk.

Four Goals of the EALC Senior Experience:

- **Independence**  
You will devise your own thesis topic and are responsible for researching it. You will receive guidance from your adviser, from the department members leading your seminar, and from librarians. You will construct your own customized bibliographies appropriate to your topic. The research and writing process, while overseen by faculty, is clearly one that is largely independent in nature.
- **Connection to the Field**  
This thesis is your way of joining the scholarly conversation about the text you have chosen. This means reviewing secondary literature in the relevant subfields and engaging it critically. (Examples of these subfields might be areas of such scope as, for instance, "the history of the family in Song China" or "avant-garde art circles in 1960s Tokyo.")
- **Creative use of knowledge and skills acquired in the major**  
You will draw on your previous study of East Asian languages and your coursework in specific areas to choose your topic and research and write your thesis. In part two above, we urge you to join a scholarly conversation, here we ask you to make explicit what you have been able to contribute to that conversation. These contributions often involve the reevaluation of earlier scholarship or the application of the existing theoretical insights of others to new source materials. Your contribution might also include the translation of significant portions of your primary source.
- **Sharing the work**  
Seniors are required to orally present their work to their fellows and to the department in a panel format based on the academic conference model. In these public presentations, you will take twenty minutes to introduce your topic, your methodological approach, selected aspects of your bibliography, and some of the particulars of your analysis of the text at hand. Each presentation will be very different from the next as it is uniquely your own. You are required to devise a slideshow with text and images to accompany your oral presentation. It is here that we are able to encourage and assess your ability to communicate the substance of your work to peers and mentors in a clear, concise, and engaging fashion. You will prepare both bound and electronic copies of your final draft and may choose to make the work available on the web.

## Senior Project Assessment

If all of the incremental tasks in the thesis project are done satisfactorily and submitted on time, the student should expect to reach a baseline grade of 3.0. Assuming that all assignments are successfully completed, thesis grades 3.3 and above will be awarded based on merit, with 3.7 being excellent and 4.0 being outstanding. The incremental assignments are there to guide students through the process of researching and writing a long, complex essay, and not to guarantee that students get an "A." The grade for the semester will therefore be assessed both for

the quality of final thesis and for the student's ability to meet the deadlines, submitting satisfactory work along the way. Please note that successful completion of all incremental assignments is a minimum requirement for passing the class.

The thesis is the student's chance to demonstrate the skills acquired in four years of college. We expect to see an original contribution to the discussion of a topic, not a mere reiteration of the opinions and findings of others. Students are expected to demonstrate that they have joined the scholarly conversation on a topic. Among other qualities, we are looking for five basic elements in evaluating the theses:

- Ability to present an articulate and original argument.
- Accuracy in the use of scholarly conventions of citation and documentation.
- Clear and effective writing.
- The critical use of sources.
- Consultation of scholarship in Japanese or Chinese.

In order to assess the student's performance in the senior thesis project, the three or four faculty members involved in the seminar gather in late December to discuss three aspects of the students' work: 1) the quality of the thesis as a finished product (this is the foremost criterion for evaluation); 2) the ability of the student throughout the term to submit satisfactory work in a timely fashion while incorporating feedback from the faculty adviser and peer readers; 3) the content and performance of the final oral presentation. The faculty members typically spend between 30 to 40 minutes on each student in these conversations, so it is often extended into two meetings. During the conversations, the faculty members focus on details of the student's thesis, including but not limited to: clarity of argument, quality of writing, accuracy of citation style, skill in use of secondary sources. (See supplemental materials for a fuller description.)

## Requirements for Honors

The departmental faculty awards honors on the basis of superior performance in two areas: course-work in major-related courses (including language classes), and the senior thesis. The faculty requires a minimum 3.7 average in major-related coursework to consider a student for honors.

## Study Abroad

The EALC Department strongly recommends that majors study abroad to maximize their language proficiency and cultural familiarity. We require formal approval by the study abroad adviser prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by EALC. If study abroad is not practical, students may consider attending certain intensive summer schools that EALC has approved. Students must work out these plans in concert with the department's study abroad adviser and the student's dean.

## Language Placement Tests

The two language programs conduct placement tests for first-time students at all levels 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.
- Students must take a placement test before starting third-year language study in the fall.

## COURSES

### EALC 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. Taught in English.

Approach: Critical Interpretation (CI)

Counts towards: Visual Studies

Units: 1.0

Instructor(s): O'Kane, B.

(Fall 2018)

### EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor(s): Jiang, Y.

(Spring 2019)

### EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Kwa, S.

(Spring 2019)

### EALC B212 Topics: Introduction to Chinese Literature: Dream of the Red Chamber

This is a topics course. Topics may vary. Current topic description: The Dream of Red Chambers (Hongloumeng) is the most important novel in Chinese

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Kwa,S.  
(Spring 2019)

### **EALC B225 Topics in Modern Chinese Literature**

This a topics course. 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. Topics vary.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called “comics,” “graphic novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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  
(Not Offered 2018-2019)

### **EALC B261 Chinese Environmental Culture**

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive  
Counts towards: East Asian Languages and Cultures  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Spring 2019)

### **EALC B265 Chinese Empires: Yuan, Ming, and Qing**

The Yuan, Ming, and Qing dynasties (1271-1912) witnessed fundamental transformations in imperial China. The Mongols made China part of its vast land empire in the Yuan; Han Chinese restored the ethnic Han dominance in the Ming; and the Manchus established China’s largest conquest empire during the Qing. These imperial experiences not only enriched Chinese cultural traditions but also left profound and everlasting legacies for contemporary China. From a historical perspective, this course examines the Chinese empires by focusing on such topics as the formation and growth of imperial government; the changing relationship between the central bureaucracy and local society; the interaction of diverse ethnic groups; the tension between agrarian economy and commercialization; the roles of women in family and society; the dynamics of elite and popular cultures; the interplay between Chinese empires and foreign forces; and China’s search for modernity. This course will meet the College requirements for “Approaches to Inquiry” in “Cross-cultural Analysis” and “Inquiry into the Past.” Class time: 70% lecture, and 30% discussion.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
Instructor(s): Jiang,Y.  
(Fall 2018)

### **EALC B270 Topics in Chinese History**

This is a topics course, course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B281 Food in Translation: Theory and Practice**

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Kwa,S.

(Spring 2019)

### **EALC B322 Topics: Considering the Dream of Red Chambers**

The Dream of Red Chambers (Hongloumeng) is arguably the most important novel in Chinese literary history. The novel tells the story of the waxing and waning of fortunes of the Jia family and their networks of family and social relations, and in its finely articulated details also serves as a chronicle of the Qing dynasty, an examination of visual culture, environment, kinship, sociology, economics, religious and cultural beliefs, and the structures of domestic life. In addition to addressing these aspects that we might categorize as external, the novel also turns inwards and examines the human heart and mind. How can we know another? How do we define ourselves? These questions, and many others, have occupied scholars for the last two centuries. We will spend the semester reading all five volumes of the David Hawkes translation, with secondary readings assigned to guide the discussion based on the semester's theme. Course topics varies.

Units: 1.0

(Not Offered 2018-2019)

### **EALC B325 Topics in Chinese History and Culture: Legal Culture in Chinese History**

This is a topics course. Course content varies. Current topic description: This seminar explores legal culture in Chinese history with an emphasis on the imperial age. Topics includes philosophical foundation of legal culture; evolution of legal institutions; the role of law in the founding of the Chinese empire, stabilizing government, regulating family, structuring society, defining gender, and transforming the people. This course meets the College requirements for "Approaches to Inquiry" in "Cross-cultural Analysis" and "Inquiry into the Past."

Units: 1.0

Instructor(s): Jiang,Y.

(Spring 2019)

### **EALC B345 Topics in East Asian Culture: Food and Power**

This is a topics course. Course contents vary. Current topic description: This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. This interdisciplinary course draws from materials and methods in literature, film, visual and cultural studies, history, semiotics, anthropology, and translation studies. Students engage in critical and creative assignments throughout the semester will make use of our accessibility to Chinatown for some assignments.

Units: 1.0

Instructor(s): Kwa,S.

(Fall 2018)

### **EALC 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.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B353 The Environment on China's Frontiers**

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0

(Not Offered 2018-2019)

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature**

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have

shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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: 1.0  
Instructor(s): Glassman,H.  
(Fall 2018)

### **GERM B321 Advanced Topics in German Cultural Studies: Representing Diversity in German Cinema**

This is a topics course. Course content varies. Course is taught in English. There will be an additional hour in German for those students taking the course for German credit. Current topic description: This course examines a wide-ranging repertoire of transnational films produced in contemporary Germany. It presents an introduction to modern German cinema through a close analysis of visual material and identity construction in the worlds of the real and the reel. It uses film as the primary medium to discuss the experiences of diverse minority groups in Germany, including Turkish Germans, Afro-Germans, ethnic Germans from former Eastern European territories, German Jews, and Asian Germans.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: East Asian Languages and Cultures; Gender

and Sexuality Studies

Units: 1.0  
Instructor(s): Shen,Q.  
(Spring 2019)

### **HART B274 History of Chinese Art**

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Shi,J.  
(Fall 2018)

### **HART B370 Topics in Chinese Art: Art & Environment in China**

This is a topics course. Course content varies. Current topic description: This course aims to explore the multifaceted relationship between art and environment from China's antiquity to its medieval period (17th c. BCE – 17th c. CE). Major questions include: how did Chinese people visualize the nature and its power? How did they represent man in relation to nature? How did they imagine the potential conflict between man and nature and solutions to the problem?

Units: 1.0  
Instructor(s): Shi,J.  
(Fall 2018)

### **POLS B326 Comparative Environmental Politics in East and Southeast Asia**

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. his course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues?

Major Writing Requirement: Writing Attentive

Counts towards: East Asian Languages and Cultures

Units: 1.0

Instructor(s): Oh,S.

(Spring 2019)

### **SOCL B268 Environmental Sustainability**

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how 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. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to American sociology. Empirically, it moves through a series of more contemporary case studies of environmental problems (including both single-event “disasters” and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology’s development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **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). Upon completing CNSE007-008, this group of students will continue their training in Second-Year Chinese.

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 Languages and Cultures Department. We serve EALC majors, Chinese minors, and any student who wishes to study the Chinese language. The Chinese minor is 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 any discipline may minor 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 upon completion.

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 requirement, since our Advanced Chinese series 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 program 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. Requires attendance at class and drills.

Approach: Course does not meet an Approach

Units: 1.5

Instructor(s): Yang,L., Liu,Y.

(Fall 2018)

#### **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. Attendance required at class and drills

Approach: Course does not meet an Approach

Units: 1.5

Instructor(s): Yang,L., Liu,Y.  
(Spring 2019)

### **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. Requires attendance at class and drills

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Zhang,C., Yang,L.  
(Fall 2018)

### **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(s): First-year Chinese or a passing score on the Placement Exam. Attendance required at class and drills. Prerequisite(s): CNSE 003

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Zhang,C., Yang,L.  
(Spring 2019)

### **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. Students must place into Chinese B007 through the Chinese Language Placement exam.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **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

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **CNSE B101 Third-Year Chinese**

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression Audio and videotapes of drama and films are used as study aids. Prerequisite(s): Second-year Chinese or consent of instructor

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **CNSE B102 Third-Year Chinese**

A focus on overall language skills through reading and discussion of modern short essays, as well as on students' facility in written and oral expression. Audio and videotapes of drama and films are used as study aids. Prerequisite(s): CNSE 101

Units: 1.0

(Not Offered 2018-2019)

## **Japanese**

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.

## **COURSES**

### **JNSE H001A First-Year Japanese (Intensive)**

Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 11:30-12:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in sociocultural contexts. This is a year-long course; both semesters (001 and 002) are required for credit.

(Offered: Fall 2018)

### **JNSE H002B First-Year Japanese (Intensive)**

Class meets five days a week: one hour on MWF 8:30-9:30, 9:30-10:30, or 11:30-12:30 and 90 minutes on TTh; students must choose TTh 8:30-10:00 slot, 10:00-11:30 slot, or 1:00-2:30 slot. An introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in sociocultural contexts. This is a year-long course; both semesters (001 and 002) are required for credit.

### **JNSE H003A Second-Year Japanese**

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTh 10:00-11:00 slot or TTh 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both semesters.) Prerequisite(s): First-year Japanese or equivalent or instructor consent.

(Offered: Fall 2018)

### **JNSE H004B Second-Year Japanese**

Class meets five days a week: students must attend MWF 8:30-9:30 or 9:30-10:30 and choose either TTh 10:00-11:00 slot or TTh 11:30-12:30 slot. A continuation of First-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. (Students are not required to take both semesters.) Prerequisite(s): JNSE 003 or equivalent or instructor consent.



### **JNSE H101A Third-Year Japanese**

A continuation of language study with further development of oral proficiency and reading/writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 004 or equivalent or instructor consent.

(Offered: Fall 2018)

### **JNSE H102B Third-Year Japanese**

A continuation of language study with further development of oral proficiency and reading/writing skills. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; more training in opinion essay and report writing. Additional oral practice outside of classroom expected. Prerequisite(s): JNSE 101 or equivalent or instructor consent.

### **JNSE H201A Advanced Japanese: The Power of Words**

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or equivalent or instructor consent.

(Offered: Fall 2018)

### **JNSE H201B Advanced Japanese I**

Continued training in modern Japanese, with particular emphasis on reading texts, mastery of the kanji, and expansion of vocabulary. Explores a variety of genres and text types using authentic materials. Prerequisite(s): JNSE 102 or equivalent or instructor consent.

### **JNSE H480F Independent Study**

Independent Study

## **ECONOMICS**

Students may complete a major or minor in Economics.

### **Faculty**

Julie Becher, Lecturer

Janet Ceglowski, Professor of Economics on the Harvey Wexler Chair of Economics (on leave semester II)

Margaret Ziurys Clarke, Lecturer

Andrew Nutting, Associate Professor of Economics (on leave semester I)

Michael Rock, Samuel and Etta Wexler Professor of Economic History (on leave semester II)

David Ross, Associate Professor of Economics

Thomas Vartanian, Professor of Social Work and Chair of Economics

Lauren Hoehn Velasco, Assistant Professor of Economics

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 B200 Intermediate Microeconomics
- ECON B202 Intermediate Macroeconomics
- ECON 253 Introduction to Econometrics or ECON B304 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
- At least one Writing Intensive 300-level elective
- 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.

### **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. Thus, 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. An exception is Econ H247 (Financial and Managerial Accounting). H300 covers the same material as B200; H302 the same material as B202; and H304 the same material as B304.

- 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), because it does not draw on the same quantitative tools 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 only briefly in ECON H203 or H204 (Statistical Methods) at Haverford. Therefore, you should take ECON 253 unless you are confident you will be able to complete ECON 304 before taking one 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 courses that do not have Econ 105 as a prerequisite can be counted toward an economics major or minor at Bryn Mawr.
- 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 confirm the waiver, plan their course work in economics and receive a permission number to enroll in the elective that will substitute for Econ 105.

## Study Away and Transfer Credits

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, the student 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.

Approach: Quantitative Readiness Required (QR)  
Units: 1.0

Instructor(s): Clarke, M., Velasco, L.  
(Fall 2018, Spring 2019)

### 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. Prerequisite: ECON B105, MATH B101 (or equivalent), one 200-level economics elective.

Units: 1.0  
Instructor(s): Nutting, A.  
(Spring 2019)

### 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 B101 (or equivalent), and one 200-level Economics elective (most 200 level courses, excluding required courses for the major).

Units: 1.0  
Instructor(s): Ceglowski, J.  
(Fall 2018)

### 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.

Units: 1.0  
Instructor(s): Clarke, M.  
(Spring 2019)

### 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.

Units: 1.0  
Instructor(s): Nutting, A.  
(Spring 2019)

### 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.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Health Studies  
Units: 1.0  
Instructor(s): Velasco,L.  
(Spring 2019)

### **ECON B217 Health Economics**

Economic analysis of the health sector. The demand for medical care (the role of uncertainty, insurance, and health as human capital); the supply of medical care (the market for medical education, the derived demand for medical inputs, investments in capital and research and development, quality v. quantity of supply, models of hospital and physician behavior); cost containment and other health-related government policies; and the role of health in developing economics. Prerequisite: ECON B105.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Environmental Studies; International Studies  
Units: 1.0  
Instructor(s): Rock,M.  
(Fall 2018)

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis to 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. Prerequisites: ECON B105.

Counts towards: Environmental Studies  
Units: 1.0

Instructor(s): Ross,D.  
(Spring 2019)

### **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.

Counts towards: International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Environmental Studies; Praxis Program  
Units: 1.0  
Instructor(s): Ross,D.  
(Fall 2018)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **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. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Ross,D.  
(Fall 2018, Spring 2019)

### **ECON B304 Econometrics**

The econometric theory presented in ECON 253 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.

Units: 1.0

Instructor(s): Velasco,L.  
(Spring 2019)

### **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.

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Ross,D.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: ECON B202; ECON 253 or 304.

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Ceglowski,J.  
(Fall 2018)

### **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, identifying sources of racial and gender inequality, and identifying sources of overall economic 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. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ECON B331 Human Capital Accumulation and Development**

Education stands at the center of a range of important policy and methodological issues in low and high income countries alike. To what extent does human capital accumulation contribute to economic growth, reduce income inequality and increase intergenerational mobility? Why do some groups in low income economies, e.g., men and children from relatively high income families, tend to accumulate more human capital than other groups, e.g., women and children of the poor? Why have governments intervened in the market for education, and what have been the efficiency and equity consequences? Prerequisites: ECON 200 and (ECON 253 or ECON 304).

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor(s): Rock,M.  
(Fall 2018)

### **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: the causes and responses to environmental and natural resources degradation. Prerequisite: ECON B200; B253 or B304; B234 or B313.

Units: 1.0

Instructor(s): Ross,D.  
(Spring 2019)

### **ECON B394 Research Seminar: Labor Economics**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in discrimination, unionization, human capital, migration, labor supply, labor demand, and employment/unemployment are appropriate. Prerequisites: ECON 200; ECON 208 or 324; ECON 253 or 304.

Approach: Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Nutting,A.  
(Spring 2019)

### **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 ECON H240 and ECON B200 or B202; and ECON 253 OR 304.

Units: 1.0

Instructor(s): Rock, M.  
(Fall 2018)

### **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.

Units: 1.0

Instructor(s): Ceglowski, J.  
(Fall 2018)

### **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

(Fall 2018)

## **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 in the Bryn Mawr/Haverford Education Program

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

Debbie Flaks, Instructor

Alice Lesnick, Director and Term Professor in the Bryn Mawr/Haverford Education Program and Faculty Convener of International Programs

Kathy J. Rho, Lecturer

Chanelle Wilson-Poe, Lecturer

Kelly Zuckerman, 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 facilitators, learners, researchers and change agents.

Courses in the Education Program address students interested in:

- The theory, process and transformation 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 experiential 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 education – 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, developmental, 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 a host of activities 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 must be offered by Education Program or affiliated faculty (A. Cook-Sather/V. Donnay/D. Flaks/A. Lesnick/C. Wilson-Poe/K. Zuckerman). Up to two may be education courses offered by faculty in other departments (of these, one may be taken at Swarthmore, Penn, or while studying away).
- One of the following as a culminating course: EDUC 311 (Theories of Change in Educational Institutions), EDUC 301 (Curriculum and Pedagogy Seminar), SOWKB676 (Making Space for Learning: Pedagogical Planning and Facilitation), or an intensified version of EDUCB295 (Advocating Diversity in Higher Education).

## 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 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, psychology, 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 the Education Department at (610) 526-5010.

## 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 exploring an interest in educational practice, theory, research, and policy. The course examines major issues and questions in education in the United States by investigating the purposes of education. Fieldwork in an area school required (eight visits, 2 hours per visit).

Approach: Cross-Cultural Analysis (CC)  
Major Writing Requirement: Writing Attentive  
Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0  
Instructor(s): Flaks, D., Zuckerman, K.  
(Spring 2019)

### EDUC B208 Race-ing Education

This course investigates education as part of processes of racialization and marginalization and also as a space for challenging these processes. How do race and schooling intersect and interact? How can educators – along with students, parents, and communities – learn and teach critical awareness of race as an idea and a system? With a focus on the U.S., we look at ways in which race as a way of creating power is embedded in earlier iterations of schooling, as in cases regarding access to education for Black, Latinx, and Asian students and in American Indian boarding schools, and how race is differently taken up in the work of such thinkers/educators as W.E.B. DuBois, James Baldwin, and Paulo Freire. We consider how such issues play out in the recent past and contemporary moment through ongoing cases on affirmative action; work in Critical Race Theory and LatCrit by such educators as Patricia Williams and Tara Yosso, and in decolonizing education by Eve Tuck and Gloria Anzaldúa; and curriculum and pedagogy in the theory and practice of such educators as Kevin Kumashiro and movements such as Black Lives Matter. We also consider Bryn Mawr's own history, in light of how to move forward through critically engaged education.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EDUC B210 Perspectives on Special Education**

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies to understand and educate all learners—those considered typical learners as well as those considered “special” learners. Students will learn about: how students’ learning profiles affect their ability to learn in school from a functional perspective; how and why students’ educational experience is affected by education law (especially special education law); major issues in special education; and how to meet diverse students’ needs in an inclusive classroom. Two hours of fieldwork per week required.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Praxis Program  
Units: 1.0  
Instructor(s): Flaks, D.  
(Fall 2018)

### **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 (2) two hour visits per week for 8 weeks to a local math or science classroom.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Praxis Program  
Units: 1.0  
Instructor(s): Donnay, V.  
(Fall 2018)

### **EDUC B225 Topics: Empowering Learners**

This is a topics course. Course content varies. Praxis course. Prerequisite: EDUC B200 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)  
Major Writing Requirement: Writing Attentive  
Counts towards: Praxis Program  
Units: 1.0  
(Spring 2019)

### **EDUC B240 Qualitative Research**

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. In addition to class meetings, research teams will meet regularly.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **EDUC B244 Unsettling Literacy: Praxis**

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of “literacy”: What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine “learning our letters,” in Frederick Douglas’s words, as providing “the pathway from slavery to freedom,” and/or (as claimed by a contemporary criminologist) as “training good workers for a problematic system”? How might “literacy” take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls “radical possibilities”? Placements will involve a weekly off-campus commitment of 3-4 hours. For more info, see <https://serendip.brynmawr.edu/oneworld/unsettling-literacies/unsettling-literacies-two-linked-courses-bryn-mawr-college-spring-2017>

Approach: Cross-Cultural Analysis (CC)  
Major Writing Requirement: Writing Intensive  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **EDUC B255 Technology, Education and Society Altering Environments**

This course examines the dynamic role and impact of technology in classroom, informal, community, and global contexts. In order to develop agency and judgment in using, creating and evaluating technologies, students will learn via experience and critical exploration of associated questions of power, knowledge, culture, access, and identity. Prerequisite: EDUC 200

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **EDUC B260 Multicultural Education**

In our era of globalization, increased standardization of education, and perpetual discrimination, this course investigates the following key question: What does multicultural education mean today? We will investigate globalization, reflect on notions of power and privilege, critique understandings of difference, and examine the multi-faceted ways in which multicultural education is enacted in pedagogy, curriculum and educational organization. We will also examine the intersections between race, class, gender, sexuality, language, and citizenship status and try to assess their impact on teaching and learning. Fieldwork of two to three hours per week.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Praxis Program  
Units: 1.0  
(Fall 2018)

### **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)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Zuckerman,K.  
(Spring 2019)

### **EDUC B290 Learning in Institutional Spaces**

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of “voice”—speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can “voice” instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program  
Units: 1.0

(Not Offered 2018-2019)

### **EDUC B295 Advocating Diversity in Higher Education**

As institutions of higher education embrace and even seek greater diversity, we also see an increase in tensions born of differences across which we have little preparation to communicate, learn, and live. This course will be co-created by students enrolled and the instructor, and it will provide a forum for exploration of diversity and difference and a platform for action and campus-wide education. Extensive, informal writing and more formal research and presentations will afford you the opportunity to craft empowering narratives for yourselves and your lives and to take research and teaching beyond the classroom. Two to three hours of campus-based field work required each week.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Cook-Sather,A.  
(Spring 2019)

### **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

(Fall 2018)

### **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

(Spring 2019)

### **ANTH B271 Museum Anthropology: History, Politics, Practices**

This course provides an in-depth exploration of museum anthropology: the critical study of museum practices from an anthropological perspective. The course will fundamentally consider the role of museums in exhibiting culture—the politics of placing cultures on display, from living humans and human remains to cultural objects and artifacts. The course will also consider changing practices in museum anthropology, including repatriation efforts, shifting notions of heritage and identity and the emergence of community-curated exhibitions. This course complements the theoretical explorations of the museum with visits to area museums and hands-on work in Special Collections.

Approach: Course does not meet an Approach

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 and practices. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in educational contexts. School or community placement 4 hours a week. Preparation: At least an intermediate level of experience in an art form. This course counts toward the minor in Dance or Theater.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **EDUC B403 Supervised Work**

Units: 1.0

(Fall 2018)

### **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 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 2018-2019)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B244 Unsettling Literacy**

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of "literacy": What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine "learning our letters," in Frederick Douglas's words, as providing "the pathway from slavery to freedom," and/or (as claimed by a contemporary criminologist) as "training good workers for a problematic system"? How might "literacy" take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls "radical possibilities"? Placements will involve a weekly off-campus commitment of 3-4 hours. For more info, see <https://serendip.brynmawr.edu/oneworld/unsettling-literacies/unsettling-literacies-two-linked-courses-bryn-mawr-college-spring-2017>

Approach: Critical Interpretation (CI)  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **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 I course; placements are in local schools.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Education; Praxis Program  
Units: 1.0  
Instructor(s): Karen,D.  
(Fall 2018)

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and

social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Education; Health Studies  
Units: 1.0  
Instructor(s): Karen,D.  
(Fall 2018)

### **SOWK B676 Making Space for Learning: Pedagogical Planning and Facilitation**

Supported by the Teaching and Learning Institute (TLI) and a grant from The Andrew W. Mellon Foundation, this series of pedagogy workshops for graduate students may be taken in its entirety for course credit, or individual workshops may be attended as stand-alone sessions. Seven two-hour workshops focused on a variety of pedagogical issues (e.g., course design, teaching styles, creating culturally responsive classrooms, grading) are scheduled for both the fall and the spring semesters.\* These are interactive workshops, some of which require the completion of reading in advance and some of which include discussion of texts during the workshops themselves, but all of which focus on active, collaborative explorations of pedagogical issues. A full list of the workshop topics is available through the Dean's Office. These workshops count toward the completion of the Dean's Certificate in Pedagogy (<http://www.brynmawr.edu/gsas/Resources/certificate.html>).

Units: 1.0  
Instructor(s): Cook-Sather,A.  
(Fall 2018)

## **ENGLISH**

Students may complete a major or minor in English. Within the major, students may complete a concentration in Creative Writing. Students may also combine an English major with a minor in Africana Studies, Environmental Studies, or Gender and Sexuality Studies; alternatively, a concentration in Gender and Sexuality Studies is available.

## **Faculty**

Linda-Susan Beard, Associate Professor of English and Director of Africana Studies

Sara Louise Bryant, Visiting Assistant Professor

Jennifer Callaghan, Lecturer

Chloe Flower, Assistant Professor of English

Colby J. Gordon, Assistant Professor of English on the Helen Taft Manning Professorship of British History

Jennifer Harford Vargas, Associate Professor of English and Co-Director of Latin American, Iberian, and Latina/o Studies

Jane Hedley, Katharine E. McBride Professor

Gail Hemmeter, Senior Lecturer in English and Director of Writing

Betty Lou Litsinger, Instructor

Matthew Ruben, Lecturer in English and the Emily Balch Seminars

Adam J. Sacks, Visiting Assistant Professor

Bethany Schneider, Associate Professor of English

Eleanor Stanford, Instructor

Mecca Jamilah Sullivan, Assistant Professor of English

Jamie Taylor, Associate Professor of English

Kate Thomas, Chair and K. Laurence Stapleton Professor of English

Michael Tratner, Mary E. Garrett Alumnae Professor of English

Grant Wythoff, Lecturer

The English Department offers a wide range of courses in British, American, and Anglophone literatures, from medieval romance to contemporary novels and film. Students develop their own paths through the major, experimenting with historical periods, genres, and forms while also developing expertise in specific areas.

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.

## Summary of the Major

The major requires a total of eleven courses. Three courses are required: 250, 398 and 399. Of the other 8 courses, at least three must be at the 300 level (exclusive of 398 and 399). All 300 level courses must be taken at BMC or HC. 250 must be taken before the senior year. One 100 level class may be taken as a first year or sophomore, and only one may be taken. Note: One 200 level Creative Writing course can count towards the major.

- ENGL B250 Methods of Literary Study, (must be taken before the senior year. Prerequisite: at least one 200 level course)
- ENGL B398 Senior Seminar (offered Mondays in the fall, 2:30-4pm)
- ENGL B399 Senior Essay (taken in the spring, with an individual adviser)

## Summary of the Minor

Students must declare their minor by the end of their junior year.

- Five English courses (at least one at the 300 level). 300 levels must be taken at BMC or HC. One 200 level Creative Writing course may count towards the minor.
- ENGL B250 Methods of Literary Study (must be taken before the senior year. Prerequisite: one or preferably two 200-level English courses)

## Writing Requirement

By the end of their junior year, English majors must satisfy the College's Writing Intensive Requirement. English 250 is the department's WI course.

## 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 eleven-course English major. The minimum number of courses required to complete an English major and a minor in film studies is thus fifteen courses.

## Concentration in Creative Writing

Students may elect a concentration in creative writing. Three courses in your English major may be CW courses, one of them at the 300 level. You must still take English 250 and 398 and 399. 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. Up to two courses from study abroad may count toward the English major, provided they get departmental approval. Send your request, and full syllabuses of the courses you took/will take, to the department chair.

## 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

## 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.

### **ENGL B103 American Futures: Literatures of New World Fantasy**

This 100-level seminar for freshmen and sophomores offers a taste of the reading and writing practices of the English major. It is not required for the major, but counts. Freshmen and sophomores may take only one 100-level course. In this course we will take a trans-historical look at American fantasies about the Beginning with Columbus' letters to the Queen of Spain, we will move through the Salem Witch trials and fears of devilish possession, Indian Captivity narratives and the Western, the Ghost Dance religion, free-love, feminist, black and socialist utopian movements, space-exploration fantasies, and end with close attention to the emergent literary genres of Afro- and Native-futurism. We will practice close reading and the writing and discussion skills necessary to an English major, through engagement with how questions of race and colonialism have driven American future-fantasies from first contact to Star Trek and beyond.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B104 The Global Short Story**

The majority of the most provocative and interesting English-language literary production at the current moment hails from African nations, India, Oceania and their diasporae throughout the world. A significant number of major international literary prizes have been awarded to members of these writing communities who cross borders, continents, passport identities, and traditions in their experiments with narration, place, politics, and the creolization of English. The late Nigerian novelist and memoirist Chinua Achebe said of the English language, in particular: "Do not be fooled by the fact that we may write in English because we intend to do unheard of things with it."

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Beard, L.  
(Fall 2018)

### **ENGL B106 Romance to Bromance**

This course examines the ongoing popularity of romance, examining the genre from the Middle Ages to contemporary romantic comedies. In doing so, we will pay particular attention to the gender politics romance produces, supports, and challenges, exploring how various historical moments and media conceptualize love, desire, sex, and marriage. Texts will include Chaucer's *Troilus and Criseyde*, Marlowe's *Hero and Leander*, Richard Hurd's eighteenth-century *Letters on Chivalry and Romance*, and nineteenth-century bodice rippers. We will also discuss the ongoing publication of Harlequin romances, the popularity of romantic comedy in film (from the 1930s to now) as well as the reimagining of romance tropes and male intimacy in films like "Brokeback Mountain" and buddy comedies.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B107 Staging American Families**

This 100-level seminar for freshmen and sophomores offers a taste of the reading and writing practices of the English major.

It is not required for the major, but counts toward it. Freshmen and sophomores may take only one 100-level course. Modern and contemporary American drama often takes as its focus the family in its various iterations: nuclear families; lost families; imagined families; explosive marriages; rebel children; siblings in conflict. This course will focus on dramatizations of the family in 20th- and 21st-century American plays. We will explore how staged family dynamics are shaped by performances of gender, class and race. The course offers opportunities to develop abilities that contribute to success in the English major: close reading, active discussion, critical writing.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Hemmeter, G.  
(Spring 2019)

### **ENGL B201 Chaucer: Canterbury Tales**

Access to and skill in reading Middle English will be acquired through close study of the Tales. Exploration of Chaucer's narrative strategies and of a variety of critical approaches to the work will be the major undertakings of the semester.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B202 Understanding Poetry**

This course is for students who wish to develop their skills in reading and writing about poetry. It will provide grounding in traditional prosody (i.e., in 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. This is not a chronological survey of English poetry, but the syllabus has been put together with an eye to sampling the riches of the English poetic tradition and calling attention to some of its most important moments. The goal of the course is for you to become capable readers, interpreters and critics of poetry in a wide variety of voices and styles. There are no pre-requisites—except an interest in poetry! You will be expected to attend class regularly, come prepared, and participate actively in class discussions and activities. Papers will be short, but will add up to about twenty-five pages of critical writing over the course of the semester. There will also be one or two creative assignments, and a short in-class presentation of your "favorite poem."

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Hedley, J.  
(Fall 2018)

### **ENGL B203 Imagined Worlds: Utopia and Dystopia in Literature**

When Thomas More coined the term "Utopia" in 1516, it meant both "good place" and "no place" – an ideal society, and an unreachable one. Since then, the term (as well as its opposite, dystopia) has been applied to representations of imagined worlds that hold a mirror up to our own. In this class, we'll read texts from the early modern period (Utopia, The Blazing World) through the present day (The Handmaid's Tale, The Hunger Games) that use invented societies to critique the 'real world.' We will pay particular attention to how descriptions of imagined places explore very real tensions around class, gender and racial identities. Do these texts offer a path to better worlds, or do such fantasies always remain out of reach?

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Fall 2018)

### **ENGL B207 Eating Empire: Food, Diaspora and Victorian Britain**

This class will explore British culinary culture across the long nineteenth century, focusing on how food culture was used in the ordering and Othering of the world and its populations. Our lens is the relationship of food to nineteenth-century colonial and imperial discourse and we will analyze how food both traced and guided global networks of power, politics and trade. We will be particularly interested in theorizing the paradox that the trademark English comestibles – the sweet cup of tea, the curry – are colonial imports, and we will also construct a history of the industrialization of food that facilitated exportation. As we are tracing the flows of capital and foodstuffs, we will also consider the power of resisting food, by studying anti-saccharite abolitionist protests, hunger strikes and food adulteration campaigns. Organizing units will include sugar, chocolate, tea, spices. Texts will include slave narratives, nineteenth century cookbooks and colonial culinary memoirs, Thackeray's *Vanity Fair*, Stoker's *Dracula*, Carroll's *Alice in Wonderland*.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B208 Big Books of American Literature**

This course focuses on the "big books" of mid-19th-century American literature, viewed through the lenses of contemporary theory and culture. Throughout the course, as we explore the role that classics play in the construction of our culture, we will consider American literature as an institutional apparatus, under debate and by no means settled. This will involve a certain amount of antidisciplinary work: interrogating books as naturalized objects, asking how they reproduce conventional categories and how we might re-imagine the cultural work they perform. We will look at the problems of exceptionalism as we examine traditional texts relationally, comparatively, and interactively.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B211 The Lives of Nineteenth-Century Monsters**

This course explores the centrality of monstrosity to the nineteenth-century British novel. Our work will involve placing these monsters in the tradition of the Gothic in order to understand the cultural, social, and literary metaphors they represent. In some cases, we will read about monsters with hideous bodies, but our work will also include reading about monstrosity that is kept hidden from view. To aid our work—and to provide adequate protection—we will read about the sublime, the uncanny, and the other topics that monstrosity veils and exposes such as gender and sexuality. Literary texts might include Mary Shelley's *Frankenstein*, James Hogg's *The Private Memoirs and Confessions of a Justified Sinner*, Jane Austen's *Northanger Abbey*, Emily Brontë's *Wuthering Heights*, George Eliot's *The Lifted Veil*, Thomas Hardy's *Tess of the d'Urbervilles*, Bram Stoker's *Dracula*, Robert Louis Stevenson's *Dr. Jekyll and Mr. Hyde*, and Oscar Wilde's *The Picture of Dorian Gray*.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B212 Renaissance Erotic Poetry**

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B214 Refuse and Refusal in Victorian Literature**

The florid wealth of Britain in the nineteenth century was fed by income from slave trade, industrial exploitation, and imperial expansion. It was also an era that was horrified by its own growth; abolitionism, the women's suffrage movement, the arts and crafts movement, the inception of the welfare state were all nineteenth century protests against the waste of human life and spirit. The noun "refuse" finds etymological root in the concept of that which is "despised, rejected . . . outcast." This course will touch down on key events, debates and literatures that brought the figures of the outcast and the resister into sharp relief.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B215 Early Modern Crime Narratives: Vice, Villains, and Law**

This course taps into our continuing collective obsession with criminality, unpacking the complicated web of feelings attached to crime and punishment through early modern literary treatments of villains, scoundrels, predators, pimps, witches, king-killers, poisoners, mobs, and adulterers. By reading literary accounts of vice alongside contemporary and historical theories of criminal justice, we will chart the deep history of criminology and track competing ideas about punishment and the criminal mind. This course pays particular attention the ways that people in this historical moment mapped criminality onto dynamics of gender, race, sexuality, disability, religion, and mental illness according to cultural conventions very different from our own. Authors may include Shakespeare, Marlowe, Massinger, Middleton, Dekker, Webster, and Behn.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Gordon,C.  
(Spring 2019)

### **ENGL B216 Narrativity and Hip Hop**

This course explores narrative and poetic forms and themes in hip-hop culture. Through close, intensive analysis of hip hop lyrics, as well as audiovisual performance and visual art, we will consider how rappers and hip-hop artists from the late twentieth century onward have used the form to extend, further, and complicate key concerns of literature in general, and African American and African Diaspora literature in particular. We will explore key texts in hip hop from the late 1970s to the current moment. Reading these texts alongside short fiction by writers such as Gayl Jones, Octavia Butler, Ralph Ellison, James Baldwin, Victor LaValle, Kiese Laymon, Ivelisse Rodriguez, Regina Bradley and others, we will consider how themes of socioeconomic mobility, gender and sexuality, queer and feminist critique, and intersectional political engagement animate artists' narrative and poetic strategies across genre and media. Written work will include regular in-class presentations, short creative assignments, three short papers, and a final project. As a part of the BiCo in Philly program, the course will take place in Center City, Philadelphia. Along with course readings, we will engage directly with writers, artists, and events that help shape Philadelphia's vibrant hip-hop and literature scene.

Major Writing Requirement: Writing Attentive  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Sullivan,M.  
(Spring 2019)

### **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 struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives,

films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B225 Contemporary Life Writing: Form and Theory**

In this course, we will explore contemporary forms of life writing. The term "writing" will be used flexibly to encompass self-representation in visual forms (including comics, photography, and video). We will begin by considering myth and archives in Alison Bechdel's *Fun Home* and Theresa Hak Kyung Cha's *Dictée*; our next unit will address how life writing represents the lives of others. The last half of the course focuses on the genre of autotheory, or life writing that has become a form of theorizing (about gender, sexuality, race, and biopolitics, among other topics) in its own right.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Spring 2019)

### **ENGL B226 Postmodernism**

To be modern is to be new; to be post-modern is then to be "after the new," in other words to exist after everything new has already been done. What does it mean for authors, filmmakers and artists to feel that all their works and all the people represented in them are not original, but are rather entirely copies or simulations? This strange belief emerged in the 1970s, and this course will examine the way it has led to some intriguing works of literature, film and art. Starting with Andy Warhol's versions of Campbell's soup cans and Jeffrey Koons' balloon sculptures, we will move to movies such as Spike Jonze's *Being John Malkovich* and *The Wachowski Brothers' The Matrix*, and finally to books about people whose personalities and even their bodies seem to be composed of images and texts from past eras--Salvador Plascencia's *The People of Paper*; Arundhati Roy's *The God of Small Things*, and Jorge Borges' *Labyrinths*. To help us understand these works, we will use three main critical theorists: Jean Baudrillard, Fredric Jameson and Linda Hutcheon.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Tratner,M.  
(Spring 2019)

### **ENGL B227 Poverty and Precarious Lives on Screen**

The cinema and the mainstream film industry have been well suited to depicting glamour, opulence, and wealth. But what about the widespread condition of being poor and living on the brink of being even worse off? In this course, we will explore cinematic depictions of poverty and inequality to ask whether and how films can go beyond romanticizing poverty or merely rehearsing rags-to-riches narratives. How does the awareness of poverty shape aesthetic form in film? What are the social and political implications of how cinema treats the condition of being poor? Subtopics will include: the Great Depression and Hollywood; social realism and fantasies of escape; representing labor in late capitalism; global inequality and a "world" cinema; and precarity in the 21st-century U.S. Film will include *Gold Diggers of 1933*, *Sullivan's Travels*, *Ratcatcher*, *Slumdog Millionaire*, *Wendy and Lucy*, and *Beasts of the Southern Wild*.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies; Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B229 Movies and Mass Politics**

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 that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B231 Theorizing Affect, Watching Television**

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Bryant, S.

(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B236 Latina/o Culture and the Art of Migration**

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Fall 2018)

### **ENGL B239 African American Poetry**

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B244 Unsettling Literacy**

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of "literacy": What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine "learning our letters," in Frederick Douglass's words, as providing "the pathway from slavery to freedom," and/or (as claimed by a contemporary criminologist) as "training good workers for a problematic system"? How might "literacy" take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls "radical possibilities"? Placements will involve a weekly off-campus commitment of 3-4 hours. For more info, see <https://serendip.brynmawr.edu/oneworld/unsettling-literacies/unsettling-literacies-two-linked-courses-bryn-mawr-college-spring-2017>.

Approach: Critical Interpretation (CI)

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B247 Shakespeare's Teenagers**

There was no such thing as a teenager in Shakespeare's England; the word doesn't enter the English language until the 20th century. Yet present-day writers and filmmakers often cast Shakespeare's young adults as teenaged characters, using adaptations to tell the story of today's teens coming of age. In this course, we'll study several Shakespeare plays and current versions them, including film, fiction, music and even a production of Romeo and Juliet conducted entirely over Twitter. Why do so many artists choose to represent present-day teen culture through Shakespeare? And can the notion of a "teen" protagonist productively be applied to Shakespeare's plays?

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B249 Love and Madness in Victorian Poetry**

We commonly associate Victorian Britain with great works of fiction by writers such as Charles Dickens and Charlotte Brontë. However, the development of Victorian poetry over the same period of time, roughly 1830-1901, is a frequently overlooked site of immense creativity. This course will cover a broad array of topics from the Victorian Poetess to the Pre-Raphaelite School with a particular emphasis on the innovation of the dramatic monologue. Unlike the Romantic lyric, the dramatic monologue enables us to hear directly from a diversity of speakers who are frequently lovesick and mad. From murderers to narcissistic painters, the dramatic monologue represents the nuances of human thought that surface in language. Readings will include texts by Alfred Tennyson, Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Dante Gabriel Rossetti, William Morris, George Meredith, Matthew Arnold, Augusta Webster, Amy Levy, and Oscar Wilde.

Approach: Critical Interpretation (CI)

Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: One English course or permission of instructor. English Majors and Minors must take before their senior year.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Harford Vargas, J., Gordon, C., Taylor, J.

(Fall 2018, Spring 2019)

### **ENGL B252 Disability Studies; Disability Stories**

This course will introduce students to the field of disability studies by examining depictions of disability in literature. We will discuss foundational texts in the field and consider key terms including access, ableism, medicalization, representation, and prosthesis. These critical texts will be read alongside literature, primarily from the Victorian period, that represents blindness, deafness, speech impairments, and other forms of disability. Together we will question the historical construction of disability and various bodily, mental, and communicatory norms. The course will conclude by turning to contemporary memoir and poetry to illuminate the intersections of disability studies with other identity-based fields.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B255 Food and the Transnational City**

Cities have been crucial sites of cultural innovation, social interaction, and identity formation, often most visibly in food and foodways. Using three cities as case studies--New York, New Orleans, and Los Angeles--"Food and the Transnational City" explores how transnational migration and urbanism have shaped and reshaped eating, shopping, and cooking patterns, and how cities and foodways together reshaped and reflected broader patterns of identity and belonging. How have food and foodways been mobilized in constructions of national, regional, ethnic, and racial heritage? How have cooking and eating patterns for various groups been transformed by migration and immigration? How have consumer spaces operated as sites of kinship, community, assimilation, and resistance? Students will draw on theory and historical scholarship to read a wide range of literary and cultural texts, including cookbooks, travel writing, print and television commercials, art and photography, documentaries, and short fiction. NOTE: This course is part of the Foodways and Migration 360, however students who do not wish to enroll in the 360 may also take this class.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B260 Origin Stories: Human Perspectives on Beginnings**

This course is part of the "Origin Stories" 360. It will begin with an examination of "Western" origin stories and philosophies of progress and history, with the intention of both historicizing and "making strange" the cultural inheritances most prevalent in Europe and post-contact North America. We will then turn to an in-depth analysis of the Diné Bahane', or "Story of the People," the creation cycle of the Navajo, focusing attention on a geographically specific and temporally non-linear philosophy of origin and continuity. We will conclude with a series of contemporary Science Fiction and Fantasy engagements with the problem of origin, asking how we continue to reinvent our beginnings, and why. Throughout the course we will turn our attention to origin stories from various parts of the world that might specifically illuminate the science in the other two courses.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B262 Survey in African American Literature**

English 262 is a topics course that allows for multiple themes to be taught. Each topic will have its own description and students may enroll for credit in the course as long as the topics vary.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B267 The Romantic Imagination**

Many of our contemporary ideas about both the imagination and the power of art to change the world originate from British Romantic literature. These ideas developed in a short but intensely creative period of literary and cultural history spanning from the 1790s to the 1820s. This is an age of political upheaval, scientific discovery, and social revolution. We will foreground our discussion of these radical transformations in art and politics by reading the prose of Edmund Burke, Mary Wollstonecraft, and William Godwin. We will then examine the rise of Romanticism in the poetry of William Wordsworth and Samuel Taylor Coleridge by focusing on their groundbreaking text *Lyrical Ballads*. We will use this poetry to define the power of what these writers called the "imagination." The course will then turn toward the later Romantics, who responded to these artistic and political ideals in surprising ways. Readings may include Percy Bysshe Shelley's *The Cenci*, John Keats's *Odes*, and Lord Byron's *Childe Harold's Pilgrimage*. Our study of verse will be complemented by fiction writers of the period such as Jane Austen and Mary Shelley. An assortment of critical texts will enable us to situate these works in their cultural, social, and literary contexts.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B269 Medieval Bodies**

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.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Taylor, J.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B271 Transatlantic Childhoods in the 19th Century**

This class explores what we can see anew when we juxtapose American and British experiences of, and responses to, emergent ideas and ideals of childhood in the child-obsessed nineteenth century. After setting up key eighteenth-century concepts and contexts for what French historian Philippe Ariès called the “invention of childhood,” we’ll explore the ways in which children came to be defined between 1800 and 1900, in relation to such categories as law, labor, education, sex, play, and psychology, through examinations of both “literary” works and texts and artifacts from a range of other discourses and spheres. We’ll move between American and British examples, aiming to track the commonalities at work in the two nations and the effects of marked structural differences. Here we’ll be especially attentive to chattel slavery in the U.S., and to the relations, and non-relations, between the racialized notions of childhood produced in this country and those which arise out of Britain’s sharply stratified class landscape. If race and class are produced differently, we’ll also consider the degree to which British and American histories and representations of boyhood and girlhood converge and diverge across the period. We’ll close with reflections on the ways in which a range of literary genres on the cusp of modernism form themselves in and through the new discourses of childhood and evolving figures of the child.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Flower, C.  
(Fall 2018)

### **ENGL B274 Ethnic Speculative Fiction**

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what

Walidah Imarisha terms “visionary fiction.” Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Spring 2019)

### **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, intertextuality, translation, and audience/critical reception. Representative works to be studied include oral traditions, the Sundiata and Mwindo epics, the plays of Wole Soyinka and his *Burden of History*, *the Muse of Forgiveness*; and the work of Sembène Ousmane, Bessie Head, Ayi Kwei Armah, Mariama Bâ, Naguib Mahfouz, Ngugi wa Thiong’o, Chimamanda Ngozi Adichie, Yvonne Vera, and others.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B283 Transnational Writing**

This course is a study in direct and indirect conversations between and among writers, eras, and continents involving narrative practitioners who may never have interacted in life or letters, but whose works, nevertheless, “speak” to each other in intertextual exchanges. Almost all the works were originally written in English. The yoked works are in groupings of no more than 5 to underscore and to intensify the dialogue and to allow adequate time for discussion and written analysis. As Kenyan Ngugi wa Thiong’o observes in *The Wizard of the Crow*: “Stories, like food, lose their flavor if cooked in a hurry.”

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Beard, L.  
(Spring 2019)

### **ENGL B290 Modernisms**

This course will examine a range of works (novels, poems, paintings, and movies) that have been called “Modernist”—in general, these are works that are plotless, characterless, fragmented, eerie or just plain strange. The central question we will be exploring is, why did artists decide to create such distinctly unrealistic works? The course is organized as an exploration of several different lenses through which to view what was going on in the early twentieth century when modernism emerged; each lens presents a different theory of why new literary forms emerged. The course is organized as an exploration of several different lenses through which to

view what was going on in the early twentieth century when modernism emerged; each lens presents a different theory of why new literary forms emerged. Critical Interpretation (CI)

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B291 Networked Selfhood and the Novel**

In this class, we will read a selection novels from the late-nineteenth century to the present alongside recent scholarship in media theory examining the shifting boundaries between the self and the publics we connect with online today. Our guiding theme will be “networked selfhood.” On the one hand, networked selfhood involves conscious acts of authorship. We compose sketches of our lives for classmates, public figures, acquaintances we’ve met only once. On the other hand, networked selfhood entails a tacit understanding that very different portraits of our lives are being assembled by data brokers, government agencies, and Silicon Valley companies. The novels we read will offer lessons in how personhood can be configured differently. Novels allow the reader to see, for instance, contradictions between the inner and outer person, the character shared with the reader as opposed to the “self” that the character projects to the social world. In addition, we will conduct exercises that allow us to regain a measure of authorship over the portraits of our lives assembled by data brokers. Students will learn tactics for protecting against online harassment and surveillance.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Wythoff, G.

(Spring 2019)

### **ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies**

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly “modern” environmental concepts like climate change, sustainability, animal rights, and protected land.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Taylor, J.

(Spring 2019)

### **ENGL B296 Introduction to Medieval Drama**

Introduces students to the major types of dramatic production in the Middle Ages: mystery plays, morality plays, and miracle plays. Also examines early Protestant political drama known as “interludes” and the translation of medieval plays into contemporary films and novellas. Explores the construction of local communities around professional acting and production guilds, different strategies of performance, and the relationship between the medieval dramatic stage and other kinds of “stages.”

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B301 Women on Top: Gender and Power in Renaissance Drama**

From virtuous queens to scheming adulteresses and cross-dressed “Roaring Girls,” powerful female characters are at the center of a number of Renaissance plays. This class will explore how playwrights such as Shakespeare, Webster and Dekker represent both fantasies and anxieties about tough women who take charge of their destinies. We will read these plays first in the context of the historical position of women in early modern England, and then turn to gender theory (e.g. Butler, Sedgwick, Rubin) to examine constructions of gender identity and female agency.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B302 Moby Dick**

“It was the whiteness of the whale that above all things appalled me,” Ishmael muses as he tries to understand the monomaniacal hunt that drives Captain Ahab and his crew of whalers of every race and creed to their watery doom. Herman Melville’s 1851 *Moby Dick* and historical and critical materials surrounding it, will be the entire subject of this course. An allegory of a nation charging toward Civil War, a nation founded on ideals of freedom and equality, but built on capitalist expansion, white supremacy, slavery and genocide, *Moby Dick* is hailed by many (and many who have never read it) as “The Great American Novel.” But which America, whose America? Written for the generation that would fight the Civil War, how does this novel continue to describe America, today? By turns comic, tragic, epic, mundane, thuddingly literal and gorgeously spiritual and metaphysical, the novel rewards both intricate close reading and intense historical and critical analysis. We will take up questions of race, gender and sexuality, colonialism, the animal and the human, the oceanic, freedom, individuality, totalitarianism, capitalism, nation and belonging. Students will write a midterm and a final research paper.

Units: 1.0

Instructor(s): Schneider, B.

(Spring 2019)

### **ENGL B305 Early Modern Trans Studies**

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites, and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Gordon, C.

(Fall 2018)

### **ENGL B307 Philadelphia Freedom: Slavery, Liberty, Literature 1682-1899**

Philadelphia, the City of Brotherly Love, a space of religious diversity, the hotbed of the American Revolution, the first large

“free” city north of the slave states, a major center of free Black culture. In this course we will examine literature written in and about Philadelphia before the Civil War, exploring how and why Philadelphians engaged questions of freedom and non-freedom. Beginning with William Penn and the colonial city, moving through the literatures of Revolution and the Civil War, we will conclude with W. E. B. DuBois’ *The Philadelphia Negro*. We will take two field trips to the city and students will be expected to pursue city-based research projects.

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Schneider,B.

(Fall 2018)

### **ENGL B308 Islam and Europe in Premodern Literature**

This course taps into early modern European literature’s fascination with Islam as a point of entry into contemporary theoretical debates about religion, secularization, migration, race, and nationalism. We will address topics such as: the Crusades; the fall of Granada; conversion; anti-Semitism and Islamophobia; settler colonialism; blood purity laws; and piracy and privateering. Authors may include Camoes, Tasso, Massinger, Shakespeare, Marlowe, Cervantes, Ercilla, Percy, and de Hita.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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

(Not Offered 2018-2019)

### **ENGL B312 The Pencil of Nature: Victorian Literature and Photography**

This seminar examines the complex and mutually-informing relationship between Victorian literature and photography. For example, to what extent is the realist novel indebted to photography’s invention, or alternatively, how has the novel shaped photography? To approach questions of this magnitude, the course is divided into a series of foundational thematic

units that examine works of poetry, fiction, and non-fiction. We begin by thinking about the history of photography in several key texts by Susan Sontag, Carol Mavor, Roland Barthes, and Walter Benjamin. After we develop a vocabulary to discuss the medium’s history, we turn to its conception and how photography stems from the literature of Romanticism. This grounding in photography’s early language will help us to read fiction and poetry of the 1830s and 1840s. Other units will address photography’s role in constructing visions of the city, the use of photography in the Victorian culture of mourning, the ways in which the photograph can engender desire, the influence of photography on Pre-Raphaelite artists, and the sensationalism of Victorian crime depicted in photographs and stories.

Units: 1.0

(Not Offered 2018-2019)

### **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

Instructor(s): Taylor,J.

(Spring 2019)

### **ENGL B320 Black Feminist Literature**

This course explores contemporary black feminist literature and culture on a transnational stage. We will consider the works of prominent, emerging, and underexplored black feminist writers from various African diaspora locations, including South Africa, West Africa, Europe, North America, and the Caribbean. How do these writers engage with key currents in global black feminist politics, including understandings of gender, sexuality, class, nationality and colonialism? How do they complicate these discussions in their work? We will ground our exploration in close study of black feminist poetics—the specific formal and creative choices that black feminist poets, fiction writers, visual artists, hip hop artists, webseries producers and others use to examine gender and sexuality in their art. Paying particular attention to the work of queer and LGBTI+ (Lesbian, Gay, Bisexual, Trans\* and Intersex) artists, we will consider the various meanings of terms such as “black,” “feminist,” and “queer” in various parts of the African Diaspora. Our work will emphasize close analysis of black feminist writers’ works, as well as collaborative exercises and invited in-class discussions with several contemporary black diasporic feminist artists themselves. Requirements include two short papers, regular response papers, and a final project.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Sullivan,M.

(Fall 2018)

### **ENGL B324 Topics in Shakespeare:**

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Counts towards: Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B326 Topics in Renaissance Literature**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B330 Sidekicks: Natives in the American Literary Canon from Crusoe to Moby Dick**

How have written Indians — the Tontos, Fridays, Pocahontases and Queequegs of the American canon — been adopted, mimicked, performed and undermined by Native American authors? This course will examine how canonical and counter-canonical texts invent and reinvent the place of the Indian across the continuing literary “discovery” of America from 1620 to the present. Readings include *The Last of the Mohicans*, *The Lone Ranger and Tonto Fistfight in Heaven*, *Moby Dick* and *Robinson Crusoe*. Critical texts, research presentations, written assignments and intensive seminar discussion will address questions of cultural sovereignty, mimesis, literacy versus orality, literary hybridity, intertextuality and citation.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B335 Beyond the Human**

This course will explore recent “materialist” approaches to literature which reject the notion that what is human is better than what is non-human. Generally what supposedly makes humans valuable is the mind, so we will look at works that treat the mind as just another body part. We will also read some critical theory that explains how valuing the mind over the body, the human over the animal, has been used to support racism, sexism, and colonialism--and has led to the destruction of the ecological system. The course will include both works that present the social, political, and biological horrors resulting from the separation of the non-human from the human, and works that imagine humans merging with nature. The reading in the course will include selections from books of “materialist” theory (such as Jane Bennett’s *Vibrant Matter: A Political Ecology of Things*), novels (Frances Hodgson Burnett, *The Secret Garden*; Virginia Woolf, *The Waves*; Franz Kafka, *Metamorphosis*), nonfiction (Annie Dillard, *Pilgrim at Tinker Creek*), and movies (Ousmane Sembene, *Xala*).

Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B336 Topics in Film: Cinematic Voice**

This is a topics course and description varies according to the topic. Current topic description: If film is primarily a visual

medium, the integration of sound permanently changed the form. In this course, we will attend to the voice as a centrally important component of film sound. We will examine the ways voice has changed the cinema and the ways cinema has changed the voice. Topics include: the transition from silent to sound film; how voice is racialized and gendered in Hollywood film; the ways that filmmakers link voice to image, and why they matter aesthetically and politically; interiority and exteriority; and the possibility of non-human voice. The syllabus pairs a range of films with various theories relating to the concept of voice.

Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Spring 2019)

### **ENGL B338 Literate Images—Literature and Visual Culture**

This course examines the complex and mutually-informing relationship between literature and images, especially in the nineteenth through twenty-first centuries. We will read broadly in visual culture to elucidate not only written texts, but also photographs, films, paintings, and graphic narratives. We will also consider images that are invisible or that cannot otherwise be seen. Our investigation will begin with questions that are both imaginative and ethical: How does a Victorian poem help us to understand the photographs taken by a contemporary serial killer? What can we see in the literary description of an image that cannot be seen in the image itself? Should we look at the last moments of a human life? The syllabus is divided into a series of foundational thematic units. We will begin the semester thinking about sight and how to look at an image in terms of narrative. To this end, we will read an account written by an art model who describes her experience of posing nude, a narrative that will inform our work with Laura Mulvey’s influential essay, “Visual Pleasure and Narrative Cinema.” This theoretical grounding in the gaze and its troubling power will help us to confront Robert Browning’s dramatic monologues read with and against photographs taken by criminals. Our next unit will focus on definitions of reality and objectivity in images and narrative accounts of the Holocaust. Readings might include Primo Levi’s *The Drowned and the Saved*, Art Spiegelman’s *Maus*, Marianne Hirsch’s *The Generation of Postmemory*, Susan Sontag’s *Regarding the Pain of Others*, and Georges Didi-Huberman’s *Images in Spite of All*. We then consider the problem of representation by drawing on the tradition of poetic ekphrasis to think about visualizing art in literature by John Keats, P. B. Shelley, W. H. Auden, Adam Kirsch, and Natasha Trethewey. Our next unit takes us into the media of reproduction, and we read Walter Benjamin and Roland Barthes along with a novel by W. G. Sebald. Our discussion continues as we address spectacle, surveillance, and consumption in the imagery and literature created in the aftermath of September 11th, including Art Spiegelman’s *In the Shadow of No Towers*, W. J. T. Mitchell’s *Cloning Terror*, Jonathan Crary’s *24/7*, and Judith Butler’s *Precarious Life*. Our final unit takes us back to the foundation of the course--the relationship between art and illusion--that we find in Paul Auster’s novel, *The Book of Illusions*, and E. H. Gombrich

Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Latin American,

Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B361 Literature of Dissent**

This course examines literary and historical texts engaged with the social, political, and religious upheavals in late medieval England, including the Black Death, the Hundred Years War, the Peasants' Revolt of 1381, the tyranny and deposition of Richard II, and religious repression. In doing so, this course asks students to think about relationships between literary production and political resistance, legal threat, and social change. In what ways can literature formulate and foment social dissent? How does literature comment on contemporary political, religious, or social controversies? What literary opportunities and forms emerged from the peculiar instability of this period? Suggested Preparation: At least one 200-level English or literature course.

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B362 African American Literature: Hypercanonical Codes**

Intensive study of six 18th-21st century hypercanonical African American written and visual texts (and critical responses) with specific attention to the tradition's long use of speaking in code and in multiple registers simultaneously. Focus on language as a tool of opacity as well as transparency, translation, transliteration, invention and resistance. Previous reading required.

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B363 Toni Morrison and the Art of Narrative Conjure**

A comprehensive study of Morrison's narrative experiments in fiction, this course traces her entire oeuvre from "Recitatif" to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-

as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In addition to critical essays, students complete a "Pilate Project" – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard, L.

(Fall 2018)

### **ENGL B364 Slum Fiction: From Dickens to The Wire**

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.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B375 Sex on Screens**

This course will provide a historical and theoretical overview of the ways moving image sex acts have been represented on screen, from early cinema's silent film loops to today's celebrity sex tapes. We will examine the ideological operations of sex in the cinema and aim to comprehend the multifarious ways viewers, filmmakers, critics, and scholars respond to dominant conceptions of sex-sexuality through alternative cinematic production and critical scholarship. Units include: stag movies, the Production Code and ratings system, European art cinema, sex ed, underground and the avant-garde, cult / sexploitation / blaxploitation, sexual revolution, hard core, women's cinema, home video, queer cinema, HIV/AIDS, the digital revolution, feminist porn, and the Internet. Prerequisites: HART / COML B110: Identification in the Cinema; or ENGL / HART 205: Introduction to Film; or ENGL B299 History of Narrative Cinema, 1945 to the Present.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B377 James Joyce**

Most of this course will be devoted to reading one wild, amazing book: *Ulysses*. The book talks about almost everything, so it can seem hard to just sit down and read it on your own--and that is one of the things that is wonderful about it: it makes reading a collaborative experience. That is how the

class will run: each of us will become a resource for everyone else, just by holding on to our own ways of thinking and reading and talking with each other. We will also read a book that borrows extensively from Ulysses: the graphic novel *Fun Home*, by Alison Bechdel.

Units: 1.0  
Instructor(s): Tratner, M.  
(Fall 2018)

### **ENGL B379 The African Griot(te)**

English 379 is a capstone topics course in the study of two or more distinguished African writers who have made significant contributions to African literary production. The focus changes from one semester to the next so that students may re-enroll in the course for credit. The specific focus of each semester's offering of the course is outlined separately.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 which explore the complexities of life in "the new South Africa." Several films emphasize the minefield of post-apartheid reconciliation and accountability.

Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Beard, L.  
(Spring 2019)

### **ENGL B390 Medieval Race**

Examines how late medieval writers understood racial, cultural, and ethnic differences, exploring how "race" can be understood as multiple systems of power that link together cultural and religious identities, the body, and performance. Focuses on medieval vocabularies and depictions of racial and cultural difference, community-formation, and "foreignness."

Units: 1.0  
(Not Offered 2018-2019)

### **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 2018)

### **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  
(Spring 2019)

### **ENGL B403 Supervised Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required.

Units: 1.0  
(Fall 2018)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **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, and techniques specific to each of them. Priority will be given to interested first- and second-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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Matthews, D.  
(Spring 2019)

### **ARTW B233 Writing for Radio and Podcast**

This course will explore the craft of writing for audio sources by focusing on the skills, process and techniques necessary to the generation and production of radio and podcast pieces. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a prose writer, students will study contemporary and historical radio and podcasts in the interest of creating their own pieces. The central focus of the course will be weekly visits from current

radio writers, producers and on-air personalities, including local and national NPR producers, commentators and reporters.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Counts towards: Creative Writing; Praxis Program  
Units: 1.0  
Instructor(s): Torday,D.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Feldman,S.  
(Fall 2018)

### **ARTW B261 Writing Poetry I**

In this course students will learn to “read like a writer,” while grappling with the work of accomplished poets, and providing substantive commentary on peers’ work. Through diverse readings, students will examine craft strategies at work in both formal and free verse poems, such as diction, metaphor, imagery, lineation, metrical patterns, irony, and syntax. The course will cover shaping forms (such as elegy and pastoral) as well as given forms, such as the sonnet, ghazal, villanelle, etc. Students will discuss strategies for conveying the literal meaning of a poem (e.g., through sensory description and clear, compelling language) and the concealed meaning of a text (e.g., through metaphor, imagery, meter, irony, and shifts in diction and syntax). By the end of the course, students will have generated new material, shaped and revised draft poems, and significantly grown as writers by experimenting with various aspects of craft.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Matthews,D.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Feldman,L.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Ferrick,T.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARTW B269 Writing for Children**

In this course, students have the opportunity to hone the craft of writing for children and young adults. Through reading, in-class discussion, peer review of student work, and private conferences with the instructor, we will examine the specific requirements of the picture book, the middle-grade novel, and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students’ creative work in all aspects of storytelling, including character development, plotting, world building, voice, tone, and the roles of illustration and page composition in story narration.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Suggested Preparation: ARTW B260 or work demonstrating equivalent expertise in writing short fiction. Students without the ARTW B260, must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

Units: 1.0  
Instructor(s): Feldman,S.  
(Fall 2018)

### **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. Suggested Preparation: ARTW B261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. For students without ARTW B261, a writing sample of 5-7 poems must be submitted to the instructor to be considered for this course.

Units: 1.0

Instructor(s): Matthews,D.  
(Spring 2019)

### **ARTW B362 Playwriting II**

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Through a combination of weekly reading assignments, playwriting exercises, theater explorations, artist-driven feedback, and discussions of craft, this class will facilitate each student's completion of an original, full-length play. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. All students must complete the Creative Writing preregistration questionnaire during preregistration to be considered for the course.

Units: 1.0

(Not Offered 2018-2019)

### **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. Suggested Preparation: ARTW B260 or proof of interest and ability. For students without ARTW B260, students must submit a writing sample of 10-15 pages in length (prose fiction) to the Creative Writing Program during the preregistration period to be considered for this course.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. This is a required for majors and minors.

Units: 1.0

Instructor(s): Kwa,S.  
(Fall 2018)

### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic No**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)



### **EALC 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.

Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0

Instructor(s): Kwa,S.  
(Spring 2019)

### **EALC B345 Topics in East Asian Culture: Food and Power**

This is a topics course. Course contents vary. Current topic description: This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. This interdisciplinary course draws from materials and methods in literature, film, visual and cultural studies, history, semiotics, anthropology, and translation studies. Students engage in critical and creative assignments throughout the semester will make use of our accessibility to Chinatown for some assignments.

Units: 1.0  
Instructor(s): Kwa,S.  
(Fall 2018)

### **EDUC B244 Unsettling Literacy: Praxis**

These two linked courses, co-designed by teachers in the Education Program and English Department, offer the Bi-Co alongside three placement sites-- a correctional facility, a re-entry program, and a youth art and advocacy project-- as comparative contexts for experiences and reflections on the meanings of "literacy": What gives us access, to texts and selves? What are the outcomes of such educational processes? Do we imagine "learning our letters," in Frederick Douglas's words, as providing "the pathway from slavery to freedom," and/or (as claimed by a contemporary criminologist) as "training good workers for a problematic system"? How might "literacy" take on different meanings in different contexts? Does it enable learners to fill roles in stratified, normalizing institutions, and/or give us increased leeway in living our lives--perhaps even opening up what educator Jean Anyon calls "radical possibilities"? Placements will involve a weekly off-campus commitment of 3-4 hours. For more info, see <https://serendip.brynmawr.edu/oneworld/unsettling-literacies/unsettling-literacies-two-linked-courses-bryn-mawr-college-spring-2017>.

Approach: Cross-Cultural Analysis (CC)  
Major Writing Requirement: Writing Intensive  
Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B213 Theory in Practice:Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the

currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **GERM B262 Topics: Film and the German Literary Imagination**

This is a topics course. Course content varies. Current topic description: Taught in German, this course explores two cinematic Viennas: the mythmaking fantasy of the Habsburg empire, with its "fin-de-siècle Vienna," and the city of today, a place marked by competing visions of national identity, gender, culture and politics. We will study the "Wien-Film" and "Jewish Vienna" as well as recent attempts by Barbara Albert, Michael Haneke, Jessica Hausner, and others to redefine Vienna's significance within contemporary Europe.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Burri,M.  
(Spring 2019)

### **HART B112 Art, Death, and the Afterlife**

This course aims to explore how art was used as a symbolic form to overcome death and to assure immortality in a variety of archaeological, philosophical, religious, sociopolitical, and historical contexts.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Shi,J.  
(Spring 2019)

### **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, sociopolitical, 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B334 Topics in Film Studies**

This is a topics course. Course content varies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei, A.  
(Fall 2018)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

## **ENVIRONMENTAL STUDIES**

Students may complete a major or minor in Environmental Studies.

### **Core Faculty**

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies (on leave semester II), Major Advisor

Carla Dhillon, Assistant Professor of Environmental Studies on the Nan Alderfer Harris '51 Professorship in Environmental Studies

Sara Grossman, Assistant Professor of Environmental Studies on the Johanna Alderfer Harris and William H. Harris, Professorship in Environmental Studies

Carol Hager, Professor of Environmental Studies and Political Science on the Clowes Professorship in Science and Public Policy

### **Affiliated Faculty**

Jody Cohen, Term Professor in the Bryn Mawr/Haverford Education Program

Selby Cull-Hearth, Associate Professor of Geology

Victor Donnay, Professor of Mathematics on the William R. Kenan, Jr. Chair

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

Jonas Goldsmith, Associate Professor of Chemistry

Karen Greif, Professor of Biology

Yonglin Jiang, Co-Chair and Associate Professor of East Asian Studies

Gary McDonogh, Helen Herrmann Chair and Professor of Growth and Structure of Cities

Pedro Marengo, Associate Professor of Geology

Tom Mozdzer, Associate Professor of Biology (on leave 2018-19)

Kalala Ngalamulume, Associate Professor of Africana Studies and History, Co-Director of International Studies and Co-Director of Health Studies

Sydne Record, Assistant Professor of Biology

Michael Rock, Samuel and Etta Wexler Professor of Economic History (on leave semester II)

David Ross, Associate Professor of Economics

Bethany Schneider, Associate Professor of English

Nathan Wright, Associate Professor of Sociology (on leave 2018-19)

Now and over the coming decades, human societies face daunting environmental challenges. Energy consumption is expected to rise sharply while even present-day carbon emissions intensify global warming, threatening the finely balanced marine and terrestrial ecosystems upon which we

rely for food, water and shelter. Global population is expected to exceed nine billion by 2040, and sea-level rise, along with increasing heat and drought, will create climate refugees and resource conflicts on an unprecedented scale. Responding to these cascading environmental, socioeconomic, and political challenges will require all the creativity, expertise and compassion we can muster, but neither scientific arguments nor social appeals have succeeded in mobilizing adequate action. We must find rational, holistic and ethically grounded ways to focus intellectual attention on the human-nature nexus. This is an essential endeavor of the field of Environmental Studies (ENVS).

Guided by a commitment to addressing challenges on multiple scales—by a holistic vision of humans in the environment, and by the particular problem at hand—ENVS scholars, educators and activists utilize a variety of methods and tools, which are represented in college curricula in many different ways. The ENVS Department is dedicated to training the next generation of environmental scholars, activists, and educators for the world that they will inherit. Students have the opportunity to pursue a Major in Environmental Studies through a curricular collaboration with Bryn Mawr, or pursue a Minor in Environmental Studies to complement another major.

The Bi-College ENVS Major combines the strengths of our two liberal arts campuses to create an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. In addressing these issues, ENVS students will apply critical thinking and analytical skills within a holistic, systems framework that includes social justice as an essential component.

The ENVS introductory course offers in-depth investigation of the theoretical and applied foundations of the study of the environment from all divisions. The major incorporates praxis community-based learning and core courses that examine the theoretical and empirical approaches that the natural sciences, social sciences, arts and humanities bring to local and global environmental questions. In addition, ENVS majors pursue an individually selected area of environmental expertise, a focus area, in order to gain a depth of knowledge, and to develop a sense of their own agency in addressing what most concerns them. To support these learning goals, the ENVS program provides opportunities for independent and collaborative research, including co-curricular learning, via local, national and international internships and opportunities to study abroad.

Haverford, Bryn Mawr, and Swarthmore also offer an interdisciplinary Tri-College (Tri-Co) Environmental Studies (ENVS) Minor, involving departments and faculty on all three campuses from the natural sciences, engineering, mathematics, the humanities, and the arts. The Tri-Co ENVS Minor brings together students and faculty to explore interactions among earth systems, human societies, and local and global environments.

Both the Bi-Co ENVS Major and the Tri-Co ENVS Minor 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, these programs are broadly framed by a series of interlocking dialogues: between the “natural” and the “built,” the local and the global, and the human and the nonhuman.

To declare the ENVS Major or Minor, students should contact the Environmental Studies Major Advisor at their home campus.

## Learning Goals

The Bi-Co Environmental Studies major is an interdisciplinary program that teaches students to synthesize diverse disciplinary knowledge and approaches, and to communicate effectively across disciplinary boundaries as they engage with environmental issues. The Environmental Studies major graduate is used to applying diverse modes of data collection and analysis to problem solving for practical ends across a wide array of interconnected social and environmental challenges.

Environmental Studies students will apply critical thinking and analytical skills within a holistic, systems framework that includes the following specific goals:

- Cultivation of environmental literacies, and the ability to read, analyze, and create products from the environmental social sciences, natural sciences, and humanities.
- Experience with praxis activities in the context of intellectual work, with particular emphasis on experience working with community groups in a social justice community-based, participatory framework.
- Development and refining of written and oral communication skills for a variety of academic and non-academic audiences.
- A nuanced understanding of, and the ability to articulate, the role of different divisions of intellectual inquiry in environmental issues.
- An understanding of the diverse modes of environmental theory, from all divisions, and experience translating complex environmental data into actionable conclusions or revised theory.

## Curriculum

There are two curricular pathways through Environmental Studies: the ENVS Major and ENVS Minor.

### ENVS Major (Bi-Co)

The ENVS Major curriculum is designed to maintain a balance between cultivating broad environmental literacies and developing a focused area of expertise with associated skills. This program includes core classes and a self-designed “focus area” that can be completed with coursework from Haverford, Bryn Mawr, and Swarthmore.

### ENVS Minor (Tri-Co)

The ENVS Minor curriculum is designed to complement any major at Haverford, Bryn Mawr or Swarthmore, pending approval of the student’s coursework plan by the home department and the home-campus ENVS director.

Up to date information about the Environmental Studies Department’s activities can be found at the departmental website.

## Major Requirements

Students are required to take a minimum of 11 courses in the Environmental Studies major.

### I. Core courses (6 credits)

Six required courses are in the core program, which consists of:

- ENVS 101: Case Studies in Environmental Issues
- ENVS 201: Laboratory in Environmental Sciences
- ENVS 202: Environmental Social Sciences
- ENVS 203: Environmental Humanities
- ENVS 204: Place, People, and Praxis in Environmental Studies
- ENVS 397: Environmental Studies Senior Capstone (during the fall or spring semester of the senior year)

It is strongly recommended that students interested in pursuing an ENVS major take ENVS 101 during their first year of study.

ENVS 101 and 397 are each offered two times per year: once at Haverford and once at Bryn Mawr, frequently in alternate semesters. Students are welcome to take these courses on either campus.

## II. Electives and focus area (5 credits)

In addition to the core courses, students must take five electives for the ENVS major. A wide variety of environmentally themed courses may serve as ENVS electives, but the five elective courses must fulfill the following requirements:

- At least three elective courses must articulate a coherent intellectual or thematic focus (“focus area”) that students develop in consultation with their ENVS advisor;
- A minimum of one course must come from each of two broad divisional groups:  
Natural sciences, mathematics, and engineering;  
Social sciences, humanities, and arts.
- At least two elective courses must be taken at the 300-level or equivalent.

## III. Focus area

The possibilities of a focus area are many. A student’s focus area may be organized by a specific perspective on the study of the environment, a particular interdisciplinary focus or even a geographic region. Focus areas are designated in consultation with an ENVS advisor, and students interested in pursuing an ENVS major should begin to satisfy prerequisites for these advanced courses as soon as possible.

Sample focus area topics might include, but not be limited to: Environment and Society, Environmental Policy, Earth Systems, Environmental Modeling, Environmental Art and Technology, and Environment in East Asia.

Courses taken as ENVS major electives need not be prefixed with “ENVS” in the course catalog. Advanced courses from any program with appropriate thematic content, from English to Physics, may be counted.

All major programs require the approval of a major advisor. Courses approved for the Environmental Studies Major at Swarthmore can be taken for the Bi-Co ENVS major or substituted for requirements contingent upon the major advisor’s approval.

Courses taken while studying abroad or off-campus may be approved for the ENVS major by the major advisor in consultation with the ENVS Department.

## Course Descriptions:

### ENVS 101: Case Studies in Environmental Issues

The course offers a cross-disciplinary introduction to environmental studies. Tracing an arc from historical analysis to practical engagement, distinctive approaches to key categories of environmental inquiry are presented: political ecology, earth science, energy, economics, public health, ecological design, sustainability, public policy, and environmental ethics. Basic concepts, such as thermodynamics, biodiversity, cost-benefit analysis, scale, modernization, enclosure, the commons, and situational ethics, are variously defined and employed within specific explorations of environmental challenges in the modern world. No divisional credit is awarded for this course at Haverford nor does the course satisfy any of the Bryn Mawr approaches to inquiry.

### ENVS 201 Laboratory in Environmental Sciences (preferably in the second year\*)

This course introduces students to the fundamental principles and practices of environmental natural sciences. Methods such as hypothesis development and testing, data gathering, analysis, and experimental design are employed to study a scientific problem in the context of the environment. Topics may include geomicrobiology, biogeochemistry, ecophysiology and climate science. Hands-on lab work or field experiences are included. Pre-requisite: ENVS 101, Scientific Investigation (SI); Natural Science (NA).

### ENVS 202 Environmental Social Science (preferably in the second year\*)

The course explores the human/nature nexus from the standpoint of human societies. Students will learn the fundamental tools of the social sciences within an inquiry-based framework. Topics may include environmental politics and policymaking, economic development, spatial planning, environmental and social justice. Pre-requisite: ENVS 101.

### ENVS 203 Environmental Humanities (preferably in the second year\*)

Bringing the traditional focus of the humanities—questions of meaning, value, ethics, justice and the politics of knowledge production—into environmental domains calls for a radical reworking of a great deal of what we think we know about ourselves and our fields of inquiry. Inhabiting the difficult space of simultaneous critique and action, this course will re-imagine the proper questions and approaches of the humanities, asking how our accumulated knowledge and practice might be refashioned to meet current environmental challenges, to productively rethink ‘the human’ in more than human terms. In order to resituate the human within the environment, and to resituate nonhumans within cultural and ethical domains, we will draw on a range of texts and films, and engage in a range of critical and creative practices of our own. Pre-requisite: ENVS 101. Critical Interpretation (CI); Cross-Cultural Analysis (CC).

### ENVS 204 Place, People and Praxis in Environmental Studies (preferably in the second year\*)

This course offers a cross-disciplinary introduction to community-based learning. Working with local community groups, students will learn the fundamental skills of praxis work applied to environmental issues within an inquiry-based framework. Pre-requisite ENVS 101.

### **ENVS 275 Independent Research in Environmental Studies<sup>^</sup>**

Independent research, scholarship, or Praxis performed under the supervision of an Environmental Studies faculty member. Requires permission of instructor. Open to second and third year students only.

### **ENVS 350 Advanced Topics in Environmental Studies<sup>^</sup>**

This course offers an in-depth view of a special topic related to the environment. The topic will change depending on the area of focus of the instructor.

### **ENVS 397: Environmental Studies Senior Capstone**

The senior project experience consists of participation in ENVS 397, the one-semester collaborative senior capstone. Under the direction of a faculty instructor, Environmental Studies seniors are expected to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major to collaborate on interdisciplinary projects.

### **ENVS 399 Environmental Studies Advanced Capstone<sup>^</sup>**

This course is for students who arrange additional time to continue work on their senior capstone projects in preparation for performance, presentation, or other exhibition. Requires instructor permission. Up to one half credit.

*\* Course will be offered for the first time in the 2018–2019 academic year*

*<sup>^</sup>To be offered as staffing and student demand permits*

## **Minor Requirements**

The Tri-Co ENVS Minor consists of six courses, including an introductory course and capstone course. Students may complete the introductory and capstone courses at any of the three campuses (or any combination thereof). The six required courses are:

- A required introductory course to be taken prior to the senior year. This may be ENVS 101 at Haverford or Bryn Mawr or the parallel course at Swarthmore (ENVS 001). Any one of these courses satisfies the requirement, and students may take no more than one such course for credit toward the minor.
- Four elective course credits from approved lists of core and cognate courses, including two credits in each of the following two categories. Students may use no more than one cognate course credit for each category. (See the ENVS website for course lists and more about core and cognate courses.) For Haverford students, no more than one of these four course credits may be in the student's major.

#### **Environmental Science, Engineering, and Math:**

courses that build understanding and knowledge of scientific methods and theories, and 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.

#### **Environmental Social Sciences, Humanities, and 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.

- A senior seminar, with culminating work that reflects tangible research design and inquiry, but might materialize in any number of project forms. Haverford and Bryn Mawr's ENVS 397 (Environmental Studies Senior Capstone) and Swarthmore's ENVS 091 (Environmental Studies Capstone Seminar) satisfy the requirement.

Students interested in the ENVS Minor should plan their course schedule with the Director of Environmental Studies in consultation with their major advisor. In choosing electives, we encourage students to reach beyond their major, and to include mostly intermediate or advanced courses.

## **Affiliated Programs**

For information about faculty and courses in Environmental Studies at Swarthmore, visit the websites of that program.

## **Concentrations and Interdisciplinary Minors**

Environmental Studies contributes to the following concentrations and interdisciplinary minors at Haverford:

- Health Studies
- Peace, Justice, and Human Rights
- Visual Studies

## **Study Abroad**

The Environmental Studies Department strongly encourages students to study abroad if it fits with their career plans. Students planning to major or minor in ENVS may receive course credit by participation in programs which offer environmental content, including but not limited to programs in Australia, Costa Rica, Denmark, Ecuador, Germany, Iceland, Scotland and South Africa. Students may receive course credit for elective courses, at the equivalent of the 200 level or above, that contribute to the major's "focus area" or the four non-core classes in the ENVS minor. Students majoring in ENVS are required to take ENVS 101 and ENVS 397 at Haverford, Bryn Mawr, or Swarthmore and strongly recommended to take the four 200-level core courses within the Bi-Co.

## **COURSES**

### **ENVS B101 Introduction to Environmental Studies**

This interdisciplinary introduction to Environmental Studies major/ 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.

Approach: Course does not meet an Approach

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Hager,C., Barber,D.

(Fall 2018)

### **ENVS B200 The Edible Environment: Theory and Ethics**

The course addresses core philosophical questions related to food production, consumption, and representation. The focus is on topics that highlight how we engage with the environment based on what we eat, how we consume it, and the way we talk about it. In the first part (food production), we examine the significance of domestication, taxonomies of edible animals, plants, and microbes, and how recent (bio)technological possibilities are changing our approach to food production.

In the second part of the course, we turn to the human body to discuss how hunger, pleasure and taste guide our food consumption. In the third part, we discuss how extant practices of labeling and food criticism influence our understandings of the edible environment. The class draws upon a wide range of resources, including classical and contemporary philosophical texts, food essays, magazine and newspaper articles, videos and images. The course counts as a Social Science/Humanities elective for the Environmental Studies Minor. Suggested preparation is one course in Environmental Studies OR one course in the Cities Program or permission of the instructor.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **ENVS B202 Environment and Society**

ENVS 202 Topic for Fall 2018: Environment and Climate Justice. This course introduces theories and topics at intersections of natural and built environments with societies. Social and environmental issues are connected—each influencing the other. This class draws from environmental sociology, planning, geography, political theory, and environmental health and justice. Students will interact with an array of social science methods and environmental topics. We integrate readings into class discussions and group work across areas such as energy, food, disasters, climate change, and sustainable development. Prerequisite: ENVS B101.

Approach: Cross-Cultural Analysis (CC); Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Dhillon, C.

(Fall 2018)

### **ENVS B203 Environmental Humanities: Stories of Justice and Injustice**

Topic for ENVS 203 for Spring 2019: Stories of Justice and Injustice. We will investigate a series of environmental domains—air, soil, water, biota, and chemical life—through traditionally humanistic methods, including close reading, primary source analysis, and narrative writing. Our material of study will range from environmental history to literature, policy documents to living water systems, superfund sites to air quality data. As environmental humanists, we will not only pay particular attention to what stories of environments have to tell us about the past, present, and future, but we will also study the ways in which storytelling itself is a mode of construction: environments shape us, but we, too, shape environments through our stories. Prerequisite ENVS 101.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Grossman, S.

(Spring 2019)

### **ENVS B204 Place, People and Praxis in Environmental Studies**

This course focuses on the ethics and practice of community collaboration and community based research in the context of environmental challenges. Students will gain grounding in both theory and practice incorporating themes related to race, class,

gender and environmental justice. Prerequisites: ENVS 101, and ENVS B201 or B202 or B203 or permission of instructor.

Approach: Course does not meet an Approach  
Counts towards: Praxis Program

Units: 1.0

Instructor(s): Grossman, S.

(Spring 2019)

### **ENVS 397: Environmental Studies Capstone**

The senior project experience consists of participation in ENVS 397, the one-semester collaborative senior capstone. Under the direction of a faculty instructor, Environmental Studies seniors are expected to actively engage in environmental problem solving. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major to collaborate on interdisciplinary projects **ENVS B403 Independent Study**

Units: 1.0

(Fall 2018)

### **ENVS B403 Independent Study**

Units: 1.0

(Fall 2018)

### **ANTH B210 Medical Anthropology**

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102, H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B210 Medical Anthropology**

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102, H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B244 Global Perspectives on Early Farmers and Social Change**

Throughout most of human history our ancestors practiced lifestyles focused upon the gathering and hunting of wild plants and animals. Today, however, a globalized agricultural economy supports a population of over seven billion individuals. This course utilizes information produced by archaeologists around the globe to examine this major historical transition while asking

big questions like: What impact did the adoption of agriculture have on communities in the past, and how did farming spread to different world regions? We will also consider how the current farming system influences our own society. How does farming still affect our lives today, and how will the history of agricultural change shape our collective future? Counts toward Environmental Studies minor.

Approach: Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Barrier,C.  
(Fall 2018)

### **ANTH B325 Mobility, Movement, and Migration in the Past**

The movement of human social groups across landscapes, borders, and boundaries is a dominant feature of today's world as well as of the recent historic past. Archaeological research has demonstrated that migration, movement, and mobility were also common features of human life in the more distant past. From examining cases of small-scale groups that were largely defined by constant movements across their social landscapes, to the study of the spread of complex societies and early political states, this course will consider the role of migration in the formation, reproduction, and alteration of human societies. Attention will be paid to how archaeologists recognize and study movement, as well as to how knowledge of the past contributes to a broader anthropological understanding of human migration. Prerequisite: ANTH B101, or permission of instructor

Units: 1.0  
Instructor(s): Barrier,C.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Geoarchaeology; Middle Eastern Studies  
Units: 1.0  
Instructor(s): Bradbury,J.  
(Fall 2018)

### **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. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
Instructor(s): Greif,K.  
(Spring 2019)

### **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.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **BIOL B225 Biology and Ecology 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 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. One semester of BIOL 110/111.

Approach: Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies  
Units: 1.0  
Instructor(s): Record,S.  
(Spring 2019)

### **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 visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience  
Units: 1.0  
Instructor(s): Record,S.  
(Fall 2018)

### **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: BIOL 110 and CHEM B104.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive  
Counts towards: Biochemistry and Molecular Biology;  
Environmental Studies; Health Studies  
Units: 1.0  
Instructor(s): Chander,M.  
(Spring 2019)

### **BIOL B323 Coastal and Marine Ecology**

An interdisciplinary course exploring the ecological, biogeochemical, and physical aspects of coastal and marine ecosystems. We will compare intertidal habitats in both temperate and tropical environments, with a specific emphasis on global change impacts on coastal systems (e.g. sea level rise, warming, and species shifts). Prerequisite: BIOL B220 (Ecology)

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 on ecosystems by analyzing the primary literature and the latest IPCC report. Prerequisites: BIOL B220, BIOL 225 or BIOL B262, or permission of instructor.

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e. the quantitative readiness assessment or Quan B001).

Approach: Quantitative Readiness Required (QR)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Raddatz,L.  
(Spring 2019)

### **CITY B250 Topics: Growth & Spatial Organization of the City**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CITY B345 Advanced Topics in Environment and Society: Sustainable Cities**

This is a topics course. Topics vary. Current topic description: How can cities help address today's most pressing environmental problems? Are sustainable urban environments possible, and if so, what would they look like? This course explores these and other questions by examining theories,

politics and practices of sustainability in urban contexts from a global perspective.

Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Raddatz,L.  
(Spring 2019)

### **EALC B261 Chinese Environmental Culture**

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Counts towards: East Asian Languages and Cultures  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC B353 The Environment on China's Frontiers**

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature**

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. "Animals, Vegetables, Minerals" does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There



are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Environmental Studies; International Studies  
Units: 1.0  
Instructor(s): Rock, M.  
(Fall 2018)

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis to 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. Prerequisites: ECON B105.

Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Ross, D.  
(Spring 2019)

### **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.

Counts towards: Environmental Studies; Praxis Program  
Units: 1.0  
Instructor(s): Ross, D.  
(Fall 2018)

### **ENGL B293 Animal, Vegetable, Mineral: Medieval Ecologies**

This course explores relationships between natural, non-human, and human agents in the Middle Ages. Reading natural philosophy, vernacular literature, and theological treatises, we examine how the Middle Ages understood supposedly “modern” environmental concepts like climate change, sustainability, animal rights, and protected land.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Taylor, J.  
(Spring 2019)

### **ENVS B101 Introduction to Environmental Studies**

This interdisciplinary introduction to Environmental Studies major/ 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.

Approach: Course does not meet an Approach  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Hager, C., Barber, D.  
(Fall 2018)

### **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. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Dhillon, C.  
(Fall 2018)

### **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.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Marengo, K., Cull-Hearth, S.  
(Fall 2018)

### **GEOL B108 Earth's Oceans: Past, Present, and Future**

This course is designed to expose students to the fundamentals of oceanography with an emphasis on how Earth's oceans are tied to life and climate and how we study these links in the present and in the fossil record. We will spend much time understanding how the modern ocean works and how biogeochemical cycles interact with it. A major focus will be how we can use the ocean's past and present to make predictions about its future.

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Marenco,P.  
(Spring 2019)

### **GEOL B203 Biosphere Through Time**

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Intensive

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Marenco,K., Marenco,P.  
(Fall 2018)

### **GEOL B206 Energy Resources and Sustainability**

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Approach: Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **GEOL B302 Low-Temperature Geochemistry**

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major

climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **GEOL B314 Marine Geology**

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior).

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Barber,D.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **PHIL B238 Science, Technology and the Good Life**

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are "scientific" cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what

role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B222 Environmental Issues: Movements and 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, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Hager, C.  
(Spring 2019)

### **POLS B256 Global Politics of Climate Change**

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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: One course in Political Science or public policy.

Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B321 Technology and Politics**

A 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, economic development and women's empowerment, warfare, social media, net neutrality, GMO foods and industrial agriculture, climate change and energy politics.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B326 Comparative Environmental Politics in East and Southeast Asia**

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. This course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues?

Major Writing Requirement: Writing Attentive  
Counts towards: East Asian Languages and Cultures  
Units: 1.0  
Instructor(s): Oh, S.  
(Spring 2019)

### **POLS B339 American Politics & Policy in Polarized Times**

This course will examine American politics and policy-making through the lens of partisan polarization in the electorate and in policy-making institutions. The course serves dual aims: to help prepare students (especially senior majors) to conduct independent research and to probe more deeply into scholarly

debates about the impact of polarization (and other factors) on elections and policy-making. Counts as POLS 300-level pre-thesis seminar. Prerequisite: One prior course in American Politics or public policy or permission of the instructor. Enrollment is limited to 18 students.

Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Golden, M.  
(Fall 2018)

### **POLS B354 Comparative Social Movements: Power and Mobilization**

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 via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Hager, C.  
(Spring 2019)

### **RUSS B227 Russia and its Ecology: Cultural and Historical Perspectives**

This course will explore the historical, social, and cultural significance of the environment in Russian literature and the visual arts. As the largest country on the planet and as a sprawling nation that covers almost a sixth of the world's land mass, Russia has both cherished and exploited its vast forests and ample natural resources. Exploring Russian culture from an ecological perspective, we will delve into the fiction, poetry, cinema, and photography that has raised environmental issues or, in the opposite vein, has promoted rapid industrial development and a swift taming of Russia's natural landscape for the sake of progress. To this day, Russian artists continue to grapple with the ecological state of the country and its fragile well-being.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Harte, T.  
(Spring 2019)

### **SOCL B268 Environmental Sustainability**

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how 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. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to

American sociology. Empirically, it moves through a series of more contemporary case studies of environmental problems (including both single-event "disasters" and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology's development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Approach: Course does not meet an Approach  
Units: 1.0  
(Not Offered 2018-2019)

## **FILM STUDIES**

Students may complete a minor in Film Studies.

### **Faculty**

#### **Steering Committee**

Timothy Harte, Chair and Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian

Homay King, Chair and Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities

Michael Tratner, Mary E. Garrett Alumnae Professor of English  
Sharon Ullman, Professor of History

#### **Affiliated Faculty**

Sara Bryant, Visiting Assistant Professor

Shiamin Kwa, Assistant Professor of East Asian Studies

Roberta Ricci, Chair and Associate Professor of Italian

David Romberg, Lecturer

Qinna Shen, Assistant Professor of German

H. Rosi Song, Professor of Spanish and Director of Gender and Sexuality Studies (on leave semester II)

Julien Suaudeau, Lecturer in French

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

#### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **EALC B212 Topics: Introduction to Chinese Literature: Dream of the Red Chamber**

This is a topics course. Topics may vary. Current topic description: The Dream of Red Chambers (Hongloumeng) is the most important novel in Chinese

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Kwa,S.  
(Spring 2019)

#### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **EALC B281 Food in Translation: Theory and Practice**

This semester we will explore the connections between what we eat and how we define ourselves in the context of global culture. We will proceed from the assumption that food is an object of culture, and that our contemplation of its transformations and translations in production, preparation, consumption, and distribution will inform our notions of personal and group identity. This course takes Chinese food as a case study, and examines the way that Chinese food moves from its host country to diasporic communities all over the world, using theories of translation as our theoretical and empirical foundation. From analyzing menu and ingredient translations to producing a short film based on interviews, we will consider the relationship between food and communication in a multilingual and multicultural world. Readings include theoretical texts on translation (Apter), recipe books and menus, Chinese and Chinese-American literature (Classic of Poetry, Mo Yan, Hong Kingston). Films include Ian Cheney's "Searching for General Tso," Wayne Wang's "Soul of a Banquet" and "Eat a Bowl of Tea," Ang Li's "Eat Drink Man Woman," and Wong Karwai's "In the Mood for Love."

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **EALC 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.

Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Kwa,S.  
(Spring 2019)

#### **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.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Fall 2018)

#### **ENGL B227 Poverty and Precarious Lives on Screen**

The cinema and the mainstream film industry have been well suited to depicting glamour, opulence, and wealth. But what about the widespread condition of being poor and living on the brink of being even worse off? In this course, we will explore

cinematic depictions of poverty and inequality to ask whether and how films can go beyond romanticizing poverty or merely rehearsing rags-to-riches narratives. How does the awareness of poverty shape aesthetic form in film? What are the social and political implications of how cinema treats the condition of being poor? Subtopics will include: the Great Depression and Hollywood; social realism and fantasies of escape; representing labor in late capitalism; global inequality and a "world" cinema; and precarity in the 21st-century U.S. Film will include *Gold Diggers of 1933*, *Sullivan's Travels*, *Ratcatcher*, *Slumdog Millionaire*, *Wendy and Lucy*, and *Beasts of the Southern Wild*.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B229 Movies and Mass Politics**

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 that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B231 Theorizing Affect, Watching Television**

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Bryant,S.

(Spring 2019)

### **ENGL B324 Topics in Shakespeare:**

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B336 Topics in Film: Cinematic Voice**

This is a topics course and description varies according to the topic. Current topic description: If film is primarily a visual medium, the integration of sound permanently changed the form. In this course, we will attend to the voice as a centrally important component of film sound. We will examine the ways voice has changed the cinema and the ways cinema has changed the voice. Topics include: the transition from silent to

sound film; how voice is racialized and gendered in Hollywood film; the ways that filmmakers link voice to image, and why they matter aesthetically and politically; interiority and exteriority; and the possibility of non-human voice. The syllabus pairs a range of films with various theories relating to the concept of voice.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Bryant,S.

(Spring 2019)

### **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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B375 Sex on Screens**

This course will provide a historical and theoretical overview of the ways moving image sex acts have been represented on screen, from early cinema's silent film loops to today's celebrity sex tapes. We will examine the ideological operations of sex in the cinema and aim to comprehend the multifarious ways viewers, filmmakers, critics, and scholars respond to dominant conceptions of sex-sexuality through alternative cinematic production and critical scholarship. Units include: stag movies, the Production Code and ratings system, European art cinema, sex ed, underground and the avant-garde, cult / sexploitation / blaxploitation, sexual revolution, hard core, women's cinema, home video, queer cinema, HIV/AIDS, the digital revolution, feminist porn, and the Internet. Prerequisites: HART / COML B110: Identification in the Cinema; or ENGL / HART 205: Introduction to Film; or ENGL B299 History of Narrative Cinema, 1945 to the Present.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN B208 Visible Minorities: Diversity in Contemporary French Cinema**

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers

found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening and a 4th hour taught in French.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Suaudeau,J.  
(Spring 2019)

### **FREN B312 Advanced Topics in Literature**

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Mahuzier,B., Sedley,D.  
(Fall 2018, Spring 2019)

*Fall 2018: **Revolutions Numeriques de Pascal a L'internet.*** This course puts into perspective the digital revolution that has swept the 21st century. We will explore it as the latest in a series of revolutions that import numbers, algorithms, and machines into fields where letters and other media are previously the norm. The mathematical, technological, and literary works of Blaise Pascal will provide a focus for our discussions of the history of digitization, from Gutenberg to Google.

*Spring 2019: **Wars & Conflicts in French Lit.*** This course will explore key events in French war history from the Napoleonic era to the First World War as they appear in war narratives. Three interrelated problematics will be addressed: the poetic and ethical question of representation; the relation between story telling and historiography; and the fiction of memory vs. forgetting in the writing of national history.

### **GEOL B125 Focus: Geology in Film**

This is a half semester Focus course. 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.

Approach: Course does not meet an Approach  
Counts towards: Film Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **GERM B262 Topics: Film and the German Literary Imagination**

This is a topics course. Course content varies. Current topic description: Taught in German, this course explores two cinematic Viennas: the mythmaking fantasy of the Habsburg empire, with its "fin-de-siècle Vienna," and the city of today, a place marked by competing visions of national identity, gender, culture and politics. We will study the "Wien-Film" and "Jewish Vienna" as well as recent attempts by Barbara Albert, Michael Haneke, Jessica Hausner, and others to redefine Vienna's significance within contemporary Europe.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Burri,M.  
(Spring 2019)

### **GERM B320 Topics in German Literature and Culture: 1968 and Its Legacies**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women's movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
Instructor(s): Shen,Q.  
(Fall 2018)

### **GERM B321 Advanced Topics in German Cultural Studies: Representing Diversity in German Cinema**

This is a topics course. Course content varies. Course is taught in English. There will an additional hour in German for those students taking the course for German credit. Current topic description: This course examines a wide-ranging repertoire of transnational films produced in contemporary Germany. It presents an introduction to modern German cinema through a close analysis of visual material and identity construction in the worlds of the real and the reel. It uses film as the primary medium to discuss the experiences of diverse minority groups in Germany, including Turkish Germans, Afro-Germans, ethnic Germans from former Eastern European territories, German Jews, and Asian Germans.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: East Asian Languages and Cultures; Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Shen,Q.  
(Spring 2019)

### **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.

Approach: Course does not meet an Approach  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Romberg,D.  
(Fall 2018)

### **GNST B302 Topics in Video Production**

This is a topics course. Course content varies.

Counts towards: Film Studies

Units: 1.0

Instructor(s): Romberg,D.

(Spring 2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor(s): King,H.

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B334 Topics in Film Studies**

This is a topics course. Course content varies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B420 Praxis Fieldwork Seminar**

In this Praxis course, students will learn to critically evaluate augmented and virtual reality (AR/VR) applications by developing their own AR/VR museum installation. The classroom component will include readings, guest lectures, and discussion topics in public history, conceptual art, and museum studies, and critical exploration of AR/VR and location-based technologies currently used in these fields. The majority of this course consists of a fieldwork component, in which students will develop an augmented- or virtual-reality installation of their own. Students will learn project management, design thinking, Unity development, and other digital competencies needed to successfully develop their museum installation. Prior experience with programming and/or Unity is advantageous but not required. If you are unsure about whether this course would work for you, please contact us or attend an info session. Pre-registered students should attend an info session on November 27 at 4PM in Canaday 315 to complete their Praxis learning plan.

Counts towards: Film Studies; Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **HIST B284 Movies and America: The Past Lives Forever**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

Instructor(s): Ullman,S.

(Spring 2019)

### **ITAL B212 Italy today: Migration Studies**

There are numerous economic, political, and cultural elements that encumber on the existential condition of the migrant. In political and ideological parlance the term migrant has come to mean poor, needy, precarious, unhappy, primitive, and even criminal. In Italy, furthermore, the colonial past has been foreclosed, leading to a strengthening of stereotypes that continue to populate the discourse on migration. In this



course we will examine issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms of multicultural and contaminated life and their impact on geography, security, identity, and belonging. . Is multiculturalism the answer to all the problems? Does it resolve the problem of closed communities so eloquently discussed by Bauman? With the help of Italian cinema of migration and selected critical articles we will discuss different positions and follow the migrants as they cross desert and sea to reach the European metropolis. From Libya to Lampedusa, from the Balkans to Puglia, and from there to the Roman peripheries, to the center of the city.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei, A.  
(Fall 2018)

### **ITAL B214 The Myth of Venice (1800-2000)**

In English. The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. One additional hour for students who want Italian credit. Suggested Preparation: Counts toward Comp Lit. Counts toward Film Studies.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B229 The Politics of Food in Italian Literature, Culture, and Cinema**

In English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Spring 2019)

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary perspective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B306 Youth in 20th Century Italian Literature and Cinema**

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus is on analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B307 Insiders and Outsiders: Otherness in Italian Literature**

This course will introduce students to the most representative works in Italian literature of all genres --poetry, novels, scientific prose, theater, diaries, narrative, epistolary--throughout the

centuries, with emphasis on marginalization, exile, political persecution, national identity, violence, and otherness. We will bring works of literature to the attention of students who are interested in the key role played by Italian culture in the development of a European civilization, including the international debate on modernity and post-modernity. Readings and lectures will move from 14th century writers (Dante, Boccaccio) to Humanistic Thought (Florentine political revolution) and the Renaissance (Machiavelli); from the Enlightenment (Foscolo, Leopardi, Manzoni) to modernity (Pirandello, Svevo) and post-modernism (Calvino). Prerequisite: One literature course at the 200 level. or permission by the instructor.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Film Studies; Health Studies

Units: 1.0

Instructor(s): Rescorla, L.

(Fall 2018)

### **RUSS B217 The Cinema of Andrei Tarkovsky**

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Harte, T.

(Fall 2018)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Stereotypically, Latin Americans are viewed as "emotional people"--often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish.

Counts towards: Gender and Sexuality Studies; Film Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

# FINE ARTS

Students may complete a major in Fine Arts at Haverford College.

## Faculty

Markus Baenziger, Professor of Fine Arts

Jonathan Goodrich, Visiting Instructor of Fine Arts

Hee Sook Kim, Professor and Chair of Fine Arts

Ying Li, The Phyllisa Koshland Professor of Fine Arts

William Williams, Audrey A. and John L. Dusseau Professor in the Humanities; Professor of Fine Arts

In the Fine Arts Department at Haverford, the focus is on the individual. Studio classes are small, and students from beginners to majors receive individual instruction.

Every student is encouraged to develop the physical and critical skills necessary to create art. The philosophy of the department is that observational skills are the cornerstone of all visual art disciplines. Cognition and processing information are key skills for any discipline—in the humanities or the sciences—and for this reason art at Haverford is specifically geared towards enhancing visual perception. Such finely tuned skills can benefit anyone professionally and personally.

The fine arts courses offered by the department are structured to accomplish the following:

- 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.
- For students intending to major or to minor 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.

About 20 percent of Haverford students take fine arts courses while enrolled in the College. The students who major in fine arts and wish to continue their education are usually accepted at the professional graduate art school of their choice. Our alumni are distinguished professionals, active in the visual creative arts and allied fields.

## Major Requirements

Fine Arts majors are required to concentrate in one of the following: drawing, painting, photography, printmaking, and sculpture, as detailed here:

- Four 100-level foundation courses in each discipline.
- Two different 200-level courses outside the area of concentration in the major.
- Two 200-level courses and one 300-level course within the students chosen focal area within Fine Arts.
- Three art history/theory/criticism or visual studies courses (as approved by major advisor).
- Senior Departmental Studies 499.

For majors intending to do graduate work, we strongly recommend that they take an additional 300-level studio course

within their area of concentration and an additional art history course at Bryn Mawr.

## Minor Requirements

- Minors must take four 100-level foundation courses in different disciplines.
- Two 200-level courses and one 300-level course within the student's chosen focal area within fine arts.
- One art history/theory/criticism or visual culture course.

## Study Abroad

### Credits from Study Abroad or from Outside the Fine Arts Department

Majors can take one 200-level course outside of a major's concentration and any art history/theory/ criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

Minors can take one 200-level course outside of a minor's area of study and one art history/theory/criticism or visual culture courses, subject to approval by the chair of the Fine Arts Department before the course is taken.

## 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. Limited Enrollment 18

(Offered: Fall 2018)

### ARTS H103 Arts Foundation: Photography

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the first quarter.

(Offered: Fall 2018)

### 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.

(Offered: Fall 2018; typically offered: Every Year)

### ARTS H106 Arts Foundation: Drawing

This is a seven week introductory level 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 architecture.

#### **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. Enrollment Limit 18.

(Offered: Fall 2018)

#### **ARTS H108 Arts Foundation: Photography**

This is a half-semester course to introduce the craft and artistry of photography to students with some or no skills in photography. Students learn how to develop negatives, print enlargements, and printing techniques such as burning, dodging, and exposure time. This class also requires a two-hour workshop. The day and time of the workshop will be determined during the first class. Offered in the second quarter.

(Offered: Fall 2018)

#### **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.

#### **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. Enrollment limit -15

(Offered: Fall 2018)

#### **ARTS H122 Foundation Printmaking: Lithography**

A seven-week course covering various techniques and approaches to Lithography, including paper plate preparation, drawing materials, editioning, black and white printing and color registration. Emphasizing the expressive potential of the medium to create a personal visual statement.

(Typically offered: Every other Year)

#### **ARTS H124 Foundation Printmaking: Monotype**

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, and 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.

(Offered: Fall 2018)

#### **ARTS H142 Introduction to Visual Studies**

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very

limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature.

(Offered: Fall 2018; typically offered: Every Fall)

#### **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

#### **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.

#### **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.

(Offered: Fall 2018)

#### **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.

(Offered: Fall 2018)

#### **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. enrollment limit: 12 Lottery Preference: Fine Arts Major and Minors

#### **ARTS H225 Lithography: Materials and Techniques**

An intermediate course covering B/W and Color Lithography in plates. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. Editioning 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.

### **ARTS H229 Topics in Visual Studies: Roland Barthes and the Image**

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Fine Arts, Visual Studies, Comparative Literature

### **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.

(Offered: Fall 2018)

### **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.

### **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 and working with digital tools including a laser cutter and CNC equipment will be introduced in class. Course may be repeated for credit.

(Offered: Fall 2018)

### **ARTS H251 Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of color 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 in analog or digital formats 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.

(Offered: Fall 2018)

### **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.

### **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.

### **ARTS H322 Experimental Studio: Printmaking—Lithography**

An advanced course exploring 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(s): One course in printmaking or instructor consent

### **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.

(Offered: Fall 2018)

### **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.

(Offered: Fall 2018)

### **ARTS H343 Experimental Studio: Sculpture**

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: Fine Arts 243A or B, or consent of instructor.

### **ARTS H351 Experimental Studio: Photography**

Students produce an extended sequence of their work in either book or exhibition 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 and the exhibition project second semester. At the end of each semester the student may exhibit his/her project.

(Offered: Fall 2018)

### **ARTS H460 Teaching Assistant**

### **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.

(Offered: Fall 2018; typically offered: Every Semester)

### **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.

(Offered: Fall 2018)

## **FRENCH AND FRANCOPHONE STUDIES**

Students may complete a major or minor in French and Francophone Studies with two possible tracks: Language and Literature or Transdisciplinary Studies. Within the major, students may complete the requirements for the secondary education certification. Students may, with departmental approval, complete an M.A. in the combined A.B./M.A. program of 4.0, 4.5 or 5.0 years.

### **Faculty**

Grace Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages (on leave semester II)

Rudy Le Menthéour, Acting Chair (semester I) and Associate Professor of French

Brigitte Mahuzier, Chair and Professor of French (on leave semester I)

Agnès Peysson-Zeiss, Lecturer of French and Francophone Studies (on leave semester II)

Corine Ragueneau-Wells, Instructor

Marie Sanquer, Lecturer

Julien Suaudeau, Lecturer of French and Francophone Studies

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 and Francophone Studies is to develop sophisticated critical and analytical skills through the analysis of, among other things, French and Francophone literature, history, art, film, material culture, and/or institutions. Courses in the Language and Literature track serve students with primary interests in French and Francophone literature, film, critical theory and criticism. Additional courses in and outside the department serve the Transdisciplinary track. A thorough knowledge of written and spoken French is a common goal for both literary and transdisciplinary options.

100-level courses introduce students to the study of the French language, French and Francophone literatures and cultures, as well as exposing them to critical materials related to textual analysis conceived broadly. Courses at the 200-level treat French and Francophone literature and cultures across the historical spectrum. In addition, 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. Those students who enter beginning French have two options: intensive study of the language in the intensive sequence (001-002 Intensive Elementary and 005 Intensive Intermediate; or non-intensive study of the language in the non-intensive sequence (001-002 Elementary; 003-004 Intermediate). 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.

### **Major Requirements**

Requirements in the major subject are:

- French and Francophone Literature track: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level advanced language course, FREN 260; FREN 213 Theory in Practice: Critical Discourses in the Humanities (BMC) or "Qu'est-ce que la théorie" (HC); 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 advanced language course, FREN 260; 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 325 or 326 Etudes avancées de civilisation, Senior Conference (FREN 398), plus two 300-level courses outside the departments; a thesis of one semester in French or English. Students interested in this track are encouraged to present the rationale and the projected content of their transdisciplinary program for departmental approval during their sophomore year and to update their plan in junior 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 advanced language course. Students may wish to continue from this course to hone their skills further in courses on debate, 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.
- The Major Writing Intensive requirement may be met by any one of the following courses: FREN 101, 102, 260, Senior Essay (in a 300-l. course).

## 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 (40-50 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay in French (15-25 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, if they have not already done so, and French 398 in Semester I of 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 advanced 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, four and a half 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.

## 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 a semester of their junior year 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 or graduate-school 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 intensive oral practice sessions. The course meets five hours a week in non-intensive sections. This is a year-long course and students must register for both semesters.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Suaudeau, J., Sanquer, M.  
(Fall 2018)

### 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-intensive (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 increasingly well through songs, skits, debates, and a variety of activities. The course meets nine hours per week.

Approach: Course does not meet an Approach

Units: 1.5

Instructor(s): Peysson-Zeiss, A.  
(Fall 2018)

### **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 intensive oral practice sessions. The course meets in non-intensive (five hours a week) sections. This is a year-long course.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Ragueneau Wells,C., Sanquer,M.  
(Spring 2019)

### **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-intensive (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 increasingly well through songs, skits, debates, and a variety of activities. Class meets nine hours per week.

Approach: Course does not meet an Approach  
Units: 1.5  
Instructor(s): Ragueneau Wells,C.  
(Spring 2019)

### **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 regularly 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. Prerequisite: FREN B002 or placement required.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Peysson-Zeiss,A., Suaudeau,J.  
(Fall 2018)

### **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 regularly 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.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Suaudeau,J.  
(Spring 2019)

### **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 internet resources 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 did not

complete Intensive Elementary French must take either 102 or 105 to receive language credit. Two additional hours of instruction outside class time required. Additional meeting hours on Tuesday and Thursday will be scheduled according to students availability. Prerequisite: FREN B002IN (intensive) or Placement exam.

Approach: Course does not meet an Approach  
Units: 1.5  
Instructor(s): Armstrong,P., Peysson-Zeiss,A.  
(Fall 2018)

### **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 from female and male authors in Metropolitan France, Africa, and other Francophone regions. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and exercises. This is a writing intensive course. Prerequisites: FREN B004, placement, or permission of instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Armstrong,P.  
(Fall 2018)

### **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 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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Mahuzier,B.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Le Menthéour,R.  
(Spring 2019)



### **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 female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, *lais*, roman courtois, *fabliaux*, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisites: FREN 102 or 105 or French Placement Exam (200-level or higher). Current topic description: Les Philosophes des Lumières multiplient les propositions de réforme et luttent contre les préjugés, les privilèges et les superstitions qui entravent, à leurs yeux, les progrès de la civilisation. Le parti "éclairé" combat ainsi les "ténèbres" de l'ignorance et de la superstition, allant parfois jusqu'à remettre en cause les institutions monarchiques et religieuses. Ces œuvres diffusent un esprit d'émancipation qui inspire toujours notre modernité. La façon dont Foucault dévoile l'envers des Lumières, en décelant l'entreprise de domestication de l'homme derrière les discours de libération, change ainsi notre rapport au monde présent. Que reste-t-il des Lumières?

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Le Menthéour, R.  
(Fall 2018)

### **FREN B205 Le Temps des prophètes**

A study of post-Revolutionary texts in which the prophetic voice of the "genius" is often gendered feminine and/or other. This is a topics course, course content varies. Prerequisite: FREN 102 or 105. Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B206 Topics: Le Temps des virtuoses**

This a topics course. Course content varies. Current topic description: What is so beautiful about the famous "Belle Epoque"? What is really going on in the backstage of its gaudy new buildings, its seedy cabarets? Reading Freud's Civilization and Its Discontent, we will examine the "Beast" and in the "Beauty" of that period of time (1871-1914) by reading a number of literary works by such writers as Zola, Colette, Gide and Proust. Prerequisite: FREN 102 or 105.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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 the professor, 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: FREN 102 or 105.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Sanquer, M.  
(Spring 2019)

### **FREN B208 Visible Minorities: Diversity in Contemporary French Cinema**

Until the closing years of the 20th century, ethnic diversity was virtually absent from French cinema. While Francophone directors from Northern and Sub-Saharan Africa debunked colonialism and neocolonialism in their films, minorities hardly appeared on French screens. Movies were made by white filmmakers for a white audience. Since the 1980's and the 1990's, minorities have become more visible in French films. Are French Blacks and Arabs portrayed in French cinema beyond stereotypes, or are they still objects of a euro-centric gaze? Have minorities gained agency in storytelling, not just as actors, but as directors? What is the national narrative at play in the recent French films that focus on diversity? Is it still "us against them", or has the new generation of French filmmakers found a way to include the different components of French identity into a collective subject? From Bouchareb to Gomis, from Kechiche to Benyamina and Jean-Baptiste, this course will map out the visual fault lines of the French self and examine the prospects for a post-republican sense of community. Open to non-majors. There will be a weekly screening and a 4th hour taught in French.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Suaudeau, J.  
(Spring 2019)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B217 Drawing Disasters: Trauma and Healing**

This course will address the question of trauma, resilience and survival through art, focusing on comics. We will address trauma from a geo-political, historical, sociological and literary perspectives looking at primary works from places as varied as: Europe (Croc), Lebanon (Abirached), Gaza (Sacco), Cambodia (Sera Ing), Iran (Satrapi) to name only a few. In the spring of 2018, those students participating in the cluster will be required to attend all presentations, lunches and labs as part of the cluster. They will attend the residencies taught by graphic artists. There will be oral presentations and papers. For their final project, students will curate an exhibit on comics.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN B254 Teaching (in) the Postcolony: Schooling in African Fiction**

This seminar examines novels from Francophone and Anglophone Africa, critical essays, and two films, in order better to understand the forces that inform the African child's experiences of education. This course is taught in English.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN B260 Atelier d'écriture**

Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics.

Approach: Cross-Cultural Analysis (CC)

Major Writing Requirement: Writing Intensive

Counts towards: Praxis Program

Units: 1.0

Instructor(s): Suaudeau, J.

(Fall 2018)

### **FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, 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 women's writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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."

Prerequisite: two 200-level courses or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **FREN B312 Advanced Topics in Literature**

This is a topics course. Course content varies. Prerequisites: two 200-level courses.

Counts towards: Film Studies

Units: 1.0

Instructor(s): Mahuzier, B., Sedley, D.

(Fall 2018, Spring 2019)

#### *Fall 2018: Revolutions Numeriques de Pascal a*

**L'internet.** This course puts into perspective the digital revolution that has swept the 21st century. We will explore it as the latest in a series of revolutions that import numbers, algorithms, and machines into fields where letters and other media are previously the norm. The mathematical, technological, and literary works of Blaise Pascal will provide a focus for our discussions of the history of digitization, from Gutenberg to Google.

*Spring 2019: Wars & Conflicts in French Lit.* This course will explore key events in French war history from the Napoleonic era to the First World War as they appear in war narratives. Three interrelated problematics will be addressed: the poetic and ethical question of representation; the relation between story telling and historiography; and the fiction of memory vs. forgetting in the writing of national history.

### **FREN B325 Etudes avancées: L'Humain et l'environnement**

An in-depth study of a particular topic, event or historical figure in French civilization. This is a topics course. Course content varies. 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; Étude socio-culturelle des arts du manger en France du Moyen Âge à nos jours; Crimes et criminalité; Ecrire la Grande Guerre: 1914-10; Le "Rentrée Littéraire"; Proust/Baudelaire; L'Humain et l'environnement.

Units: 1.0

(Not Offered 2018-2019)

### **FREN B326 Etudes avancées: La liberté ou la mort**

This is a topics course. Current topic description: Comment les valeurs des Lumières ont-elles inspiré la Révolution Française dans ses réformes les plus éclatantes, mais aussi dans ses développements les plus sombres? Comment en est-on venu à emprisonner au nom de la liberté et à guillotiner au nom de la sûreté? Nous lirons des textes politiques de la période révolutionnaire (Robespierre, Saint-Just, etc.), mais aussi des œuvres ultérieures proposant une interprétation rétrospective de la Révolution Française (Michelet, Hugo, France). Le but

sera de comprendre comment au nom d'idéaux républicains, on a pu en venir à mettre la terreur à l'ordre du jour.

Units: 1.0

Instructor(s): Le Menthéour,R.  
(Spring 2019)

### **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. Among the texts and films studied are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, and Gracq.

Units: 1.0

(Not Offered 2018-2019)

### **FREN B355 Techniques narratives: le récit oral, écrit et visuel**

For Francophone societies, whether traditional, pre-modern or modern, the production of narratives involves a complex interplay between orality, writing, and often visual image. Working with insights from theorists Ong, Stock, and Genette, we will study an "oral" epic, a "mixed" oral/learned/illustrated medieval romance (Le Chevalier au lion), written fictions that often seem more oral than they are in reality (L'Heptaméron and La Nuit sacrée), and the complex novel La Chartreuse de Parme, whose cinematic version we will also examine as an illustrated transposition of this masterpiece. Course will be taught in French. Haverford: Humanities (HU).

Units: 1.0

(Not Offered 2018-2019)

### **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 and 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 those not writing a thesis are expected to choose a 300-level course and write a long research paper, the Senior Essay. Course will be taught at Haverford in years when it is not taught at Bryn Mawr.

Units: 1.0

(Not Offered 2018-2019)

### **FREN B403 Supervised Work**

Units: 1.0

(Fall 2018, Spring 2019)

### **FREN B425 World Pulse Translation Praxis**

This Praxis course is partnering with World Pulse, an action media network which supports grassroots women change leaders through media and empowerment training; this course will specifically work with the women leaders in the Eastern Democratic Republic of Congo who advocate for an end to violence against women.

Counts towards: Praxis Program

Units: 0.5

(Not Offered 2018-2019)

### **FREN B655 Rousseau polémiste**

Jean-Jacques Rousseau n'a cessé de susciter des polémiques. Aucun | écrivain n'a suscité autant de débats dans des domaines aussi variés, de l'esthétique théâtrale à la pédagogie, en passant par la théorie politique et l'écriture romanesque. Ses sectateurs ont vu en lui un grand peintre de la sensibilité humaine, un partisan sincère de la justice républicaine, un pédagogue révolutionnaire. A l'inverse, ses ennemis l'ont dépeint comme un paranoïaque idéaliste, un brillant plagiaire, ou encore comme le promoteur d'un régime totalitaire.

Units: 1.0

(Not Offered 2018-2019)

### **FREN B701 Supervised Work**

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei,A.  
(Fall 2018)

## **GENDER AND SEXUALITY STUDIES**

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.

### **Faculty**

#### **Steering Committee**

David Byers, Assistant Professor of Social Work

Gregory Davis, Associate Professor of Biology (on leave semester I)

Colby J. Gordon, Assistant Professor of English on the Helen Taft Manning Professorship of British History

Anita Kurimay, Assistant Professor of History

Piper Sledge, Assistant Professor of Sociology

H. Rosi Song, Professor of Spanish and Director of Gender and Sexuality Studies (on leave semester II)

Sharon Ullman, Professor of History

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 a global context.

## Concentration and Minor 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 (403) 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 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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Pashigian, M., Fioratta, S.  
(Spring 2019)

### ANTH B279 Anthropology of Childhood and Youth

This course will challenge you to think about childhood and youth as a diverse global experience by exploring a set of fundamental questions. How do children's daily lives differ from place to place, and how are race, class and gender linked to discourses and experiences of childhood? How do children stand in as symbols for broader political and cultural concerns? The course will explore these questions by considering the ways childhood is constructed and experienced in relation to controversial topics such as education, labor, migration, human rights, violence, consumerism, and media.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### ANTH B294 Culture, Power, and Politics

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH 102, B103 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fioratta, S.  
(Fall 2018)

### ANTH B312 Anthropology of Reproduction

An examination of social and cultural constructions of reproduction, and how power and politics 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 B102 (or ANTH H103) or permission of instructor.

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### ANTH B316 Media, Performance, and 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: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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, ANTH H103 or permission of instructor.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

(Not Offered 2018-2019)

### **ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times**

Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: ANTH B102, ANTH H103, or permission of instructor.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

Instructor(s): Pashigian, M.  
(Fall 2018)

### **ANTH B334 Digital Cultures**

How do we do anthropology in, and of, the digital age? What does it mean to do ethnography of digital spaces, when we, as humans, exist simultaneously in overlapping virtual and actual worlds? Specific topics to be covered include surveillance, telecommunications infrastructures, activism, social movements, gender and sexuality, disability, space and place, and virtual ethnography. Prerequisite: Anth B102 or Anth H103 or permission of instructor.

Counts towards: Gender and Sexuality Studies  
Units: 1.0

(Not Offered 2018-2019)

### **ANTH B348 In Search of Women in the Paleolithic**

What was the role of women in Paleolithic times? How does female form reflect evolutionary changes to our species? Paleoanthropologists reconstruct how humans evolved based on evidence from fossilized bones, ancient DNA, and archaeological artifacts. This complex narrative is often presented as androcentric, focusing on the importance of male-bodies, while de-emphasizing or even ignoring female-bodies. In this seminar, students will read and discuss historical and modern works on paleoanthropology and its critical intersection with feminist theory. The goal will be to find out what women were doing in our evolutionary past, and identify methodological and theoretical approaches to prevent gender-biased, androcentric paleoanthropological research from occurring. Prerequisites: ANTH B101

Counts towards: Gender and Sexuality Studies  
Units: 1.0

(Not Offered 2018-2019)

### **ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam**

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community and state will pervade the topics addressed in the course, as will the importance of political economy, nation, and globalization. Prerequisite: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies  
Units: 1.0

(Not Offered 2018-2019)

### **ARCH B254 Cleopatra**

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies  
Units: 1.0

Instructor(s): Donohue, A.  
(Spring 2019)

### **ARTD B250 Performing the Political Body: Dance and Power**

Artists, activists, politicians, regents, intellectuals, and just ordinary people have, throughout history and across cultures, used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the private and public spheres. From a wide range of possibilities, this course focuses on how dance is a useful medium for both embodying and analyzing ideologies and practices of power, particularly with reference to gender, class, and ethnicity. Students will also investigate bodiedness as an active agent of social change and political action. Students will read excerpts from seminal and contemporary theory of performing bodiedness, ethnicity, and gender, as well as from theoreticians, performers, and other practitioners more specifically engaged with dance and performance. In addition to literary, dance historical, anthropological and political texts, the course includes media, guest lecturers, and introductory group improvisation and performance exercises, however, no prior training or experience in dance or performance is necessary. In lieu of books, readings will be posted on Moodle. Preparation: A previous dance lecture/seminar course or a course in a relevant discipline such as anthropology, sociology, or history is recommended but not required.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0

Instructor(s): Jones, L.  
(Fall 2018)

### **BIOL B214 The History of Genetics and Embryology**

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include 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.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)

Counts towards: Gender and Sexuality Studies  
Units: 1.0

Instructor(s): Davis, G.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies  
Units: 1.0

(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic novels," and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the "literary comic." Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC 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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Kwa,S.

(Spring 2019)

### **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, identifying sources of racial and gender inequality, and identifying sources of overall economic 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. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **EDUC B290 Learning in Institutional Spaces**

This course considers how institutions such as schools and prisons operate as sites of both constraint and learning. Beginning with an examination of educational and penitential institutions, we inquire into how these structures inhibit, propel, and shape learning, and how human beings take up, take on and alter their surroundings. We consider explicit curriculae alongside implicit, hidden curriculae; how do people inside these spaces collude with, subvert, and challenge official agendas as they create their own agendas for learning? We investigate the role of "voice"--speaking out, expressing, engaging in dialogue—in teaching and learning: In what ways can "voice" instigate understanding and change, and how might this be problematic? Students will engage in Praxis placements in schools or prisons.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Praxis Program  
Units: 1.0

(Not Offered 2018-2019)

### **ENGL B203 Imagined Worlds: Utopia and Dystopia in Literature**

When Thomas More coined the term "Utopia" in 1516, it meant both "good place" and "no place" – an ideal society, and an unreachable one. Since then, the term (as well as its opposite, dystopia) has been applied to representations of imagined worlds that hold a mirror up to our own. In this class, we'll read texts from the early modern period (Utopia, The Blazing World) through the present day (The Handmaid's Tale, The Hunger Games) that use invented societies to critique the 'real world.' We will pay particular attention to how descriptions of imagined places explore very real tensions around class, gender and racial identities. Do these texts offer a path to better worlds, or do such fantasies always remain out of reach?

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B212 Renaissance Erotic Poetry**

Even when it was concerned with elevated topics like religion, politics, or community, Renaissance poetry was deeply embodied, working through abstract topics in frank and fleshy figures. This class will serve as an introduction to Renaissance lyric, focusing on the erotic dimensions of early modern poetics. Along the way, we'll discuss topics of interest within gender and sexuality studies and queer theory. Authors will include Wyatt, Spenser, Shakespeare, Donne, Marvell, Herbert, Rochester, and Milton.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B215 Early Modern Crime Narratives: Vice, Villains, and Law**

This course taps into our continuing collective obsession with criminality, unpacking the complicated web of feelings attached to crime and punishment through early modern literary treatments of villains, scoundrels, predators, pimps, witches, king-killers, poisoners, mobs, and adulterers. By reading literary accounts of vice alongside contemporary and historical theories of criminal justice, we will chart the deep history of criminology and track competing ideas about punishment and the criminal mind. This course pays particular attention the ways that people

in this historical moment mapped criminality onto dynamics of gender, race, sexuality, disability, religion, and mental illness according to cultural conventions very different from our own. Authors may include Shakespeare, Marlowe, Massinger, Middleton, Dekker, Webster, and Behn.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Gordon,C.  
(Spring 2019)

### **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 struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2018)

### **ENGL B225 Contemporary Life Writing: Form and Theory**

In this course, we will explore contemporary forms of life writing. The term "writing" will be used flexibly to encompass self-representation in visual forms (including comics, photography, and video). We will begin by considering myth and archives in Alison Bechdel's *Fun Home* and Theresa Hak Kyung Cha's *Dictée*; our next unit will address how life writing represents the lives of others. The last half of the course focuses on the genre of autotheory, or life writing that has become a form of theorizing (about gender, sexuality, race, and biopolitics, among other topics) in its own right.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies; Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **ENGL B231 Theorizing Affect, Watching Television**

This course examines television through the lens of affect theory. Within humanities scholarship, the turn toward affect has offered new ways to study the cultural, economic, and political functions of literature and art. In our wider cultural moment, television programming has become a source of shared fascination. The course will pair readings from affect studies (by scholars such as Lauren Berlant and Sianne Ngai) with select examples of television shows (including *Black Mirror*, *Mad Men*, and *The Wire*). We will also read scholarly and public writing about television and consider the interplay between cultural feelings and televisual forms such as seriality, situation comedy, and bottle episodes.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Bryant,S.  
(Spring 2019)

### **ENGL B236 Latina/o Culture and the Art of Migration**

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas,J.  
(Fall 2018)

### **ENGL B239 African American Poetry**

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms



of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B255 Food and the Transnational City**

Cities have been crucial sites of cultural innovation, social interaction, and identity formation, often most visibly in food and foodways. Using three cities as case studies--New York, New Orleans, and Los Angeles--"Food and the Transnational City" explores how transnational migration and urbanism have shaped and reshaped eating, shopping, and cooking patterns, and how cities and foodways together reshaped and reflected broader patterns of identity and belonging. How have food and foodways been mobilized in constructions of national, regional, ethnic, and racial heritage? How have cooking and eating patterns for various groups been transformed by migration and immigration? How have consumer spaces operated as sites of kinship, community, assimilation, and resistance? Students will draw on theory and historical scholarship to read a wide range of literary and cultural texts, including cookbooks, travel writing, print and television commercials, art and photography, documentaries, and short fiction. NOTE: This course is part of the Foodways and Migration 360, however students who do not wish to enroll in the 360 may also take this class.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B262 Survey in African American Literature**

English 262 is a topics course that allows for multiple themes to be taught. Each topic will have its own description and students may enroll for credit in the course as long as the topics vary.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B269 Medieval Bodies**

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 Kemppe will be supplemented with contemporary readings on trauma theory and embodiment.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Taylor, J.

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B274 Ethnic Speculative Fiction**

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms "visionary fiction." Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.

(Spring 2019)

### **ENGL B301 Women on Top: Gender and Power in Renaissance Drama**

From virtuous queens to scheming adulteresses and cross-dressed "Roaring Girls," powerful female characters are at the center of a number of Renaissance plays. This class will explore how playwrights such as Shakespeare, Webster and Dekker represent both fantasies and anxieties about tough women who take charge of their destinies. We will read these plays first in the context of the historical position of women in early modern England, and then turn to gender theory (e.g. Butler, Sedgwick, Rubin) to examine constructions of gender identity and female agency.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B305 Early Modern Trans Studies**

This course will consider the deep histories of transgender embodiment by exploring literary, historical, medical, and religious texts from the Renaissance. Expect to read about alchemical hermaphrodites, gender-swapping angels, Ethiopian eunuchs, female husbands, trans saints, criminal transvestites,

and genderqueer monks. We will consider together how these early modern texts speak to the historical, theoretical, and political concerns that animate contemporary trans studies. We will read texts by Crashaw, Donne, Shakespeare, Lyly, and Dekker as well as Susan Stryker, Dean Spade, Mel Chen, Paul Preciado, and Kadji Amin. Prerequisite: Students must have completed at least one 200-level class.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Gordon, C.

(Fall 2018)

### **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

(Not Offered 2018-2019)

### **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

Instructor(s): Taylor, J.

(Spring 2019)

### **ENGL B320 Black Feminist Literature**

This course explores contemporary black feminist literature and culture on a transnational stage. We will consider the works of prominent, emerging, and underexplored black feminist writers from various African diaspora locations, including South Africa, West Africa, Europe, North America, and the Caribbean. How do these writers engage with key currents in global black feminist politics, including understandings of gender, sexuality, class, nationality and colonialism? How do they complicate these discussions in their work? We will ground our exploration in close study of black feminist poetics—the specific formal and creative choices that black feminist poets, fiction writers, visual artists, hip hop artists, webseries producers and others use to examine gender and sexuality in their art. Paying particular attention to the work of queer and LGBTI+ (Lesbian, Gay, Bisexual, Trans\* and Intersex) artists, we will consider the various meanings of terms such as “black,” “feminist,” and “queer” in various parts of the African Diaspora. Our work will emphasize close analysis of black feminist writers' works, as well as collaborative exercises and invited in-class discussions with several contemporary black diasporic feminist artists themselves. Requirements include two short papers, regular response papers, and a final project.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Sullivan, M.

(Fall 2018)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B336 Topics in Film: Cinematic Voice**

This is a topics course and description varies according to the topic. Current topic description: If film is primarily a visual medium, the integration of sound permanently changed the form. In this course, we will attend to the voice as a centrally important component of film sound. We will examine the ways voice has changed the cinema and the ways cinema has changed the voice. Topics include: the transition from silent to sound film; how voice is racialized and gendered in Hollywood film; the ways that filmmakers link voice to image, and why they matter aesthetically and politically; interiority and exteriority; and the possibility of non-human voice. The syllabus pairs a range of films with various theories relating to the concept of voice.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Bryant, S.

(Spring 2019)

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B363 Toni Morrison and the Art of Narrative Conjure**

A comprehensive study of Morrison's narrative experiments in fiction, this course traces her entire oeuvre from “Recitatif” to *God Help the Child*. We read the works in publication order with three main foci: Morrison-as-epistemologist questioning what it is that constitutes knowing and being known, Morrison-as-revisionary-teacher-of-reading-strategies, and Morrison in intertextual dialogue with several oral and literary traditions. In

addition to critical essays, students complete a “Pilate Project” – a creative response to the works under study.

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Beard,L.  
(Fall 2018)

### **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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B375 Sex on Screens**

This course will provide a historical and theoretical overview of the ways moving image sex acts have been represented on screen, from early cinema’s silent film loops to today’s celebrity sex tapes. We will examine the ideological operations of sex in the cinema and aim to comprehend the multifarious ways viewers, filmmakers, critics, and scholars respond to dominant conceptions of sex-sexuality through alternative cinematic production and critical scholarship. Units include: stag movies, the Production Code and ratings system, European art cinema, sex ed, underground and the avant-garde, cult / sexploitation / blaxploitation, sexual revolution, hard core, women’s cinema, home video, queer cinema, HIV/AIDS, the digital revolution, feminist porn, and the Internet. Prerequisites: HART / COML B110: Identification in the Cinema; or ENGL / HART 205: Introduction to Film; or ENGL B299 History of Narrative Cinema, 1945 to the Present.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B379 The African Griot(te)**

English 379 is a capstone topics course in the study of two or more distinguished African writers who have made significant contributions to African literary production. The focus changes from one semester to the next so that students may re-enroll in the course for credit. The specific focus of each semester’s offering of the course is outlined separately.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 female and male authors in France and Norman England from the eleventh century through the fifteenth. Selected works from epic, lais, roman courtois, fabliaux, theater, letters, and contemporary biography are read in modern French translation. Prerequisite: FREN 102 or 105.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from Latin CE-Carolingian period through the Middle Ages, Renaissance and 17th century—among them, Perpetua, Hrotswitha, 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 women’s writing in general: among them, the poetics of silence, reproduction as a metaphor for artistic creation, and sociopolitical engagement. Prerequisite: two 200-level courses or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Taught in German. Course content varies. Previous topics include, Women’s Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **GERM B320 Topics in German Literature and Culture: 1968 and Its Legacies**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women’s movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

Instructor(s): Shen,Q.

(Fall 2018)

### **GERM B321 Advanced Topics in German Cultural Studies: Representing Diversity in German Cinema**

This is a topics course. Course content varies. Course is taught in English. There will be an additional hour in German for those students taking the course for German credit. Current topic description: This course examines a wide-ranging repertoire of transnational films produced in contemporary Germany. It presents an introduction to modern German cinema through a close analysis of visual material and identity construction in the worlds of the real and the reel. It uses film as the primary medium to discuss the experiences of diverse minority groups in Germany, including Turkish Germans, Afro-Germans, ethnic Germans from former Eastern European territories, German Jews, and Asian Germans.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: East Asian Languages and Cultures; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Shen, Q.  
(Spring 2019)

### **GNST B108 Introduction to Gender and Sexuality Studies**

This course will introduce students to major approaches, theories, and topics in gender and sexuality studies, as a framework for understanding the past and present—not only how societies conceive differences in bodily sex, gender expression, and sexual behavior, but how those conceptions shape broader social, cultural, political, and economic patterns.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Vider, S.  
(Fall 2018)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Vider, S.  
(Spring 2019)

### **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 (Plato's Symposium and Thucydides' History of the Peloponnesian War), 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. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0

Instructor(s): Edmonds, R.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B340 Topics in Baroque Art**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Ngalamulume, K.  
(Fall 2018)

### **HIST B156 The Long 1960s**

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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Ullman,S.  
(Fall 2018)

### **HIST B209 Introduction to the History of Medicine**

This course provides an introduction to the history of medicine, from Hippocrates to the Black Plague to contemporary struggles to combat HIV/AIDS. It examines topics including epidemic disease, the processes of medical knowledge production, the hospital and the rise of clinical medicine, and issues of hygiene and public health. We will focus on the intersecting social, political, and cultural histories of medicine, addressing themes of race, gender, and constructions of biological difference; the history of the body; professionalization; and medical ethics. Disrupting straightforward narratives of medical progress, this course will focus on the contingencies involved in medical knowledge production and situate elements of historical medical practice, for example humoral theory or polypharmacy, within their appropriate historical context.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B215 Europe and the Other 1492-1800**

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B226 Topics in 20th Century European History: Human Rights, Theory & Practice**

This is a topics course. Course content varies. Current topic description: What are the origins of human rights? Are human rights universal? This course examines the history of human rights, as a set of ideas and as a motivation for social action from the French Revolution to the present. 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. From the birth of the first NGO to the establishment of the United Nations we will discuss such issues as humanitarianism, genocide, internationalism, abolition, torture, colonialism, activism and lgbtq rights. Throughout the class we will consider the differences between ideas about human rights and how those ideas have been implemented at different times, different places, and by different actors. In doing so, the course will trace the historical evolution of international human rights

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Kurimay,A.  
(Spring 2019)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B233 Health and Disability in the U.S.**

This course examines how scientific, medical, and cultural discourses have shaped the construction of health and disability in U.S. history. Paying attention to the ways in which health and disability are constructed in relationship to other social categories such as race, class, gender, sexuality, and nationality, we will examine the processes through which certain bodies are defined as healthy, useful and productive while others are marked as diseased, defective, and socially undesirable. Topics will include eugenics, public health, immigration policies, birth control and sterilization, the women’s health movement, AIDS activism, disability rights, mental health, obesity, biological citizenship, and health consumerism.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B237 Themes in Modern African History: Public History in Africa**

This is a topics course. Course content varies Current topic description: The course will explore the colonial and postcolonial practices in public history. It will address the following question: in an age of “fake news” and “history wars”, how can we understand the relationship between the public and the place of the past? Topics will include exhibitions; museum practices and colonial outlooks; commemorations and identities; monuments; film, popular history and memory; heritage and regeneration; oral history and public engagement; and public policy. We will also discuss ongoing inter-sectional and interdisciplinary decolonizing approaches to breaking received hierarchies and narratives. The course will also introduce students to the multi-faceted method of public history – in theory, application, and critique.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Museum Studies  
Units: 1.0  
Instructor(s): Ngalamulume,K.  
(Fall 2018)

### **HIST B243 Topics: Atlantic Cultures**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past

(IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B245 Topics in Modern US History**

This is a topics course in 20th century America social history.  
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program  
Units: 1.0  
Instructor(s): Vider,S.  
(Spring 2019)

### **HIST B249 History of Global Health**

This course examines the interrelated histories of public health, international health, and global health from the late 18th to the 21st centuries as part of a broader history of epidemics, empire, and global mobility. We will pay particular attention this semester to the use of architectural and spatial strategies for managing crises of contagion, disaster, and epidemic. The architectural spaces to be examined will include urban-based hospitals, public health infrastructure, and quarantine buildings as well as mobile architectural technologies such as incubators, wartime pop-up surgical tents, and floating hospitals in both Western and non-Western environments. The course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, research practice and human subject.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B252 American Popular Culture and Politics: 1900-present**

From dance halls and silent film to comic books and music videos, popular culture has been central to struggles over the meaning of national belonging, "freedom," and democracy. Rather than drawing a distinction between pop culture as a matter of private consumption and the more "serious" and public arena of politics, this course will consider the role of popular culture in shaping the nation's political history, and in providing a lens to critically evaluate and rethink that history today. Exploring a wide range of popular cultural forms including amusement parks, vaudeville, fashion, music, film, photography, newspapers, and television, we will examine how popular culture has not only reflected but actively shaped the American political landscape from the early twentieth century to the present.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B274 Focus: Topics in Modern US History**

This is a topics course in 20th century America social history. Topics vary by half semester  
Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program

Units: 0.5  
(Not Offered 2018-2019)

### **HIST B284 Movies and America: The Past Lives Forever**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Ullman,S.  
(Spring 2019)

### **HIST B292 Women in Britain since 1750**

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Kale,M.  
(Fall 2018)

### **HIST B298 Politics of Food**

Politics shapes what appears on our plates as well as where we set our table. It all has a history. In America with its confounding combination of engorging bounty and tragic poverty, food represents a special nexus of the political and the personal. This course looks at the history and politics of eating, producing, and consuming food in the United States. Course topics include how food shaped both external and internal migrations to the United States; how American foreign policy from the Cold War to today helps us understand global food and refugee crises; the history and politics of food aid, and the transformation of food consumption in modern America.

Approach: Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Ullman,S.  
(Fall 2018)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary.  
Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies  
Units: 1.0  
Instructor(s): Ngalamulume,K.  
(Fall 2018, Spring 2019)

*Fall 2018: History of Global Health: 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 examine the histories

of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. These initiatives involve the relationship between states, NGOs, universities, pharmaceutical companies, and other nonstate actors. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; 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.

**Spring 2019: History of Global Health: Africa.** The course examines the history of global health initiatives to deal with the burden of disease in Africa. It offers historical (and anthropological) perspectives on the ways in which medicine and public health in Africa have been transformed under the pressures of broad forces and factors, including colonial exploitation and rule, post-Second World War initiatives, the postcolonial economic and political liberalization and globalization, and rise of 'para-states' in Africa.

### **HIST B339 The Making of the African Diaspora 1450-1800**

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B373 Topics: History of the Middle East**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B212 Italy today: Migration Studies**

There are numerous economic, political, and cultural elements that encumber on the existential condition of the migrant. In political and ideological parlance the term migrant has come to mean poor, needy, precarious, unhappy, primitive, and even criminal. In Italy, furthermore, the colonial past has been foreclosed, leading to a strengthening of stereotypes that continue to populate the discourse on migration. In this course we will examine issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms

of multicultural and contaminated life and their impact on geography, security, identity, and belonging. . Is multiculturalism the answer to all the problems? Does it resolve the problem of closed communities so eloquently discussed by Bauman? With the help of Italian cinema of migration and selected critical articles we will discuss different positions and follow the migrants as they cross desert and sea to reach the European metropolis. From Libya to Lampedusa, from the Balkans to Puglia, and from there to the Roman peripheries, to the center of the city.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Giammei, A.  
(Fall 2018)

### **ITAL B235 Scrittrici e registe italiane: Heroines In and Out of the Canon**

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 Gender and Sexuality Studies; Counts toward Film Studies.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural

life. The course will introduce students to both Italian Studies from an interdisciplinary prospective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B306 Youth in 20th Century Italian Literature and Cinema**

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies; Film Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; International Studies  
Units: 1.0  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fugo, J.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **POLS B290 Power and Resistance**

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with



current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Film Studies; Health Studies  
Units: 1.0  
Instructor(s): Rescorla, L.  
(Fall 2018)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Pinto-Coelho, J.  
(Fall 2018)

### **SOCL B130 Sociology of Harry Potter**

J.K. Rowling's Harry Potter series is a worldwide phenomenon that has sold hundreds of millions of books and been translated into dozens of languages. Over the last decade, academic studies of Harry Potter have taken root in English and Theology departments, but very few sociologists have taken a scholarly look at the rich society Rowling has created. This course will introduce students to the fundamental concepts of sociology using the lens of the Harry Potter series. We will explore questions of hierarchy, inequality, terrorism, consumption, race, class, and gender, and we will discuss the ways in which stratification in the wizarding world compares and contrasts to similar issues in the Muggle world. Class discussions and exercises will assume that students have read all seven Harry Potter books.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B201 The Study of Gender in Society**

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Child and Family Studies; Gender and Sexuality Studies  
Units: 1.0  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Pinto-Coelho, J.  
(Fall 2018)

### **SOCL B217 The Family in Social Context**

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B235 Mexican-American Communities**

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies; Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B251 Queering Utopia**

What if? This question is at the heart of both social theory and speculative fiction. Theory and fiction both serve as ways through which to make sense of social life and to imagine

alternatives. Within the traditions of feminist and queer thought, utopian and dystopian fiction have been utilized as a means by which to imagine the outcomes of various social processes and alternative gender/sexuality systems. This medium is also useful for exploring the ways in which gender and sexuality are not only integral to individual identity but also to the structure of social life itself. In this course we will analyze the challenges to the status quo asserted by feminist theorists and queer theorists alongside a comparison with indigenous systems of gender. We will also consider the various implications for everyday life of these theories as presented through the lens of speculative fiction. We will compare works of fiction with works of social theory to think through the ways in which gender and sexuality structure social life as well as the ways in which we do, undo, and resist gender in everyday life. Over the course of the semester, we will contemplate work by Samuel R. Delany; Michael Warner; Margaret Atwood; Ursula Le Guin; Nikki Sullivan; Sara Ahmed, José Esteban Muñoz, Laura Mamo, and more.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Sledge,P.

(Spring 2019)

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

An examination of non-normative and criminal behavior viewed from the standpoint of different theoretical perspectives on deviance (e.g., social strain, anomie, functionalism, social disorganization, symbolic interaction, and Marxism) with particular emphasis on social construction and labeling perspectives; and the role of subcultures, social movements and social conflicts in changing the normative boundaries of society. Topics include robbery, homicide, Black inner city violence, sexual deviance, prostitution, white collar crime, drug addiction and mental disorders.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Washington,R.

(Spring 2019)

### **SOCL B262 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B322 Thinking with Trans: Theorizing Race and Gender**

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence of transracialism. This article came on the tail end of a great deal of controversy about the outing of NAACP leader, Rachel

Dolezal; a woman born to white parents who identifies as black. In this course we will examine the social construction of race and gender as well as critique the biological assumptions that underpin both social structures. We will explore the theoretical power and pitfalls of the terms “transgender” and “transracial”- the similarities, differences, and tensions inherent in questioning taken for granted social structures that are fundamental to social organization and personal identity. We will explore the theoretical context of the terms “transracial” and “transgender,” the various arguments for and against identity categories, and the lived experiences of individuals and groups who regularly transgress the boundaries of race and gender. Counts Towards: Gender and Sexuality Studies

Approach: Course does not meet an Approach  
Counts towards: Africana Studies; Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Sledge,P.  
(Fall 2018)

### **SOCL B326 Feminist Perspectives on Hlth**

Increasingly, an individual’s sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B342 Bodies in Social Life**

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an “absent presence” in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a “right” body? Suggested preparation: At least one course in the social sciences.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
Instructor(s): Sledge,P.  
(Fall 2018)

### **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.

Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B265 Escritoras españolas: entre tradición, renovación y migración**

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco’s dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequisite: SPAN B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC’s pre-1898 requirement.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Quintero,M.  
(Spring 2019)

### **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. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish.

Counts towards: Gender and Sexuality Studies; Film Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

## 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.

### **GNST B048 Metacognition and the Transition to College**

The First Year Experience Seminar aims to support students in making the transition to higher education by engaging them in the Bryn Mawr community, getting to know themselves and the college. The seminar will be a small, inquiry-based course that will promote and encourage intellectual confidence by developing student success tactics including critical thinking, written and oral communication, research skills, self-reflection, and self-regulation while addressing larger questions of justice, identity, and community. This course is offered as an alternative to the traditional Wellness Seminar requirement; students will earn 2 PE credits (the equivalent for Wellness) and 0.5 academic credits.

Units: 0.5  
(Not Offered 2018-2019)

### **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. Note: GNST B103/B105 do not fulfill the Bryn Mawr College language requirement.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Note: GNST B103/B105 does not fulfill the Bryn Mawr College language requirement.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **GNST B108 Introduction to Gender and Sexuality Studies**

This course will introduce students to major approaches, theories, and topics in gender and sexuality studies, as a framework for understanding the past and present—not only how societies conceive differences in bodily sex, gender

expression, and sexual behavior, but how those conceptions shape broader social, cultural, political, and economic patterns.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Vider,S.  
(Fall 2018)

### **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  
(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Vider,S.  
(Spring 2019)

### **GNST B302 Topics in Video Production**

This is a topics course. Course content varies.  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Romberg,D.  
(Spring 2019)

### **GNST B403 Supervised Work**

Units: 1.0  
(Fall 2018)

### **GNST B425 Praxis III - Independent Study**

Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

## GEOARCHAEOLOGY

Students may complete a concentration in Geoarchaeology.

### **Faculty**

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies

Peter Magee, Chair and Professor of Classical and Near Eastern Archaeology

Arlo Weil, Chair and Professor of Geology (on leave semester I)

## 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. Students must complete paperwork to declare the concentration, in addition to declaring one of the above majors, and should consult with associated faculty for more information and course planning advice.

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
- ARCH B270: Geoarchaeology
- CITY B201 or CITY B328: GIS Course
- Two elective courses, to be chosen in consultation with the major advisor, 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).

## COURSES

### 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 anthropological archaeology are reviewed and the place of archaeology in the general field of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor.

Approach: Inquiry into the Past (IP)  
Counts towards: Geoarchaeology  
Units: 1.0  
Instructor(s): Barrier, C.  
(Spring 2019)

### ANTH B278 Paleoanthropology Methods

Paleoanthropology is the study of how human ancestors evolved. Part biological anthropology and part archaeology, this sub-discipline uses a variety of methods to test hypotheses about the human past. This class provides an overview of some of the most useful and commonly employed methods. We will also practice using many of these techniques first-hand. Methods will come from geology (e.g., how to date a fossil site), chemistry (e.g., how to reconstruct an ancient environment), demography (e.g., how to identify gene flow between populations in the past), genetics (e.g., what ancient DNA from fossils tells us about evolution), and more. The

techniques that we will explore include modeling the past using primatology, ethnology, and archaeology; assessing evidence of ancient disease through paleopathology; reconstructing diets and developmental stages of fossils based on microscopic tooth anatomy, and using virtual reconstructions to compare hominin morphologies. Prerequisites: ANTH B101 or instructor permission.

Approach: Scientific Investigation (SI)  
Counts towards: Geoarchaeology  
Units: 1.0  
(Not Offered 2018-2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Geoarchaeology; Middle Eastern Studies  
Units: 1.0  
Instructor(s): Bradbury, J.  
(Fall 2018)

### 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  
Instructor(s): Lindenlauf, A.  
(Fall 2018)

### 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  
(Not Offered 2018-2019)

### 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, one required).

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Geoarchaeology  
Units: 1.0  
Instructor(s): Cull-Hearth,S.  
(Fall 2018)

### **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 one-day field trip. Prerequisite: GEOL 101, 102, or 103 or permission of instructor. Recommended: GEOL B202 and B203.

Approach: Course does not meet an Approach  
Counts towards: Geoarchaeology  
Units: 1.0  
Instructor(s): Marenco,K.  
(Spring 2019)

### **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 and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.

Counts towards: Geoarchaeology  
Units: 1.0  
(Not Offered 2018-2019)

## **GEOLOGY**

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in geochemistry or geoarchaeology.

### **Faculty**

Don Barber, Associate Professor of Geology on the Harold Alderfer Chair in Environmental Studies (on leave semester II)  
Selby Cull-Hearth, Associate Professor of Geology  
Pedro Marenco, Associate Professor of Geology  
Katherine Marenco, Lecturer in Geology  
Arlo Weil, Chair and Professor of Geology (on leave semester I)

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 experiences are essential parts of geology training, and field trips and lab work 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 (How the Earth Works), 202 (Mineralogy), 203 (Biosphere through Time), 204 (Structural Geology), 205 (Sedimentary Materials and Environments), 208 (Super Lab), at least two semesters of quantitative or computational coursework (e.g., MATH 101 and 102 or alternates approved by your 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.

The writing requirement for the major in Geology is fulfilled in GEOL 203 (Biosphere through Time). This course includes a semester-long research project culminating in a scientific manuscript based on material collected in the field by enrolled students.

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 are encouraged to attend a summer field course, usually following the completion of the 200-level courses.

All Geology majors participate in a senior capstone experience (GEOL 399), which is structured into a two-semester seminar that meets weekly for 1.5 hours for a total of 1.0 credit (0.5 credits per semester). The focus of the capstone seminar is to reinforce students' ability to address geoscience questions and to communicate their findings orally and in writing. The team-taught senior seminar integrates the student's major curriculum with weekly speakers or peer-led discussions on cutting-edge research, and on the impact and relevance of geology to modern society.

### **Thesis**

At the discretion of the department faculty, rising seniors may undertake an independent thesis project (GEOL 398) in addition to mandatory full participation in the senior capstone seminar (GEOL 399). Student thesis projects must be supervised by a faculty advisor. The senior thesis is modeled after a Master's thesis project but 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 through consultation between the supervising faculty member(s) and the student. This is usually done during the second semester of a students' junior year. Most of the research is conducted independently by the student. The advisor serves as a source of ideas concerning scientific literature, methodologies, and project 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.

If approved to undertake a senior thesis, a student will enroll in GEOL 398 each of their final two semesters for a total of 1.0 credit (0.5 credits per semester). The thesis option adds the equivalent of one course to the standard Geology major requirements. The first semester will focus on thesis topic

formulation, background research, and initiation of appropriate data acquisition. At the end of the first semester, the student must submit a formal written project proposal to department faculty members. This research proposal must demonstrate the student's ability to successfully complete a thesis during the following semester. Following review of submitted proposals, students or faculty members may choose or recommend, respectively, not to continue the independent thesis, in which case the student would not enroll for the second semester of GEOL 398.

## Honors

Honors are awarded to students who have outstanding academic records in Geology and allied fields, have completed an independent senior thesis project, and whose research is judged by the department faculty to be of the highest quality.

## Minor Requirements

A minor in Geology consists of two 100-level Geology courses, and any four of the 200- or 300-level courses offered by the department. Two 0.5 credit courses may be combined to count toward one of the 100-level courses. Alternatively, an additional 200- or 300-level course may be substituted for one of the 100-level courses to meet the minor requirements.

## 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, 202, 203, 204, 205, 208, 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), Casey Barrier (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: GEOL 101, 202, 203, 204, 205, 208, and 399; 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 Marengo (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.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Marengo, K., Cull-Hearth, S.  
(Fall 2018)

### GEOL B102 Earth: Life of a Planet

The history of the Earth from its beginning, including its climate and tectonic history 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.

Approach: Scientific Investigation (SI)

Units: 1.0

(Not Offered 2018-2019)

### GEOL B110 Focus: Exploring Topics in the Earth Sciences

This is a half-semester focus course.

Approach: Scientific Investigation (SI)

Units: 0.5

(Not Offered 2018-2019)

### GEOL B125 Focus: Geology in Film

This is a half semester Focus course. 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.

Approach: Course does not meet an Approach

Counts towards: Film Studies

Units: 0.5

(Not Offered 2018-2019)

### 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, one required).

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Geoarchaeology

Units: 1.0  
Instructor(s): Cull-Hearth,S.  
(Fall 2018)

### **GEOL B203 Biosphere Through Time**

We will explore how the Earth-life system has evolved through time by studying the interactions between life, climate, and tectonic processes. During the lab component of the course, we will study important fossil groups to better understand their paleoecology and roles in the Earth-life system.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Marengo,K., Marengo,P.  
(Fall 2018)

### **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 a required three-day, weekend field trip. Prerequisite: GEOL 101 and MATH 101.

Approach: Quantitative Readiness Required (QR)  
Units: 1.0  
Instructor(s): Weil,A.  
(Spring 2019)

### **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 one-day field trip. Prerequisite: GEOL 101, 102, or 103 or permission of instructor. Recommended: GEOL B202 and B203.

Approach: Course does not meet an Approach  
Counts towards: Geoarchaeology  
Units: 1.0  
Instructor(s): Marengo,K.  
(Spring 2019)

### **GEOL B206 Energy Resources and Sustainability**

An examination of issues concerning the supply of energy required by humanity. This includes an investigation of the geological framework that determines resource availability, aspects of energy production and resource development and the science of global climate change. Two 90-minute lectures a week. Suggested preparation: one year of college science.

Approach: Scientific Investigation (SI)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **GEOL B208 Geology Super Lab**

Students will learn the fundamentals of geological laboratory analysis via measurements on geological materials chosen by the students. We will utilize the analytical equipment and

techniques available in the Geology Department including (but not limited to) X-ray diffractometry, thin-section petrography, carbon isotope mass spectrometry, and inductively-coupled plasma mass spectrometry. Emphasis will be placed on data processing and quantitative analysis of large datasets. Prerequisites: GEOL 101, GEOL 202, one other 200 level course, junior/senior status.

Approach: Scientific Investigation (SI)  
Units: 1.0  
Instructor(s): Marengo,P.  
(Spring 2019)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **GEOL B260 Origin Stories: From the Big Bang to Mother Earth**

This is a co-taught intermediate science course, instructed by a Geology and Physics professor, that will focus on the core scientific principals related to Cosmology, Physics and Geology that help address fundamental questions regarding the origin of the Universe, the origin of time, the origin of stars and our own solar system, and the origin of Earth, its atmosphere, hydrosphere and biosphere. The course will be a mix of fundamental scientific principles used to scaffold a deeper understanding of how scientists have come to understand and question stories of origin. Group discussions will be informed by close reading of scientific texts, and occasional problem sets.

Approach: Scientific Investigation (SI)  
Units: 1.0  
(Not Offered 2018-2019)

### **GEOL B299 Geology Field Short Course**

Geology majors choosing to participate in the annual Fall- or Spring-Break Geology Department Field Trip must enroll in GEOL B299. Enrollment in this class does not guarantee a spot on the field trip. Several pre-trip class meetings help maximize student engagement on the trip by providing a forum for discussing the assigned readings. During the week-long field trip, students are exposed to geologic field methods while visiting sites that exemplify different geology from that at sites near campus. Geologic methods introduced include proper field note-taking, mapping and measuring geologic structures, and interpreting geologic history. Culminating work introduces students to geologic illustration and report writing. A passing grade requires full participation and engagement by the student before, during and after the field trip. At least one post-trip meeting is held on campus to synthesize the material covered, and to go over students' final reports. Prerequisite: GEOL B101, B102 or B103; and GEOL B202, B203, B204 or B205.



Approach: Scientific Investigation (SI)

Units: 0.5

Instructor(s): Cull-Hearth,S.  
(Spring 2019)

### **GEOL B302 Low-Temperature Geochemistry**

Stable isotope geochemistry is one of the most important subfields of the Earth sciences for understanding environmental and climatic change. In this course, we will explore stable isotopic fundamentals and applications including a number of important case studies from the recent and deep time dealing with important biotic events in the fossil record and major climate changes. Prerequisites: GEOL 101 or GEOL 102, and at least one semester of chemistry or physics, or professor approval.

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **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

Instructor(s): Weil,A.  
(Spring 2019)

### **GEOL B305 Igneous and Metamorphic Petrology**

The study of igneous and metamorphic rocks, including their origins and modes of occurrence. The focus is on understanding how these rocks form, and on applying a combination of field methods, laboratory techniques, and theoretical understanding to interpret the origins of igneous and metamorphic rocks. The class will build on the study of mineralogy by examining assemblages of coexisting minerals, and what those assemblages reveal about the pressure, temperature, and chemical conditions under which a rock must have formed. For a culminating term project we will conduct an intensive study of local metamorphic rocks. Three lecture hours weekly and one weekly lab. One weekend field trip. Prerequisites: GEOL 202.

Units: 1.0

Instructor(s): Cull-Hearth,S.  
(Spring 2019)

### **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 and the earth's interior. Three class hours a week with weekly problem sets. Prerequisite: one year of college physics or with permission of professor.

Counts towards: Geoarchaeology

Units: 1.0

(Not Offered 2018-2019)

### **GEOL B314 Marine Geology**

An introduction to oceanography, coastal processes, and the geomorphology of temperate and tropical shorelines. Includes an overview of the many parameters, including sea level change, that shape coastal environments. Meets twice weekly for a combination of lecture, discussion and hands-

on exercises, including a mandatory multi-day field trip to investigate developed and pristine sections of the Mid-Atlantic US coast. Prerequisite: One 200-level GEOL course OR one GEOL course AND one BIOL course (any level), OR advanced BIOL major standing (junior or senior).

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Barber,D.  
(Fall 2018)

### **GEOL B350 Advanced Topics in Geology**

This is a topics course. Course content varies. Recent topics include Carbonate Petrology, Appalachian Geology, Advanced Evolution, The Snowball Controversy, and Climate Change.

Approach: Scientific Investigation (SI)

Units: 1.0

(Not Offered 2018-2019)

### **GEOL B398 Senior Thesis**

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, but is scaled down for the shorter time frame (one 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.

Instructor(s): Barber,D.

(Fall 2018)

### **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 courses, 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: 0.5

Instructor(s): Marenco,K., Barber,D., Weil,A.  
(Fall 2018, Spring 2019)

### **GEOL B403 Supervised Research**

Optional laboratory or field research on a wide variety of topics, open to junior or senior majors. Interested students must consult with department faculty members as early as possible, preferably before the start of the semester, in order to choose a faculty supervisor. The student and faculty supervisor meet early in the semester to plan the research and discuss gradable outcomes (e.g., final research paper). Requires permission of the instructor and the major advisor.

(Fall 2018, Spring 2019)

### **GEOL B425 Praxis III**

Independent or group projects with a significant emphasis on community outreach and service. Projects usually focus on addressing environmental issues through collaborative work with off-campus practitioners. Prerequisites: advanced standing in the environmental studies concentration or permission of the instructor.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Scientific Investigation (SI)

Units: 1.0

Instructor(s): Davis,G., Marengo,P.  
(Spring 2019)

### **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 visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology;

Environmental Studies; Neuroscience Units: 1.0

Instructor(s): Record,S.  
(Fall 2018)

### **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. Students bring the perspectives and skills gained from their ENVS focus area and from their preparatory work in the major/minor to collaborate on interdisciplinary projects

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Dhillon,C.  
(Fall 2018)

### **ENVS B397 Senior Seminar in Environmental Studies**

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Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Dhillon,C.  
(Fall 2018)

## **GERMAN AND GERMAN STUDIES**

Students may complete a major or minor in German and German Studies.

### **Faculty**

Michael Burri, Lecturer

Azade Seyhan, Fairbank Professor in the Humanities and Chair and Professor of German and Comparative Literature (on leave semester II)

Qinna Shen, Acting Chair (semester II) and Assistant Professor of German

The Bryn Mawr Department of German is the Bryn Mawr section of the Bi-College German Department and offers a fully coordinated program of courses with the Haverford College Department of German. By drawing upon the expertise of the German faculty at both colleges, the Department has established 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 a German Studies concentration that covers German and German-speaking cultures from multiple perspectives, including those of history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology.

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 the completion of two courses in German with an average grade of at least 2.0.

## Major Requirements

The Department of German and German Studies offers a two-track system for the completion of a major in German Language and Literature or in German Studies. Both major tracks consist of 10 units. After the completion of German 002 (or its equivalent), the German major normally requires two intermediate German courses (101 and 102); two core courses (201 or 202 and 320 or 321); two elective German courses at the 200- and 300 level respectively; and finally one semester of Senior Conference or either an additional 300 level seminar in German or German 403 (Supervised Work) for double majors. Three courses could be non-German credit (at least one at the 300 level) in the broader area of German Studies with the approval of the department. If students are placed at the 200 level, they do not take 101 and 102. They take additional German courses at and above 200 level to fulfill the 10-credit requirement. Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. A German Studies major normally takes courses in subjects central to German culture, history, and politics. 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.

The Department of German and German Studies offers Writing Attentive and Writing Intensive courses. Majors are required to take two Writing Attentive courses to help them develop critical writing skills and the ability to analyze literary texts in their historical and cultural contexts.

## Minor Requirements

A minor in German Language and Literature or in German Studies consists of six units of work. To earn a minor, students are normally required to take the intermediate German courses (101 and 102); two core courses (201 or 202 and 320 or 321); one elective German course at the 200- or 300 level; and one course could be non-German credit in the broader area of German Studies with the approval of the department. If students are placed at the 200 level, they do not take 101 and 102. They take additional German courses at and above 200 level to fulfill the 6-credit requirement.

## Senior Thesis Project

All of our majors are required to write a senior thesis in German, or--if they are double majors--to produce a thesis in a related discipline that has significant overlap with their work in German. They typically take a 300-level seminar in fall and write a research term paper which often becomes the foundation for their senior project.

## Learning Goals

In writing the senior thesis, the student should demonstrate a) the capacity to conceive a theoretically informed and well-designed research project b) the language skills to research and evaluate primary and secondary materials and to effectively synthesize these, and c) the analytical and methodological skills to produce an innovative and critically astute thesis.

## Assessment of Senior Thesis

The quality of the thesis is evaluated on the basis of the following criteria:

- Originality of topic
- Mastery of analysis
- Familiarity with primary and secondary literature
- Creative application of relevant theoretical discourses
- Clarity of writing

## Honors

Any student 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.

## 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 and the Thomas Raeburn White Scholarship for summer courses at German universities, and selected JYA (Junior Year Abroad) Programs.

## COURSES

### GERM B001 Elementary German

Meets five hours a week with the individual class instructor, an additional one hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Burri, M.

(Fall 2018)

### GERM B002 Elementary German

Meets five hours a week with the individual class instructor, and one additional hour with a TA. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. Prerequisite: GERM 001 or its equivalent or permission of instructor

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Burri, M.

(Spring 2019)

### 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. Class will meet for an additional hour with a TA. Prerequisite: Completion of GERM 002 or its equivalent as decided by the department and/or placement test.

Approach: Course does not meet an Approach

Units: 1.0  
Instructor(s): Shen,Q.  
(Fall 2018)

### **GERM B102 Intermediate German**

This course is the continuation of GERM 101 (Intermediate German). 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. Class will meet for an additional hour with a TA. This course will also provide students with an introduction to selected aspects of German culture. Prerequisite: GERM 101 or its equivalent as decided by the department

Approach: Course does not meet an Approach  
Units: 1.0

Instructor(s): Shen,Q.  
(Spring 2019)

### **GERM B201 Advanced Training: Language, Text, Context**

Emphasis on the development of conversational, writing and interpretive skills through an introductory study of German political, cultural and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion and advertising. Taught in German. Course content may vary.

Major Writing Requirement: Writing Intensive  
Units: 1.0

Instructor(s): Shen,Q.  
(Fall 2018)

### **GERM B202 Introduction to German Studies**

In this course, we will concentrate on all four language skills – speaking, reading, writing and listening comprehension. However, special emphasis will be placed on reading and writing skills. In addition, students will be introduced to different literary and non-literary texts and practice writing in different genres. Through newspaper articles, film reviews, short stories, poetry, and selected film screenings, this course also offers an introduction to some of the most compelling debates about multiculturalism in Germany and exemplary representations of cultural diversity in contemporary German life. Course taught in German.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

### **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). Course is taught in English. One additional hour will be added for those students wanting German credit. Course counts toward Philosophy.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0

Instructor(s): Seyhan,A.  
(Fall 2018)

### **GERM B223 Topics in German Cultural Studies**

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0  
(Not Offered 2018-2019)

### **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, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive  
Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0  
Instructor(s): Seyhan,A.  
(Fall 2018)

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Taught in German. Course content varies. Previous topics include, Women’s Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **GERM B262 Topics: Film and the German Literary Imagination**

This is a topics course. Course content varies. Current topic description: Taught in German, this course explores two cinematic Viennas: the mythmaking fantasy of the Habsburg empire, with its “fin-de-siècle Vienna,” and the city of today, a place marked by competing visions of national identity, gender, culture and politics. We will study the “Wien-Film” and “Jewish Vienna” as well as recent attempts by Barbara Albert, Michael Haneke, Jessica Hausner, and others to redefine Vienna’s significance within contemporary Europe.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

Instructor(s): Burri,M.  
(Spring 2019)

### **GERM B320 Topics in German Literature and Culture: 1968 and Its Legacies**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women’s movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

Instructor(s): Shen,Q.  
(Fall 2018)

### **GERM B321 Advanced Topics in German Cultural Studies: Representing Diversity in German Cinema**

This is a topics course. Course content varies. Course is taught in English. There will an additional hour in German for those students taking the course for German credit. Current topic description: This course examines a wide-ranging repertoire of transnational films produced in contemporary Germany. It presents an introduction to modern German cinema through a close analysis of visual material and identity construction in the worlds of the real and the reel. It uses film as the primary medium to discuss the experiences of diverse minority groups in Germany, including Turkish Germans, Afro-Germans, ethnic Germans from former Eastern European territories, German Jews, and Asian Germans.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: East Asian Languages and Cultures; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Shen,Q.  
(Spring 2019)

### **GERM B399 Senior Seminar**

Senior Seminar. Students are required to write a long research paper with an annotated bibliography.

Units: 1.0

(Not Offered 2018-2019)

### **GERM B403 Supervised Work**

Units: 1.0

(Fall 2018, Spring 2019)

### **COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; Middle Eastern Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of the theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0  
Instructor(s): Giammei, A.  
(Fall 2018)

## GREEK, LATIN, AND CLASSICAL STUDIES

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.

### Faculty

Annette Baertschi, Associate Professor of Greek, Latin, and Classical Studies and Director of the Graduate Group (on leave semester II)

Catherine Conybeare, Professor of Greek, Latin, and Classical Studies

Radcliffe Edmonds, Chair and Paul Shorey Professor of Greek and Professor of Greek, Latin, and Classical Studies

Russell Scott, Doreen C. Spitzer Professor of Latin and Classical Studies (on leave semester II)

Asya Sigelman, Associate Professor of Greek Latin and Classical Studies

### Cooperating Faculty at Haverford College

Matthew Farmer, Assistant Professor of Classics

Bret Mulligan, Associate Professor and Chair of Classics

Deborah Roberts, The William R. Kenan, Jr. Professor; Professor of Classics

Hannah Silverblank, Visiting Assistant Professor of Classics

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 Classics 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.

In addition to completing the course requirements for each type of major (Greek, Latin, Classical Languages, or Classical Culture & Society), every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

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 the thesis.

Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy.

In addition to completing the course requirements for the Greek major, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

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 also 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

This is the first half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax as well as to provide them with experience in reading short sentences and passages in both Greek prose and poetry.

Approach: Course does not meet an Approach  
Units: 1.0

Instructor(s): Sigelman,A.  
(Fall 2018)

### **GREK B011 Traditional and New Testament Greek**

This is the second half of a year-long introductory course to ancient Greek. It is designed to familiarize students with the basic elements of classical Greek grammar and syntax. Once the grammar has been fully introduced, students will develop facility by reading parts of the New Testament and a dialogue of Plato. Prerequisite: GREK B010.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Sigelman,A.  
(Spring 2019)

### **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 'historie' 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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Fall 2018)

### **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. Prerequisite: One year of college level Greek or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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 (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), 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. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Sigelman,A.  
(Spring 2019)

### **GREK B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **GREK B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **GREK B601 Homer**

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  
(Not Offered 2018-2019)

### **GREK B602 Approaches to Homeric Epic**

A close study of the Homeric *Iliad*, and a survey of some major scholarly "camps" surrounding its interpretation. In addition to reading much of the epic in Greek, students should also expect to engage the methodologies that have been used to approach this peculiar, monumental poem. Oralist, narratological, neo-analytic, linguistic, historical and Marxist readings will be applied and dissected. Two oral reports and a research paper will be expected.

Units: 1.0  
(Not Offered 2018-2019)

### **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 2018-2019)

### **GREK B615 Aeschylus' Oresteia**

In this seminar we will conduct an in-depth reading of Aeschylus' Oresteia trilogy (Agamemnon, Libation Bearers, and Eumenides). We will explore Aeschylus' poetic craft including metrics, vocabulary, syntax, metaphor-construction, plot patterns, rhetoric, character-portrayal, and staging. Special attention will be devoted to close study of choral lyric passages and the language and function of the tragic chorus. We will devote some time each week to scansion and out loud recitation of the choral odes with the aim of developing a feel for the text as poetry. Weekly secondary reading selections and oral in-class reports will be geared toward giving students a good sense for dominant interpretative trends in Aeschylean scholarship. We will also be looking at some of the incredible detective work done by twentieth-century editors in their endeavor to reconstruct Aeschylus' often fragmentary and obscure text. Towards the second half of the semester, students will begin working on research papers.

Units: 1.0

Instructor(s): Sigelman,A.  
(Spring 2019)

### **GREK B620 5th century Greek Historians**

This course will present a detailed reading of three or more books of Herodotus, with close study of his language, structure, and understanding of historical causation. We shall also work to situate Herodotus as an early prose writer in the tradition of the earlier geographical and ethnographical writings and will to that end read the fragments of Hecataeus as well as other early historians.

Units: 1.0

(Not Offered 2018-2019)

### **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 2018-2019)

### **GREK B639 Greek Orators:Classical Athens**

The Attic orators provide a rich array of evidence for the social structures of men and women in ancient Athens, giving insights into aspects of personal life that literary texts rarely touch upon. In this seminar, we will explore the ideas of gender and citizenship as they are expressed in a number of the orations from 4th century Athens. We will examine the ways in which rhetoric is used in the speeches, with close attention to the kind of social and personal dynamics that were central to the forensic arena of this time period. A close reading of the texts themselves in the original Greek will help provide insight into the language of the courts, while the readings from modern scholarship will allow us to probe more deeply into some of the issues raised by the texts.

Units: 1.0

Instructor(s): Edmonds,R.  
(Fall 2018)

### **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. In the "Phaedo", Plato presents a poignant picture of the last hours of Socrates. 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

(Not Offered 2018-2019)

### **GREK B653 Athens in the Hellenistic Period**

Surveys of Athenian history tend to conclude if not at the Battle of Chaeronea at any rate at the death of Alexander. Yet Athens did not disappear with the imposition of the Macedonian garrison in 322. Democracy resurfaced periodically over the course of the next century (in 318, 307, 288, and 229), and, more to the point, even under periods of oligarchic rule and Macedonian control, Athenian institutions remained intact, and Athenians continued to make significant contributions to the greater Greek world. Indeed, the century that followed Alexander's death saw the flowering of Athenian historiography (e.g. Demochares, Diyllus, Philochorus, Timaeus, and Phylarchus) and new comedy (e.g. Menander and Poseidippus), as well as the advent of important philosophical schools (Epicureanism and Stoicism). This course will focus on Athens between the Battle of Chaeronea (338 BCE) and its liberation from Macedonian rule ca. 229 BCE. By way of a variety of contemporary sources, we shall have the opportunity to familiarize ourselves both with the historical narrative and with the intellectual climate of the polis in the early Hellenistic period.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B504 Archaeology of Greek Religion**

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to



inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B225 In Vino Veritas: Wine in the Literature and Cult of Ancient Greece & Rome**

This course will explore ancient Greeks' and Romans' perception of wine-drinking as a sacral 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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety

of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B320 Martyrs, Mothers, Memoirs: Medieval Autobiographies**

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0  
(Not Offered 2018-2019)

### **LATN B350 Topics in Latin Literature: Seneca**

This is a topics course. Course content varies. Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0  
Instructor(s): Baertschi, A.  
(Fall 2018)

## **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 two semesters of Latin 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.

In addition to completing the course requirements for the Latin major, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

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

### 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.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Baertschi,A.  
(Fall 2018)

### 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. Prerequisite: LATN B001.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### LATN B110 Intermediate Latin

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several 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. Prerequisite: One year of college level Latin or equivalent.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### LATN B112 Latin Literature: Livy and Horace

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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### LATN B201 Topics: Advanced Latin Literature

This is a topics course, course content varies. 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. Suggested Preparation: two years of college Latin or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Fall 2018)

### LATN B202 Topics in Advanced Latin Literature: Vergil

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. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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 or permission of instructor.

Units: 1.0

Instructor(s): Conybeare, C.

(Spring 2019)

### **LATN B312 Roman Satire**

Satire is the most slippery and subversive of genres. It is richly entertaining to read, but if we engage with it seriously it is often abrasive, shocking, shattering. Reading Roman satire requires an energetic exercise in cultural translation: we are confronted with the alienness of the Roman world, as well as its perverse literary vigour. This course will span four turbulent centuries of Roman imperialism in its reading of Roman satire. We will range from the sharp minutiae of social observation in Horace's *Sermones* to the calculated public abuse of a eunuch consul in Claudian's *In Eutropium*; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome. Students are warned: the language is difficult, the content often excoriating, even if exquisitely expressed. Reading this material challenges any comfortable separation between "literature" and "life".

Units: 1.0

(Not Offered 2018-2019)

### **LATN B350 Topics in Latin Literature: Seneca**

This is a topics course. Course content varies. Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0

Instructor(s): Baertschi, A.

(Fall 2018)

### **LATN B403 Supervised Work**

Units: 1.0

(Fall 2018, Spring 2019)

### **LATN B612 Tacitus**

Studies in the *Annals* of Tacitus.

Units: 1.0

(Not Offered 2018-2019)

### **LATN B613 Cicero**

The public and private legal speeches and relevant letters of Cicero as advocate and politician.

Units: 1.0

(Not Offered 2018-2019)

### **LATN B619 Roman Satire**

This course will span four turbulent centuries of Roman imperialism in its reading of Roman satire. We will range from the sharp minutiae of social observation in Horace's *Sermones* to the calculated public abuse of a eunuch consul in Claudian's *In Eutropium*; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome.

Units: 1.0

(Not Offered 2018-2019)

### **LATN B625 Augustine and the Classical Tradition**

This course reads the work of Augustine of Hippo at three intense moments of his engagement with the classical tradition: in the late 380s, after his conversion; in his *Confessions*; and in the aftermath of the fall of Rome in 410. We shall combine close attention to Augustine's Latin with a study of major secondary works and a variety of critical approaches to Augustine and his thought.

Units: 1.0

(Not Offered 2018-2019)

### **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 or permission of instructor.

Units: 1.0

Instructor(s): Conybeare, C.

(Spring 2019)

### **LATN B648 Latin Epigram**

In this seminar we will explore the themes and aesthetics of the Latin epigram, a genre (or is it?) best known for its brevity and wit. After orienting ourselves in the epigrams of the Neoterics (Catullus, Cinna, Calvus, Caesar), our focus will turn to the poetry of Martial, whose accounts of Rome, its inhabitants, and their foibles exerted a profound influence on subsequent epigrammatists. We will consider Martial's poetry both thematically (poems on the city; women; scoundrels; patrons; long poems) and as constituents of organized, multi-faceted *libri*. To deepen our appreciation of Martial's poetic project, we will take occasional forays into para-epigrammatic genres and works (Priapea, *Catalepton*), as well as the scattered

epigrams of authors both familiar (Ovid, Lucan, Seneca, Petronius) and obscure. We will also consider the evolution the epigram from its inscriptional and epitaphic origins in Greek and Latin, and its development as a literary form by Hellenistic authors. In the final two weeks of the course, we will turn our attention to the reception of Martial by late antique (Ausonius, Claudian, Luxorius) and Neo-Latin poets (e.g. Pontano's Baiae, Panormita's Hermaphroditus, Marullo's reception of Catullus, Thomas More, John Owen). Readings in the original will be supplemented with relevant scholarship throughout. Students will enhance their core work on Latin epigram by reading— independently or in small-groups—a complementary genre or author in the original related to their interests (e.g. Greek epigram, Horace's Satires, Latin elegy, carmina epigraphica, Juvenal, Flavian epic, Pliny's Epistles, Christian epigram).

Units: 1.0  
(Not Offered 2018-2019)

#### **LATN B650 Topics in Latin Literature: Seneca**

Advanced reading and interpretation of Latin literature: content varies Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0  
Instructor(s): Baertschi, A.  
(Fall 2018)

#### **LATN B652 Problems in Roman History 2nd & 1st Centuries B.C.**

This course examines the history and politics of the later Roman republic (second and first centuries BCE) through the writings of selected authors (Livy, Sallust, Cicero and Caesar) and the evidence of contemporary material culture from the western Mediterranean and the Aegean.

Units: 1.0  
Instructor(s): Scott, R.  
(Fall 2018)

#### **LATN B658 Late Latin Poetry**

This course will survey the florescence of Latin poetry in the fourth and fifth centuries CE. At the heart of the course will be a study of some of Prudentius' works, for example the *Hamartigenia* and the *Cathemerinon*; works by Claudian, Ausonius, Avitus, Dracontius, and Paulinus of Nola may also be included. We shall analyze both the literary and (where applicable) the theological properties of these great works.

Units: 1.0  
(Not Offered 2018-2019)

#### **LATN B660 Horace, Odes and Epodes**

Horace, Rome's most versatile author, produced some of antiquity's most important and intriguing poems on themes ranging from erotics to poetics, from political instability to philosophy, from morality to myth. This course will focus on the

poems published in his Epodes and the four books of Odes, paying special attention to Horace's engagement with his poetic predecessors and the Greek and Latin literary tradition in general, his relationship with Maecenas and Augustus, and his brilliant use of meter and Latin poetic diction. We will also consider some of his other works such as the *Ars Poetica* and the *Epistles* in order to appreciate more fully his poetic practices and his appropriation of the Greek heritage into Roman cultural contexts.

Units: 1.0  
(Not Offered 2018-2019)

#### **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  
(Not Offered 2018-2019)

#### **LATN B673 Roman Civil War**

Civil war seemed to be Rome's inescapable destiny from the foundation of the city through the early empire. This course will assess its historical significance as well as its representation and commemoration in Roman literature. We will focus particularly on Lucan's *Bellum civile* recounting the strife between Caesar and Pompey, but also read other texts in both poetry and prose to trace the development of civil conflict at Rome and its lasting influence on Roman identity and cultural memory.

Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Scott,R.

(Fall 2018)

### **CSTS B225 In Vino Veritas: Wine in the Literature and Cult of Ancient Greece & Rome**

This course will explore ancient Greeks' and Romans' 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.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **CSTS B320 Martyrs, Mothers, Memoirs: Medieval Autobiographies**

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is at stake in the presentation of these stories? what notions are

privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0

(Not Offered 2018-2019)

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0

(Not Offered 2018-2019)

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0

(Not Offered 2018-2019)

## **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 the 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. In addition to completing the course requirements for the major in Classical Languages, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan. There are two final examinations, a sight translation from Greek to English and another from Latin to English.

### **COURSES**

#### **CSTS B205 Greek History**

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important

role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0  
(Not Offered 2018-2019)

### **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 'historie' 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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: GREK B010 and B011 or equivalent.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Fall 2018)

### **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. Prerequisite: One year of college level Greek or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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 (Plato's *Symposium* and Thucydides' *History of the Peloponnesian War*), 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. Suggested Prerequisites: At least 2 years of college Greek or the equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

### **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 millenia 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.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Sigelman,A.  
(Spring 2019)

### **GREK B653 Athens in the Hellenistic Period**

Surveys of Athenian history tend to conclude if not at the Battle of Chaeronea at any rate at the death of Alexander. Yet Athens did not disappear with the imposition of the Macedonian garrison in 322. Democracy resurfaced periodically over the course of the next century (in 318, 307, 288, and 229), and, more to the point, even under periods of oligarchic rule and Macedonian control, Athenian institutions remained intact, and Athenians continued to make significant contributions to the greater Greek world. Indeed, the century that followed Alexander's death saw the flowering of Athenian historiography (e.g. Demochares, Diyllus, Philochorus, Timaeus, and Phylarchus) and new comedy (e.g. Menander and Poseidippus), as well as the advent of important philosophical schools (Epicureanism and Stoicism). This course will focus on Athens between the Battle of Chaeronea (338 BCE) and its liberation from Macedonian rule ca. 229 BCE. By way of a variety of contemporary sources, we shall have the opportunity to familiarize ourselves both with the historical narrative and with the intellectual climate of the polis in the early Hellenistic period.

Units: 1.0  
(Not Offered 2018-2019)

### **LATN B110 Intermediate Latin**

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several 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. Prerequisite: One year of college level Latin or equivalent.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### **LATN B112 Latin Literature: Livy and Horace**

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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### **LATN B202 Topics in Advanced Latin Literature: Vergil**

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. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **LATN B350 Topics in Latin Literature: Seneca**

This is a topics course. Course content varies. Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0  
Instructor(s): Baertschi,A.  
(Fall 2018)

## **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)

In addition to completing the course requirements for the major in Classical Culture & Society, every student must fulfill the requisite training in writing within the discipline by taking as part of her major plan two courses that are designated as Writing Attentive or a single course designated as Writing Intensive. The student may count a Writing Attentive or Intensive course that is taught outside the department if it is included in the major plan.

## 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 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.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### CSTS B205 Greek History

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary

texts and to synthesize the information from multiple sources in a critical way.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Edmonds,R.

(Fall 2018)

### 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.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Scott,R.

(Fall 2018)

### 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.

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### CSTS B213 Persia and The Greeks

This Course explores interactions between Greeks and Persians in the Mediterranean and Near East from the Archaic Period to the Hellenistic Age. Through a variety of sources (from Greek histories, tragedies, and ethnography, to Persian royal inscriptions and administrative documents and the Hebrew Bible), we shall work to illuminate the interface between these two distinct yet complementary cultures. Our aim will be to gain familiarity not only with a general narrative of Greco-Persian history, from the foundation of the Achaemenid Empire in the middle of the sixth century BCE to the Macedonian conquest of Persia some 250 years later, but also with the materials (archaeological, numismatic, epigraphical, artistic, and literary) from which we build such a narrative. At the same time, we shall work to understand how contact between Persia and the Greeks in antiquity has influenced discourse about the opposition between East and West in the modern world.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### CSTS B214 Remembering the Saints: Reading Pilgrimage & Tourism

This course is divided into two parts. In the first half of the semester, it will trace the rise and function of the holy women and men of late antiquity (300–600 CE), with an emphasis on the literary portrayal of their lives, a genre called hagiography (sacred biography). Methods for reading and interpreting this large body of literature will play a key role in this part of the course. In the second half of the semester, the focus will shift from saint to devotee. Saints were like magnets that set the people of late antiquity into motion. By reading pilgrim travelogues and catalogues of miraculous healings, studying



the archeological and artistic evidence for pilgrimage, we will explore the profound social and cultural impact the cult of the saints had on the peoples of this period. In addition to gaining a familiarity with the history of early Christian saints and the cults that arose around them, students will also investigate the many issues at stake in the study of late antique Christianity. This includes but is not limited to: the conflict between history and literature in hagiography, gender and sanctity in late antiquity, self-harm as religious practice in early Christianity, and the intersection of medicine, magic, and miracle.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B217 The Problem of Evil: Ancient Answers to a Difficult Question**

What is evil, and where does it come from? Ostensibly simple questions that demand good answers. In this course, we shall investigate how ancient authors grappled with the deeply human problems posed by our experiences of both natural and moral evils. Students will read a wide range of texts from Archaic Greece through the early Middle Ages, including drama, philosophy, legal speeches, religious texts, and commentaries. Throughout the course, students will be encouraged to rethink their own understanding of this problem and will have the opportunity to consider a number of related thematic questions (e.g., "Why do bad things happen to good people; how can God exist if there is evil?"). Near the end of the course, we shall continue this conversation into the present, taking a closer look at some modern case-studies such as the Milgram experiment. The course includes a field trip to Eastern State Penitentiary in Philadelphia.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B225 In Vino Veritas: Wine in the Literature and Cult of Ancient Greece & Rome**

This course will explore ancient Greeks' and Romans' 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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in

ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B242 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. In this course students will gain an understanding of the magicians of the ancient world and the techniques and devices they used to serve their clientele, as well as the cultural contexts in which these ideas of magic arose. 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.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
Instructor(s): Edmonds,R.  
(Spring 2019)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B310 Forming the Classics: From Papyrus to Print**

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

Units: 1.0  
Instructor(s): Pumroy,E., Conybeare,C.  
(Fall 2018)

### **CSTS B320 Martyrs, Mothers, Memoirs: Medieval Autobiographies**

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B398 Senior Seminar**

This is a bi-college seminar devoted to readings in and discussion of selected topics in the various sub-fields of Classics (e.g. literature, religion, philosophy, law, social history) and of how to apply contemporary critical approaches to the primary sources. Students will also begin developing a topic for their senior thesis, composing a prospectus and giving a preliminary presentation of their findings.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B399 Senior Seminar**

This is the continuation of CSTS B398. Working with individual advisors from the bi-college classics departments, students will continue to develop the topic sketched out in the fall semester. By the end of the course, they will have completed at least one draft and a full, polished version of the senior thesis, of which they will give a final oral presentation.

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **CSTS B610 Forming the Classics: From Papyrus to Print**

This course will trace the constitution of Classics as a discipline in both its intellectual and its material aspects, and will examine how the works of classical antiquity were read, interpreted, and preserved from the late Roman empire to the early modern period. Topics will include the material production and dissemination of texts, the conceptual organization of codices (e.g. punctuation, rubrication, indexing), and audiences and readers (including annotation, marginalia, and commentary). Students will also learn practical techniques for approaching these texts, such as palaeography and the expansion of abbreviations. The course will culminate in student research projects using manuscripts and early printed books from Bryn Mawr's exceptional collections. Prerequisite: a 200 level course in Greek, Latin, or Classical Studies.

Units: 1.0  
Instructor(s): Pumroy, E., Conybeare, C.  
(Fall 2018)

### **CSTS B612 The Literature of Exile**

This graduate seminar will introduce students to a range of writings produced by exiles, both Roman and "Greek," in the twilight of the Roman Republic and the first centuries of the Roman Empire. The purpose of the course is to allow students to examine various facets of exilic experience, including: grief, nostalgia, alienation, patriotism, and identity. Students will also consider how Roman imperial expansion conditioned the circumstances of exile and how exiles positioned themselves in relation to imperial power. Throughout the course, students will pay attention the manner in which both the genre of the exilic works under examination and the philosophical commitments of their authors affect the depiction of exile. One session of the course will be devoted to the reception of these texts in later periods. Primary sources are intended to be read in the original languages, but students with an interest in the topic who do not possess knowledge of Greek and/or Latin may make special arrangements with the instructor.

Units: 1.0  
(Spring 2019)

### **CSTS B620 Martyrs, Mothers, Memoirs: Medieval Autobiographies**

The writing of autobiography flourished in the middle ages, but there have been very few studies of the genre for the period. This course presents a range of autobiographies from the Latin West and encourages students to think about them theoretically and historically: what does it mean to write the self? what is at stake in the presentation of these stories? what notions are privileged? and how do we situate autobiographies in the wider literary landscape?

Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B635 The Alexandrian Tradition in Roman Poetry**

The goal of this seminar is to introduce students to the Greek poetry of the last three centuries BCE, most notably that of Callimachus and Theocritus, and its reception and transformation in Rome in the late Republic and early imperial era. We will be reading a wide range of sources, both in Greek and Latin, including – next to the aforementioned – authors such as Moschus, Parthenius, Catullus, Vergil, and Statius. In addition, we will discuss past and present scholarship devoted to individual texts and the relationship between the Hellenistic

poets and their Roman successors in general. Specifically, we will examine the complex Roman engagement with Greek literary and intellectual culture, the construction of poetic affiliations and literary genealogies, the adoption of particular poetic modes and practices, and the re-appropriation of Greek bucolic in Latin pastoral.

Units: 1.0  
(Not Offered 2018-2019)

### **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 2018-2019)

### **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  
(Not Offered 2018-2019)

### **CSTS B701 Supervised Work**

Units: 1.0  
Instructor(s): Edmonds,R., Conybeare,C., Sigelman,A., Scott,R., Baertschi,A.(Fall 2018, Spring 2019)

### **ARCH B102 Introduction to Classical Archaeology**

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Museum Studies  
Units: 1.0

Instructor(s): Lindenlauf,A.  
(Spring 2019)

### **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."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B204 Animals in the Ancient Greek World**

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B215 Classical Art**

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B254 Cleopatra**

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife

of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B304 Archaeology of Greek Religion**

This course approaches the topic of ancient Greek religion by focusing on surviving archaeological, architectural, epigraphical, artistic and literary evidence that dates from the Archaic and Classical periods. By examining a wealth of diverse evidence that ranges, for example, from temple architecture, and feasting and banqueting equipment to inscriptions, statues, vase paintings, and descriptive texts, the course enables the participants to analyze the value and complexity of the archaeology of Greek religion and to recognize its significance for the reconstruction of daily life in ancient Greece. Special emphasis is placed on subjects such as the duties of priests and priestesses, the violence of animal sacrifice, the function of cult statues and votive offerings and also the important position of festivals and hero and mystery cults in ancient Greek religious thought and experience.

Units: 1.0  
(Not Offered 2018-2019)

### **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  
(Not Offered 2018-2019)

### **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. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

Units: 1.0  
(Not Offered 2018-2019)

### **GREK B653 Athens in the Hellenistic Period**

Surveys of Athenian history tend to conclude if not at the Battle of Chaeronea at any rate at the death of Alexander. Yet Athens did not disappear with the imposition of the Macedonian garrison in 322. Democracy resurfaced periodically over the course of the next century (in 318, 307, 288, and 229), and, more to the point, even under periods of oligarchic rule and Macedonian control, Athenian institutions remained intact, and Athenians continued to make significant contributions to the greater Greek world. Indeed, the century that followed Alexander's death saw the flowering of Athenian historiography (e.g. Demochares, Dyllus, Philochorus, Timaeus, and Phylarchus) and new comedy (e.g. Menander and Poseidippus), as well as the advent of important philosophical schools (Epicureanism and Stoicism). This course will focus on Athens between the Battle of Chaeronea (338 BCE) and its liberation from Macedonian rule ca. 229 BCE. By way of a variety of contemporary sources, we shall have the opportunity to familiarize ourselves both with the historical narrative and with the intellectual climate of the polis in the early Hellenistic period.

Units: 1.0  
(Not Offered 2018-2019)

### **GSEM B623 Figures of Resistance: Classical and Modern**

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, *Prometheus* (Great Britain, 1998), Liliana Cavani, *The Year of the Cannibals* (Italy, 1970), Amy Greenfield, *Antigone/Rites of Passion* (USA, 1991), Ingmar Bergman, *Persona* (Sweden, 1966), Miklós Jancsó, *Electra, My Love* (Hungary, 1974), Arthur Ripstein, *Asi Es La Vida* (Mexico, 2000), and Spike Lee, *Chi-raq* (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

Units: 1.0  
(Not Offered 2018-2019)

### **HIST B123 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. This course number was previously HIST B223.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies

Units: 1.0  
(Not Offered 2018-2019)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Units: 1.0  
(Not Offered 2018-2019)

### **LATN B110 Intermediate Latin**

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of several 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. Prerequisite: One year of college level Latin or equivalent.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### **LATN B112 Latin Literature: Livy and Horace**

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. This course meets three times a week with a required fourth hour to be arranged. Prerequisite: LATN 101 or 110 or placement by the department.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Conybeare,C.  
(Spring 2019)

### **LATN B202 Topics in Advanced Latin Literature: Vergil**

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. This is a topics course, course content varies. Prerequisite: At least one 200-level Latin course or equivalent.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **LATN B312 Roman Satire**

Satire is the most slippery and subversive of genres. It is richly entertaining to read, but if we engage with it seriously it is often abrasive, shocking, shattering. Reading Roman satire

requires an energetic exercise in cultural translation: we are confronted with the alienness of the Roman world, as well as its perverse literary vigour. This course will span four turbulent centuries of Roman imperialism in its reading of Roman satire. We will range from the sharp minutiae of social observation in Horace's Sermones to the calculated public abuse of a eunuch consul in Claudian's *In Eutropium*; from the swirling filthy riches of Persius and Juvenal to the nastily eloquent Christian condemnation of riches (and much else) in St Jerome. Students are warned: the language is difficult, the content often excoriating, even if exquisitely expressed. Reading this material challenges any comfortable separation between "literature" and "life".

Units: 1.0  
(Not Offered 2018-2019)

### **LATN B350 Topics in Latin Literature: Seneca**

This is a topics course. Course content varies. Current topic description: In this course we will read a selection of works by Seneca the Younger, who was Rome's leading intellectual figure in the mid-1st century CE, tutoring and advising the emperor Nero in the early stages of his reign, while also establishing himself as the foremost philosopher and dramatist of his age. In order to 'see Seneca whole', we will examine both some of his prose teachings, especially on issues such as morality and literary style, and select tragedies. Throughout our readings, we will focus on the inter- and intratextual dimension of his work, its philosophical content, the political agenda, the psychology of the characters as well as the unique theatrical quality of Seneca's writing.

Units: 1.0  
Instructor(s): Baertschi,A.  
(Fall 2018)

### **LATN B613 Cicero**

The public and private legal speeches and relevant letters of Cicero as advocate and politician.

Units: 1.0  
(Not Offered 2018-2019)

### **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 Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, Epictetus, Machiavelli, and others.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B320 Topics in Greek Political Philosophy**

This is a topics course, course content varies. Past topics include: Aristotle's *Nicomachean Ethics* and *Politics* and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

Units: 1.0  
(Not Offered 2018-2019)

# GROWTH AND STRUCTURE OF CITIES

Students may complete a major or minor in Growth and Structure of Cities.

## Faculty

Alisa Chiles, Instructor

Jeffrey Cohen, Term Professor in Growth and Structure of Cities (on leave semester II)

Min-Kyung Lee, Assistant Professor of Growth and Structure of Cities

Gary McDonogh, Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

Samuel Olshin, Senior Visiting Studio Critic

Liv Raddatz, Lecturer

Lauren Hansen Restrepo, Assistant Professor of Growth and Structure of Cities

Daniela Voith, Senior Lecturer in the Growth and Structure of Cities Program

The interdisciplinary 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 issues of changing forms of the city over time and explore 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.

Complementing the major, students may also choose to do a minor or a second major that allows them to complement their work in Cities with more specialized knowledge, whether in Environmental Studies, Economics, or studies of language and culture. Students also may apply for the 3+2 Program in City and Regional Planning in their junior year, offered in cooperation with the University of Pennsylvania.

## 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 and writing (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.

Writing across multiple disciplines is central to the major,

drawing on sources as varied as architectural and visual materials, ethnographic fieldwork, archival and textual study, theoretical reflection and policy engagement. Students write and receive commentary on their arguments and expression from their introductory classes through their required capstone thesis. While most courses in the major have important writing components, at the moment City 229 acts as our primary writing-intensive course, asking students to draw upon the breadth of their interests to focus on researching, writing and rewriting within a comparative framework. In Fall 2018, we will explore other dimensions of writing in the humanities with City 377: Writing Architecture. At the same time, students are encouraged to use other classes within the major to develop a range of skills in methods, theory, presentations, oral and written.

After these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two classes must be at the 300 level in Cities or cross-listed courses. A strong foundation in our varied methods is also intrinsic to the Cities major. In the introductory classes, students will be exposed to architectural and spatial analyses, qualitative and quantitative methods, and comparative case studies, based in an awareness of local and global histories. More specialized methods classes include CITY 217 (Social Science Methods), City 201 (GIS) and our architectural studio sequence (City 226/228), which allows students to make informed choices about careers in architecture and design. The use of appropriate methods is honed in the senior thesis.

In the senior year, a capstone course is required of all majors. Most students join together in a research seminar, CITY 398, in the Fall of that year, writing a 40-60 page thesis on a topic of their choice, based on primary documents and original research and/or design. 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.

Finally, each student must also identify four courses outside Cities that represent 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 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. Students interested in a second major should consult with advisers early on.

Students should also note that many courses in the department beyond the introductory sequence are not given every year; this is true as well with regard to cross-listed courses. Students should also note that courses may carry prerequisites in cities, art history, economics, history, sociology, or the natural

sciences and have limited enrollment because of space and technology (Architecture Studio, GIS).

Cities students should test their knowledge through engagement with cities worldwide beyond the classroom. Hence 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 and hone language skills. 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. Internships are also an important component of the program either in the summer or for credit with faculty supervision.

Over nearly five decades, Cities students have created major plans that have allowed them to develop their interests in cities with an eye toward future engagement with architecture, planning, ethnography, history, law, environmental studies, mass media, public health, the fine arts, and other fields. No matter the focus, though, each Cities student develops solid foundations in both the history of architectural and urban form and the analysis of urban culture, societies, and policy. Careful methodological choices, clear analytical writing, and critical visual readings constitute the hallmarks of the major. Strong interactions with faculty and other students and alumni that will continue even after graduation also characterizes the department as a growing and creative social cohort beyond Bryn Mawr and Haverford as well.

## 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 three 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 faculty early in their sophomore year.

## COURSES

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): McDonogh,G., Raddatz,L., Restrepo,L.  
(Fall 2018)

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Lee,M.  
(Spring 2019)

### 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. Prerequisite: At least sophomore standing and Quantitative Readiness are required (i.e.the quantitative readiness assessment or Quan B001).

Approach: Quantitative Readiness Required (QR)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Raddatz,L.  
(Spring 2019)

### CITY B207 Topics in Urban Studies

This is a topics course. Course content varies.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### CITY B217 Research Methods in the Social Sciences: Quantitative Techniques

This is a topics course. Course content varies. Current topic description: The course encompasses quantitative techniques, and we will compare the strengths and weaknesses of each. We will calculate descriptive statistics and basic statistical analyses manually and with statistical software, followed by engagement with various methods (interviews, ethnographic observations, document analysis).

Approach: Quantitative Methods (QM)  
Units: 1.0  
(Spring 2019)

### CITY B226 Introduction to Architectural Design

This studio design course introduces the principles of architectural design. Suggested Preparation: drawing, some history of architecture, and permission of instructor.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Voith,D., Olshin,S.  
(Fall 2018)

### CITY B227 Topics in Modern Planning

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0  
(Not Offered 2018-2019)

### **CITY B228 Problems in Architectural Design**

A continuation of CITY 226 at a more advanced level.  
Prerequisites: CITY B226 or permission of instructor.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Voith,D., Olshin,S.

(Spring 2019)

### **CITY B229 Topics in Comparative Urbanism: Colonial and Post-Colonial Cities**

This is a topics course. Course content varies. Current topic description: Probing the relations of power at the heart of power and society in many cities worldwide, this class uses case studies to test urban theory, forms and practice. In order to grapple with colonialism and its aftermaths, we will focus on cities in North Africa, France, Ireland, Hong Kong, and Puerto Rico, systemically exploring research, writing and insights from systematic interdisciplinary comparisons.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): McDonogh,G.

(Spring 2019)

### **CITY B250 Topics: Growth & Spatial Organization of the City**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **CITY B254 History of Modern Architecture**

A survey of the development of modern architecture since the 18th century.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Chiles,A.  
(Fall 2018)

### **CITY B255 Survey of American Architecture**

This survey course examines architecture within the global framework of "the modern." Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of "the modern" were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cohen,J.

(Fall 2018)

### **CITY B298 Topics: Advanced Research Methods**

This is a topics course. Course content varies.

Approach: Course does not meet an Approach

Units: 0.5

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **CITY B318 Topics in Urban Social and Cultural Theory**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **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 2018-2019)

### **CITY B332 Paris: Making a Modern City**

This course explores 19th-century Paris from the French Revolution to the First World War, and studies how the city transformed into a modern capital. By engaging with history, architecture, art and literature, we will examine the social,



cultural, political, and economic shifts and conflicts that shaped its built environment and influenced many other cities around the world.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Lee, M.  
(Spring 2019)

### **CITY B335 Topics in City and Media**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **CITY B345 Advanced Topics in Environment and Society: Sustainable Cities**

This is a topics course. Topics vary. Current topic description: How can cities help address today's most pressing environmental problems? Are sustainable urban environments possible, and if so, what would they look like? This course explores these and other questions by examining theories, politics and practices of sustainability in urban contexts from a global perspective.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Raddatz, L.  
(Spring 2019)

### **CITY B360 Topics: Urban Culture and Society: Migration and Cities**

This is a topics course. Course content varies. Current topic description: We live in times of unprecedented human mobility. More people than ever before live outside their country of birth. And wherever migrants move in the world, they overwhelmingly settle in urban areas. This course explores how migration and migrants shape cities, and how cities in turn shape migrants' lives.

Units: 1.0

Instructor(s): Raddatz, L.  
(Fall 2018, Spring 2019)

### **CITY B365 Topics: Techniques of the City**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **CITY B377 Topics in Modern Architecture: Writing Architecture**

This is a topics course on modern architecture. Topics vary. Current topic description: This course centers on reading and responding to different species of writing about buildings, in several different forms. A key type will be architectural criticism, past and present, and the values embodied in it. Other writing forms include architectural history, in well-researched narratives; theory and argument to apply to the next architecture; architectural biography; writing aimed toward past or present vernaculars; and the language and strategies of architectural description. We'll reach out broadly, to places both afar and near and writing both old and new, and we'll meet each week to discuss what we have found, read, and written.

Units: 1.0

Instructor(s): Cohen, J.  
(Fall 2018)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis.

Units: 1.0

Instructor(s): Lee, M., McDonogh, G., Restrepo, L.  
(Fall 2018)

### **CITY B403 Independent Study**

Advanced Fieldwork: Places in Time - This class offers the students the opportunity to do advanced directed fieldwork/archival study in architecture, architectural history, preservation and urban history under supervision of the professor with occasional collective meetings. For advanced majors but also open to others in history or history of art by permission

Units: 1.0

(Fall 2018)

### **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.  
(Fall 2018)

### **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 2018-2019)

### **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

(Fall 2018, Spring 2019)

### **ANTH B210 Medical Anthropology**

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102, H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Geoarchaeology; Middle Eastern Studies

Units: 1.0

Instructor(s): Bradbury, J.

(Fall 2018)

### **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."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B215 Classical Art**

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions

with neighboring areas and cultures; methodological and interpretive issues are highlighted.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B252 Pompeii**

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B305 Topics in Ancient Athens: The Acropolis**

This is a topics course. Course content varies. Current topic description: 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 of the Acropolis played in shaping the Hellenic Identity.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Lindenlauf, A.

(Spring 2019)

### **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.

Units: 1.0

Instructor(s): Magee,P.  
(Spring 2019)

### **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. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B505 Topics in Ancient Athens**

This is a topics course. Topics vary. Current topic description: 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 of the Acropolis played in shaping the Hellenic Identity.

Units: 1.0

Instructor(s): Lindenlauf,A.  
(Spring 2019)

### **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 a live performance, and 2-3 field trips are included. Preparation: One dance lecture/seminar course, or one course in relevant discipline such as cities, anthropology, or sociology, or permission of the instructor.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

Instructor(s): Nutting,A.  
(Spring 2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Health Studies

Units: 1.0

Instructor(s): Velasco,L.  
(Spring 2019)

### **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.

Counts towards: Environmental Studies; International Studies

Units: 1.0

Instructor(s): Rock,M.  
(Fall 2018)

### **ECON B234 Environmental Economics**

Introduction to the use of economic analysis to 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. Prerequisites: ECON B105.

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Ross,D.  
(Spring 2019)

### **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.

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Environmental Studies; Praxis Program

Units: 1.0

Instructor(s): Ross,D.

(Fall 2018)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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. Class cannot be taken if you have taken H203 or H204. Prerequisites: ECON B105 and a 200-level elective.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Ross,D.

(Fall 2018, Spring 2019)

### **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.

Major Writing Requirement: Writing Intensive

Units: 1.0

(Not Offered 2018-2019)

### **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, identifying sources of racial and gender inequality, and identifying sources of overall economic 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. Writing Intensive. Prerequisites: At least one 200-level applied microeconomics elective; ECON 253 or 304; ECON 200.

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Zuckerman,K.

(Spring 2019)

### **ENVS B200 The Edible Environment: Theory and Ethics**

The course addresses core philosophical questions related to food production, consumption, and representation. The focus is on topics that highlight how we engage with the environment based on what we eat, how we consume it, and the way we talk about it. In the first part (food production), we examine the significance of domestication, taxonomies of edible animals, plants, and microbes, and how recent (bio)technological possibilities are changing our approach to food production. In the second part of the course, we turn to the human body to discuss how hunger, pleasure and taste guide our food consumption. In the third part, we discuss how extant practices of labeling and food criticism influence our understandings of the edible environment. The class draws upon a wide range of resources, including classical and contemporary philosophical texts, food essays, magazine and newspaper articles, videos and images. The course counts as a Social Science/Humanities elective for the Environmental Studies Minor. Suggested preparation is one course in Environmental Studies OR one course in the Cities Program or permission of the instructor.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Counts towards: Environmental Studies

Units: 1.0

(Not Offered 2018-2019)

### **GERM B245 Interdisciplinary Approaches to German Literature and Culture**

This is a topics course. Taught in German. Course content varies. Previous topics include, Women's Narratives on Modern Migrancy, Exile, and Diasporas; Nation and Identity in Post-War Austria. Current topic: Crime, Justice and the Courtroom. This is a film-based course about political trials at critical junctures of German history.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **GERM B320 Topics in German Literature and Culture: 1968 and Its Legacies**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women's movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

Instructor(s): Shen, Q.

(Fall 2018)

### **GNST B245 Introduction to Latin American, Iberian, and Latina/o Studies**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the minor, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B212 Medieval Art & 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HART B253 Survey of Western Architecture**

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast, D.

(Spring 2019)

### **HART B311 Topics in Medieval Art**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **HART B323 Topics in Renaissance and Baroque Art: Palladio**

This is a topics course. Course content varies. Current topic description: This seminar is concerned with the idea of architecture in the Renaissance and with Palladio in particular. But it is also concerned, at a wider level and at different moments and indeed cultures beyond Italy, with the idea of the villa, the country house and all that is invoked by the idea of living and building, not in a city, but beyond it, in the countryside.

Units: 1.0

Instructor(s): Cast, D.

(Spring 2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **HIST B237 Themes in Modern African History: Public History in Africa**

This is a topics course. Course content varies. Current topic description: The course will explore the colonial and postcolonial practices in public history. It will address the following question: in an age of "fake news" and "history wars", how can we

understand the relationship between the public and the place of the past? Topics will include exhibitions; museum practices and colonial outlooks; commemorations and identities; monuments; film, popular history and memory; heritage and regeneration; oral history and public engagement; and public policy. We will also discuss ongoing inter-sectional and interdisciplinary decolonizing approaches to breaking received hierarchies and narratives. The course will also introduce students to the multi-faceted method of public history – in theory, application, and critique.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Museum Studies

Units: 1.0

Instructor(s): Ngalamulume,K.  
(Fall 2018)

### **HIST B249 History of Global Health**

This course examines the interrelated histories of public health, international health, and global health from the late 18th to the 21st centuries as part of a broader history of epidemics, empire, and global mobility. We will pay particular attention this semester to the use of architectural and spatial strategies for managing crises of contagion, disaster, and epidemic. The architectural spaces to be examined will include urban-based hospitals, public health infrastructure, and quarantine buildings as well as mobile architectural technologies such as incubators, wartime pop-up surgical tents, and floating hospitals in both Western and non-Western environments. The course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, research practice and human subject.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HIST B325 Topics in Social History: Queering History**

This a topics course that explores various themes in American social history. Course content varies. Current topic description: This course examines both key events and developments in the emerging visibility of queer subjects in the American historical context as well the processes by which such visibility occurs. How is queer history made? What kinds of historical knowledges are produced when we begin asking different questions? While we will study a sampling of specific historical

moments, the focus of the course will be this search to understand what it would mean to ‘queer’ American history.

Units: 1.0

Instructor(s): Ullman,S.

(Fall 2018)

### **HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin’s Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy’s capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Giammei,A.

(Spring 2019)

### **ITAL B319 Multiculturalism and Diversity in Medieval Italy**

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

Units: 1.0

(Not Offered 2018-2019)

### **POLS B222 Environmental Issues: Movements and 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, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Hager,C.  
(Spring 2019)

### **POLS B256 Global Politics of Climate Change**

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B321 Technology and Politics**

A 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, economic development and women's empowerment, warfare, social media, net neutrality, GMO foods and industrial agriculture, climate change and energy politics.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Pinto-Coelho,J.  
(Fall 2018)

### **SOCL B229 Black America in Sociological Perspective**

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Child and Family Studies  
Units: 1.0

Instructor(s): Washington,R.  
(Fall 2018)

### **SOWK B554 Social Determinants of Health and Health Equity**

The purpose of this course is to provide students with knowledge and an understanding of how structural factors (racism, sexism, homophobia, classism, discrimination, the built environment, poverty, working conditions, and the unequal distribution of power, income, goods, and services) contribute to racial/ ethnic and gender disparities in health and well-being.

Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

## **HEALTH STUDIES**

Students may complete a minor in Health Studies.

### **Faculty**

Kalala Ngalamulume, Associate Professor of Africana Studies and History, Co-Director of International Studies and Co-Director of Health Studies

Susan White, Professor of Chemistry and Co-Director of Health Studies

The Health Studies Minor at Bryn Mawr and Haverford Colleges brings together courses and faculty members in the natural sciences, social sciences and humanities to guide students through the biomedical, cultural, ethical, and political questions that relate to health issues on local, regional and global scales. Our Colleges value the intersection of public health and social justice, and this new course of study will allow students to approach these vital issues with greater knowledge and understanding.

Given its multidisciplinary structure, the health studies minor will give scientific context to students in the social sciences and humanities who are interested in health policy, public health, law, medical ethics, social services, or health education. The minor also complements the curriculum for traditional science majors by providing important social and behavioral dimensions for those students planning to go into medicine, nursing, physical therapy, psychology and other clinical fields.

This is a Bi-College minor, and courses will be taught by Bryn Mawr College and Haverford College across many disciplines. When approved by the faculty steering committee, selected courses for the minor may also be taken at Swarthmore College, University of Pennsylvania and while studying abroad.

### **Minor Requirements**

The minor consists of a total of six courses and must include the following:

- Three core courses from a list approved by the faculty steering committee. Two of these courses must be elected from a Department outside of the student's major and at least two of the courses should be at the non-introductory level. Students must take one course in each of three areas:

M track: Mechanisms of disease and the maintenance of the health body (M)

R track: Cultural and Literary Representations of Health and Illness (R)

S track: Responses of familial, social, civic and governmental Structures to issues of health and disease (S)

- One additional course, outside the student's major. Students may choose either a core course (C) or one selected from a list of approved affiliate courses (A), which deal with health issues, but not necessarily as their primary focus.
- Health Studies Capstone Seminar. A capstone course organized around a theme, such as vaccines, AIDS, drug abuse, disability, etc. Students will analyze current literature addressing the theme from their own disciplinary perspectives and will develop research proposals and collaborative projects.

## Sample Core Courses

Please Visit Haverford's Health Studies Web Page for Updates

### Track M

- ANTH B208: Human Biology
- ANTH B317: Disease and Human Evolution
- BIOL B210: Biology and Public Policy
- BIOL B303: Human Physiology
- CHEM B315: Medicinal Chemistry
- GNST B201: Nutrition, Smoking, and Cardiovascular Health
- PSYC B209/H209: Abnormal Psychology
- PSYC B351: Developmental Psychopathology
- PSYC B395: Psychopharmacology
- PSYC B346: Pediatric Psychology
- BIOL H121: Poisons, Plagues, Pollution and Progress
- BIOL H125: Perspectives: Genetic Roil and Royal Families 0.5 credits
- BIOL H128: Perspectives: How Do I Know Who I Am? 0.5 credits
- BIOL H308: Immunology 0.5 credits
- BIOL H310: Molecular Microbiology 0.5 credits
- ICPR H311A: Reproductive Health and Justice
- PSYC H245: Health Psychology
- PSYC H318B: Neurobiology of Disease

### Track R

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- ANTH B331: Advanced Topics in Medical Anthropology
- PHIL B205: Medical Ethics
- ANTH H260: Cultures of Health and Healing
- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS

- ICPR H281: Violence and Public Health

### Track S

- ANTH B210: Medical Anthropology
- ANTH B237: Environmental Health
- ANTH B312: Anthropology of Reproduction
- BIOL B210: Biology and Public Policy
- FREN B275/HIST B275: Improving Mankind: Enlightened Hygiene and Eugenics
- HIST B303: Topics in American History. Topic: History of Medicine in America
- HIST B336: Topics in African History. Topic: Social and Medical History of Medicine in Africa
- PSYC B231: Health Psychology
- PSYC B340: Women's Mental Health
- ANTH H200: Viruses, Humans, Vital Politics: An Anthropology of HIV & AIDS
- ICPR H311: Reproductive Health and Justice
- PSYC H242: Cultural Psychology
- PSYC H327: Supersized Nation: Understanding and Managing America's Obesity Epidemic

## Affiliate Courses

### Track M

- BIOL B201: Genetics
- BIOL B215: Experimental Design and Statistics
- BIOL B216: Genomics
- BIOL B255: Microbiology
- BIOL B271: Developmental Biology
- CHEM B242: Biological Chemistry
- SOWK B556: Adult Development and Aging
- BIOL H352: Cellular Immunology 0.5 credits
- BIOL H360: Bacterial Pathogenesis 0.5 credits
- CHEM H357: Topics in Bioorganic Chemistry 0.5 credits
- PSYC H223: Psychology of Human Sexuality

### Track R

- ITAL B208: Petrarca and Boccaccio in Translation
- ITAL B303: Petrarca and Boccaccio in Italian
- FREN B325: Topics: Etudes avancées. Topic: Lumières et Medicine
- PSYC B260: The Psychology of Mindfulness
- PSYC B375: Movies and Madness
- ICPR H207A: Disability, Identity, Culture
- ICPR H223: Mental Affliction: The Disease of Thought
- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights
- WRPR H120: Evolutionary Fictions Available only to HC first year students
- WRPR H161: Written on the Body: Narrative and the Construction of contemporary Sexuality Available only to HC first year students



## Track S

- BIOL B215: Experimental Design and Statistics
- ECON B214: Public Finance
- EDUC B225: Topics: Empowering Learners. Topic: Health Literacies in Context
- PEAC H201: Ethics and Justice: Applied Ethics of Peace, Justice and Human Rights

## COURSES

### HLTH B115 Introduction to Health Studies

The multidisciplinary foundation for the health studies minor. Students will be introduced to theories and methods from the life sciences, social sciences, and humanities and will learn to apply them to problems of health and illness. Topics include epidemiological, public health, and biomedical perspectives on health and disease; social, behavioral, and environmental determinants of health; globalization of health issues; cultural representations of illness; health inequalities, social justice, and the ethics of health as a human right.

Approach: Course does not meet an Approach  
Counts towards: Africana Studies; Health Studies  
Units: 1.0  
Instructor(s): White, S.  
(Fall 2018)

### ANTH B210 Medical Anthropology

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102, H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### ANTH B312 Anthropology of Reproduction

An examination of social and cultural constructions of reproduction, and how power and politics 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 B102 (or ANTH H103) or permission of instructor.

Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### 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. Prerequisite: ANTH B101 or permission of the instructor. Counts towards: Health Studies, Biology.

Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### 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, ANTH H103 or permission of instructor.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### ANTH B331 Medical Anthro Seminar: Critical Thinking for Critical Times

Medical Anthropology: Critical Thinking for Critical Times explores theoretical and applied frameworks used in medical anthropology to tackle pressing problems in our world today. Coupled with topical subjects and ethnographic examples, this seminar will enable students to delve deeply into sub-specialization areas in the field of medical anthropology, including: global health inequalities, cross-border disease transmission, genomics, science and technology studies, ethnomedicine, cross-cultural psychiatry/psychology, cross-cultural bioethics, and ecological approaches to studying health and behavior, among others. No prior experience in medical anthropology is required. Prerequisite: ANTH B102, ANTH H103, or permission of instructor.

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0  
Instructor(s): Pashigian, M.  
(Fall 2018)

### BIOL B201 Genetics

This course focuses on the principles of genetics, including classical genetics, population genetics and molecular genetics. Topics to be covered include the genetic and molecular nature of mutations and phenotypes, genetic mapping and gene identification, chromosome abnormalities, developmental genetics, genome editing and epigenetics. Examples of genetics analyses are drawn from a variety of organisms including *Drosophila*, *C. elegans*, mice and humans. Lecture three hours a week. Prerequisite: BIOL B110 and CHEM B104.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Counts towards: Biochemistry and Molecular Biology; Health Studies  
Units: 1.0  
Instructor(s): Davis, T.  
(Fall 2018)

### 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. This class involves considerable writing. Prerequisite: One semester of BIOL 110-111, or permission of instructor.

Counts towards: Environmental Studies; Health Studies

Units: 1.0

Instructor(s): Greif, K.  
(Spring 2019)

### **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. Suggested Preparation: BIOL B110 or B111 is highly recommended.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Shapiro, J.  
(Spring 2019)

### **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.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Shapiro, J.  
(Fall 2018)

### **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: BIOL 110 and CHEM B104.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Health Studies

Units: 1.0

Instructor(s): Chander, M.  
(Spring 2019)

### **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. Prerequisite: one semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)

Major Writing Requirement: Writing Attentive

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Yin, M.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

Instructor(s): Brodfuehrer, P.  
(Spring 2019)

### **BIOL B380 Topics in Cellular and Organismal Physiology**

Physiology is the study of the normal functioning of a living organism and its components, including all its physical and chemical processes. The integration of function across many levels of organization will be emphasized. Prerequisite: One semester of BIOL 110-111, CHEM 103, 104 and one 200-level biology course

Major Writing Requirement: Writing Attentive

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Lecture three hours a week. Prerequisite: CHEM B212 or CHEM H222.

Approach: Course does not meet an Approach

Counts towards: Biochemistry and Molecular Biology; Health Studies

Units: 1.0

Instructor(s): Kung, Y.  
(Fall 2018)

### **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.

Counts towards: Health Studies

Units: 1.0

Instructor(s): Velasco, L.  
(Spring 2019)

### **HIST B209 Introduction to the History of Medicine**

This course provides an introduction to the history of medicine, from Hippocrates to the Black Plague to contemporary struggles to combat HIV/AIDS. It examines topics including epidemic disease, the processes of medical knowledge production, the hospital and the rise of clinical medicine, and issues of hygiene and public health. We will focus on the intersecting social, political, and cultural histories of medicine, addressing themes of race, gender, and constructions of biological difference; the history of the body; professionalization; and medical ethics. Disrupting straightforward narratives of medical progress, this course will focus on the contingencies involved in medical knowledge production and situate elements of historical medical practice, for example humoral theory or polypharmacy, within their appropriate historical context.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

(Not Offered 2018-2019)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

(Not Offered 2018-2019)

### **HIST B233 Health and Disability in the U.S.**

This course examines how scientific, medical, and cultural discourses have shaped the construction of health and disability in U.S. history. Paying attention to the ways in which health and disability are constructed in relationship to other social categories such as race, class, gender, sexuality, and nationality, we will examine the processes through which certain bodies are defined as healthy, useful and productive while others are marked as diseased, defective, and socially undesirable. Topics will include eugenics, public health, immigration policies, birth control and sterilization, the women's health movement, AIDS activism, disability rights, mental health, obesity, biological citizenship, and health consumerism.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

(Not Offered 2018-2019)

### **HIST B249 History of Global Health**

This course examines the interrelated histories of public health, international health, and global health from the late 18th to the 21st centuries as part of a broader history of epidemics, empire, and global mobility. We will pay particular attention this semester to the use of architectural and spatial strategies for managing crises of contagion, disaster, and epidemic. The architectural spaces to be examined will include urban-based hospitals, public health infrastructure, and quarantine buildings as well as mobile architectural technologies such as incubators, wartime pop-up surgical tents, and floating hospitals in both Western and non-Western environments. The course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, research practice and human subject.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies  
Units: 1.0

(Not Offered 2018-2019)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0

Instructor(s): Ngalamulume, K.  
(Fall 2018, Spring 2019)

*Fall 2018: History of Global Health: 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 examine the histories of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. These initiatives involve the relationship between states, NGOs, universities, pharmaceutical companies, and other nonstate actors. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; 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.

*Spring 2019: History of Global Health: Africa.* The course examines the history of global health initiatives to deal with the burden of disease in Africa. It offers historical (and anthropological) perspectives on the ways in which medicine and public health in Africa have been transformed under the pressures of broad forces and factors, including colonial exploitation and rule, post-Second World War initiatives, the postcolonial economic and political liberalization and globalization, and rise of 'para-states' in Africa.

### **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: One course in Political Science or public policy.

Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B209 Abnormal Psychology**

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Approach: Course does not meet an Approach  
Counts towards: Child and Family Studies; Health Studies  
Units: 1.0  
Instructor(s): Schulz,M.  
(Spring 2019)

### **PSYC B231 Health Psychology**

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100)

Approach: Course does not meet an Approach  
Counts towards: Health Studies; Museum Studies  
Units: 1.0  
Instructor(s): Peterson,L.  
(Fall 2018)

### **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 course.

Approach: Course does not meet an Approach  
Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its

main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **PSYC B314 Advanced Data Science:Regression & Multivariate Statistics**

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. Prerequisites: Required: PSYCH Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class.

Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B327 Adolescent Development**

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or permission or instructor. PSYC B205 is recommended.

Counts towards: Health Studies

Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B331 Health Behavior and Context**

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts towards: Health Studies  
Units: 1.0  
Instructor(s): Peterson,L.  
(Spring 2019)

### **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; Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Film Studies; Health Studies  
Units: 1.0  
Instructor(s): Rescorla,L.  
(Fall 2018)

### **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 B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B248 Sociology of Bioethics**

This course is a study of the field of bioethics using the tools of sociology. The study of bioethics as a discipline and as a profession will be explored by addressing a series of topics that have been prominent in the field. We will use sociological concepts and theory to investigate American bioethics, rather than conduct a study of the merits of the debates themselves. This approach will consider the cultural, social, political, and symbolic meanings of these bioethical issues. We will address questions about the stakeholders in the debates, the timing of the debates, the rise and fall of certain issues, and the charismatic influence of key players. A key component in the readings will be the connections to bio-medicine and issues of treatment versus enhancement. Readings will be drawn from philosophy, bioethics, sociology, feminist studies, and sociology of medicine. Suggested: One course in the social sciences and freshman students require permission from the instructor.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B304 Sociology of Medicine**

This course is an introduction to major topics in the sociology of medicine, with an emphasis on current American medical practice. A primary aim of the course is to use a sociological perspective to investigate our shared/contested understandings of illness and health, as well as the evolving medical responses to these human conditions. We will discuss the structure of the medical professions, social organization of hospitals, social and cultural influences on doctor-patient communication and decision-making, and the history and social context of bioethics. The course will trace the influence of race, gender and economics on healthcare as we explore issues of legitimacy, training, professional socialization, patient autonomy, and barriers to access and provision of health services. Prerequisite: One sociology course.

Approach: Course does not meet an Approach  
Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive

of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Education; Health Studies

Units: 1.0

Instructor(s): Karen,D.  
(Fall 2018)

### **SOCL B326 Feminist Perspectives on Hlth**

Increasingly, an individual's sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B342 Bodies in Social Life**

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an "absent presence" in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a "right" body? Suggested preparation: At least one course in the social sciences.

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor(s): Sledge,P.  
(Fall 2018)

### **SOWK B556 Caring for an Aging America: An Integrated Care Approach**

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.

Counts towards: Health Studies

Units: 1.0

Instructor(s): Morrow,N.  
(Fall 2018)

### **SOWK B563 Global Public Health: Special Topic in Critical Perspectives of Trauma and Resilience**

Global Public Health: Special Topic in Critical Perspectives of Trauma and Resilience, will bring in a social work and public health perspective related to violence and resilience. The course will explicitly focus on theoretical understandings about trauma, with a particular focus on mass experience of trauma, and how this type of "social suffering" (Kleinman) requires a critical, culturally grounded analysis. This analysis must consider both the collective, cultural dimensions of trauma and the creative ways that people seek to understand and recover from traumatic experiences, including how art helps individuals and collectives to make meaning of traumatic experiences that fundamentally undermine one's understanding of the world and the safety of their individual and collective selves.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOWK B590 Social Work Practice with Immigrants and Refugees**

This course will expose undergraduate students to the practice of clinical social work. As such, the undergraduate will acquire introductory theoretical and practice skills related to clinical work with immigrants and refugees. At the same time, undergraduate students will gain an understanding of the how clinical work is practiced in the social work profession. This course is particularly relevant to undergraduate students considering careers in health care (medicine, psychology, social work) and social justice and advocacy (law, sociology) in domestic and international settings.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

## **HEBREW AND JUDAIC STUDIES**

Modern Hebrew language instruction is available at Bryn Mawr through the elementary level. Students may take Intermediate Modern Hebrew at the University of Pennsylvania. 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."

## Faculty

Grace Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages and and Co-Director of the International Studies Program (fall) (on leave semester II)

Nechama Sataty, Visiting Assistant Professor

## College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing Hebrew 001 and 002 with a minimum grade of at least 2.0.

## COURSES

### HEBR B001 Elementary Hebrew

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Fall 2018)

### HEBR B002 Elementary Hebrew

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Spring 2019)

### HEBR B403 Supervised Work

Units: 1.0  
(Fall 2018)

### 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 Italian women writers whose works are also connected with the Holocaust. Course is taught in English. An extra hour will

be scheduled for those students taking the course for Italian or Romance Languages credit.

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
(Not Offered 2018-2019)

### POLS B283 Middle East Politics

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. Prerequisite: Any Intro level Political Science course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

## HISTORY

Students may complete a major or minor in History.

## Faculty

Ignacio Gallup-Díaz, Marjorie Walter Goodhart Professor of European History

Madhavi Kale, Chair and Professor of History

Anita Kurimay, Assistant Professor of History

Kalala Ngalamulume, Associate Professor of Africana Studies and History Co-Director of International Studies and Co-Director of Health Studies

Elly Truitt, Associate Professor of History (on leave semesters I & II)

Sharon Ullman, Professor of History

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, comparative history, and complex causation. Students learn about particular periods, cultures, and historical moments alongside mastering the ability to consider multiple viewpoints, aggregate data, articulate research questions, marshal evidence, and construct arguments, and have opportunities to engage with digital humanities and public 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, and are open to all students, regardless of any prior instruction in History. 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 through attention to primary sources, introduction to historiography, and mastery of chronology.

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. 300-level courses offer students opportunities to

undertake significant intellectual projects based on research in primary and secondary sources.

## Major Requirements

Eleven courses are required for the History major, and two—Introduction to Historical Methods (HIST 299), and Approaches to Historical Praxis (HIST 398)—must be taken at Bryn Mawr. In HIST 299, students will be introduced to different historical frameworks and historiographic debates that animate the field. (Majors taking History 299 will fulfill the College's Writing Intensive requirement. ) It is intended to prepare advanced sophomores and juniors to do advanced work at the 300-level and in some advanced 200-level courses. In HIST 398, which must be taken in Fall of senior year, the students complete a series of focused assignments designed to give them an opportunity to practice different ways of "doing history." Students will work with professors as well as other resources at the College (archivists, librarians, digital technologists, Praxis Program, etc.) to articulate a historical question, research it, and produce a final project. This final project may be a term paper, but might also take the form of a digital project, an exhibit, a short film, a Praxis internship in a museum or archive, or something else. Upon successful completion of History 398, students may, if they wish, continue their project into a second semester. This is not required, but if students wish to do so, the department will authorize and provide support for an independent study in order to facilitate that ongoing work.

The remaining nine 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). At least one course, at any level, must concentrate on the period before 1800.

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 a cumulative GPA of at least 3.0 (general) and 3.6 (history) at the end of their senior year 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 course at any level that deals with the period before 1800, at least one 300-level course within the department, and two additional history courses within the department. No more than two course at the 100-level may count toward the minor.

## 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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Ngalamulume,K.  
(Fall 2018)

### HIST B123 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. This course number was previously HIST B223.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### HIST B125 Amerindians, Europeans, and Slaves: Early Modern Colonialism

The course explores the way in which peoples, goods, and ideas from Africa, Europe, and the Americas were brought together within colonial systems to form an interconnected Atlantic World. The course charts the manner in which an integrated system emerged in the Americas in early modern period, rather than to treat Atlantic History as nothing more than an 'expanded' version of North American, Caribbean, or Latin American history. The lived experiences of indigenous peoples, slaves, and free people of color are central topics and themes of the course.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies;



Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies

Units: 1.0

(Not Offered 2018-2019)

### **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); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2018)

### **HIST B156 The Long 1960s**

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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Ullman, S.

(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and

Latina/o Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2018)

### **HIST B209 Introduction to the History of Medicine**

This course provides an introduction to the history of medicine, from Hippocrates to the Black Plague to contemporary struggles to combat HIV/AIDS. It examines topics including epidemic disease, the processes of medical knowledge production, the hospital and the rise of clinical medicine, and issues of hygiene and public health. We will focus on the intersecting social, political, and cultural histories of medicine, addressing themes of race, gender, and constructions of biological difference; the history of the body; professionalization; and medical ethics. Disrupting straightforward narratives of medical progress, this course will focus on the contingencies involved in medical knowledge production and situate elements of historical medical practice, for example humoral theory or polypharmacy, within their appropriate historical context.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B215 Europe and the Other 1492-1800**

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B218 Memories, Memorials, and Representations of World War I**

The course considers the historical origins and experience of World War I from a social and cultural perspective. We will think about why some people anticipated and willingly went to war while others were caught by surprise and also, how the experience of war differed on the home front and battlefield.

Second, the course will look at the political, social, economic, and cultural consequences of the so-called, Great War. How did the end of the war affect people at the individual and community levels as well as nations as a whole? Finally, we will examine the various historical factors that influence how (and when) WWI has been remembered in modern Europe.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Kurimay,A.  
(Fall 2018)

### **HIST B226 Topics in 20th Century European History: Human Rights, Theory & Practice**

This is a topics course. Course content varies. Current topic description: What are the origins of human rights? Are human rights universal? This course examines the history of human rights, as a set of ideas and as a motivation for social action from the French Revolution to the present. 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. From the birth of the first NGO to the establishment of the United Nations we will discuss such issues as humanitarianism, genocide, internationalism, abolition, torture, colonialism, activism and lgbtq rights. Throughout the class we will consider the differences between ideas about human rights and how those ideas have been implemented at different times, different places, and by different actors. In doing so, the course will trace the historical evolution of international human rights

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Kurimay,A.  
(Spring 2019)

### **HIST B231 Medicine, Magic & Miracles in the Middle Ages**

A lecture and discussion course on the therapeutic systems (humoral theory, faith healing, natural magic), the medical marketplace, and the social context for understanding health and disease in the medieval period. Topics covered include Greek, Arabic, and Latin medical textual traditions, the rise of hospitals and public health, and the Black Death.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B233 Health and Disability in the U.S.**

This course examines how scientific, medical, and cultural discourses have shaped the construction of health and disability in U.S. history. Paying attention to the ways in which health and disability are constructed in relationship to other social categories such as race, class, gender, sexuality, and nationality, we will examine the processes through which certain bodies are defined as healthy, useful and productive while others are marked as diseased, defective, and socially undesirable. Topics will include eugenics, public health, immigration policies, birth control and sterilization, the women's health movement, AIDS activism, disability rights, mental health, obesity, biological citizenship, and health consumerism.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B234 An Introduction to Middle Eastern History**

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Approach: Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies

Units: 1.0

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Africana Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B237 Themes in Modern African History: Public History in Africa**

This is a topics course. Course content varies Current topic description: The course will explore the colonial and postcolonial practices in public history. It will address the following question: in an age of "fake news" and "history wars", how can we understand the relationship between the public and the place of the past? Topics will include exhibitions; museum practices and colonial outlooks; commemorations and identities; monuments; film, popular history and memory; heritage and regeneration; oral history and public engagement; and public policy. We will also discuss ongoing inter-sectional and interdisciplinary decolonizing approaches to breaking received hierarchies and narratives. The course will also introduce students to the multi-faceted method of public history – in theory, application, and critique.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies; Museum Studies

Units: 1.0

Instructor(s): Ngalamulume,K.  
(Fall 2018)

### **HIST B241 America 1890-1945**

This course focuses on the first half of the twentieth century in the United States. An intense period of violent struggle over race, immigration, labor, income inequality, gender, and the very survival of American democracy in the face of global fascism, the early years of the twentieth century set the stage for the American society of today. One cannot fully understand

what has happened to the U.S. right now without spending time in the first 40 years of the twentieth century.

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **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)

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HIST B243 Topics: Atlantic Cultures**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B245 Topics in Modern US History**

This is a topics course in 20th century America social history.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Vider,S.  
(Spring 2019)

### **HIST B249 History of Global Health**

This course examines the interrelated histories of public health, international health, and global health from the late 18th to the 21st centuries as part of a broader history of epidemics, empire, and global mobility. We will pay particular attention this semester to the use of architectural and spatial strategies for managing crises of contagion, disaster, and epidemic. The architectural spaces to be examined will include urban-based hospitals, public health infrastructure, and quarantine buildings as well as mobile architectural technologies such as incubators, wartime pop-up surgical tents, and floating hospitals in both Western and non-Western environments. The course will trace the role of health and medicine in mediating the relationships between metropolis and colony, state and citizen, research practice and human subject.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B252 American Popular Culture and Politics: 1900-present**

From dance halls and silent film to comic books and music videos, popular culture has been central to struggles over the meaning of national belonging, “freedom,” and democracy. Rather than drawing a distinction between pop culture as a matter of private consumption and the more “serious” and public arena of politics, this course will consider the role of popular culture in shaping the nation’s political history, and in providing a lens to critically evaluate and rethink that history today. Exploring a wide range of popular cultural forms including amusement parks, vaudeville, fashion, music, film, photography, newspapers, and television, we will examine how popular culture has not only reflected but actively shaped the American political landscape from the early twentieth century to the present.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HIST B258 British Empire: Imagining India**

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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Kale, M.

(Spring 2019)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Spring 2019)

### **HIST B274 Focus: Topics in Modern US History**

This is a topics course in 20th century America social history. Topics vary by half semester

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program

Units: 0.5

(Not Offered 2018-2019)

### **HIST B284 Movies and America: The Past Lives Forever**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

Instructor(s): Ullman, S.

(Spring 2019)

### **HIST B286 Topics in the British Empire: Birth of Nations, Nationalism and Decolonization**

This is a topics course covering various “topics” in the study of the British Empire. Course content varies. Current topic description: This course explores the politics and genealogies on nationalist movements in South Asia from the late 19th century through the establishment of sovereign nations from 1947-72, considering the implications and legacies of empire, nationalism and anti-colonialism for the nations and peoples of the subcontinent from independence through the present.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Kale, M.

(Fall 2018)

### **HIST B289 History of Modern France**

From the revolutionary storming of the Bastille in 1789 to the famous 1968 student protests at the Sorbonne in Paris, popular uprisings have played a central role in the formation of modern France. This course explores themes of revolution, violence, nationalism, and imperialism as it traces the turbulent political history of France through five Republics, two Empires, one Commune, and a vast network of overseas colonies. It also explores social and cultural transformations that had a profound impact on French society, including art and music, the rise of mass politics, the Universal Exhibitions, changing gender norms, popular culture, and modernity. Examining the history of France beyond the French “hexagon,” this course situates France as a colonial nation-state, enmeshed in an increasingly globalized world.

Approach: Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HIST B292 Women in Britain since 1750**

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Kale, M.

(Fall 2018)

### **HIST B298 Politics of Food**

Politics shapes what appears on our plates as well as where we set our table. It all has a history. In America with its confounding combination of engorging bounty and tragic poverty, food represents a special nexus of the political and the personal. This course looks at the history and politics of eating, producing, and consuming food in the United States. Course topics include how food shaped both external and internal migrations to the United States; how American foreign policy from the Cold War to today helps us understand global food and refugee crises; the history and politics of food aid, and the transformation of food consumption in modern America.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Ullman, S.

(Fall 2018)

### **HIST B299 Exploring History**

This course is designed to introduce history majors to the debates governing the production of historical knowledge which dominate the discipline. Although undergraduates often read history monographs as finished and “complete” projects, in fact each of these works is always deeply contested - both in terms of method and product. The goal of this course is to not

only reinforce habits of critical textual reading but to provide students the tools to critically “read” the entire project of writing history. Required for History Majors and Minors.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Ngalamulume,K.

(Spring 2019)

### **HIST B303 Topics in American History: Radical Movements**

This is a topics course. Course content varies. Recent topics have included medicine, advertising, and history of sexuality. Current topic description: Americans have often resisted perceived oppression through radical means. Although commonly erased by history or marginalized in memory as ineffective, in fact radical movements have profoundly transformed the course of American history. This seminar focuses on key radical movements and actors from the ante bellum era through today. Enrollment limit: 15 students.

Units: 1.0

Instructor(s): Ullman,S.

(Spring 2019)

### **HIST B307 Topics in European Cultural History**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **HIST B319 Topics in Modern European History: Growing Up in Communism**

This is a topics course. Course content varies. Current topic description: This course explores European communism as a lived experience from the 1930s until the disintegration of the Soviet Union in 1991. It examines various aspects of life in the socialist Eastern Block ranging from education, youth culture, Communist Party life, law and policing to leisure, consumerism, disability, sex and romance. Beyond looking at how life was lived during communism the course will also ask how life under communism has been remembered, represented, and understood since the end of the Cold War. Prerequisite: at least one course in History.

Units: 1.0

Instructor(s): Kurimay,A.

(Spring 2019)

### **HIST B325 Topics in Social History: Queering History**

This is a topics course that explores various themes in American social history. Course content varies. Current topic description: This course examines both key events and developments in the emerging visibility of queer subjects in the American historical context as well the processes by which such visibility occurs. How is queer history made? What kinds of historical knowledges are produced when we begin asking different questions? While we will study a sampling of specific historical moments, the focus of the course will be this search to understand what it would mean to ‘queer’ American history.

Units: 1.0

Instructor(s): Ullman,S.

(Fall 2018)

### **HIST B327 Topics in Early American History: Indigenous Peoples**

This is a topics course. Course content varies. Current topic description: A seminar exploring indigenous societies and cultures of the Americas through interdisciplinary scholarship. The course’s aim is to explore the evolution of several indigenous societies and cultures in order to frame Native peoples as actors on historical playing fields that were as rich, complex, and subject to change as those that the European intruders and their descendants later occupied.

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz,I.

(Fall 2018)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies

Units: 1.0

Instructor(s): Ngalamulume,K.

(Fall 2018, Spring 2019)

*Fall 2018: History of Global Health: 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 examine the histories of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. These initiatives involve the relationship between states, NGOs, universities, pharmaceutical companies, and other nonstate actors. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; 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.

*Spring 2019: History of Global Health: Africa.* The course examines the history of global health initiatives to deal with the burden of disease in Africa. It offers historical (and anthropological) perspectives on the ways in which medicine and public health in Africa have been transformed under the pressures of broad forces and factors, including colonial exploitation and rule, post-Second World War initiatives, the postcolonial economic and political liberalization and globalization, and rise of ‘para-states’ in Africa.

### **HIST B339 The Making of the African Diaspora 1450-1800**

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not

allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B349 Topics in Comparative History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B351 Intoxicated Identities: Alcohol Consumption in Mod Mideast**

This class aims to show not only that people in the Middle East drink, that is irrefutable, but that the reasons why they did so provide an interesting prism through which to view the history of the region. It will show that the alcohol consumption habits of residents of the Middle East between the years 600 and the present can serve as an excellent entry point for the discussion of many important historiographical issues including constructions of masculinity and femininity, identity formation, youth culture, leisure, and class formation.

Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B357 Topics in British Empire: Missionary Positions**

This is a topics course. Topics vary. Current topic description: "Explores, in the specific historical contexts of South Asia, the continuities between gendered aspects of colonial expansion and governance, and the postcolonial political economy of development aid, focusing on the category as well as on the agency of women."

Units: 1.0  
Instructor(s): Kale, M.  
(Spring 2019)

### **HIST B368 Topics in Medieval History**

This is a topics course. Topics vary.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Spring 2019)

### **HIST B373 Topics: History of the Middle East**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B398 Approaches to Historical Praxis**

This course is designed to provide students the opportunity to consider different ways of "doing history." In conversation with the professor and using the resources of the College (archivists, librarians, digital specialists, Praxis Program) students will articulate a historical question, research it, and produce a final project. This project may be a final research paper, but might also take the more public form of a digital project, an exhibit, a short film, or an internship in a local museum, oral history center, or archive.

Units: 1.0  
Instructor(s): Kurimay, A.  
(Fall 2018)

### **HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser.

Units: 1.0  
(Fall 2018, Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **BIOL B214 The History of Genetics and Embryology**

This course provides a general history of genetics and embryology in Germany, Britain and the United States from the late 19th to the mid-20th century. The course will include 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.

Approach: Inquiry into the Past (IP); Scientific Investigation (SI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Davis, G.  
(Spring 2019)

### **CITY B250 Topics: Growth & Spatial Organization of the City**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B205 Greek History**

This course traces the rise of the city-state (polis) in the Greek-speaking world beginning in the seventh-century BC down to its full blossoming in classical Athens and Sparta. Students should gain an understanding of the formation and development of Greek identity, from the Panhellenic trends in archaic epic and religion through its crystallization during the heroic defense against two Persian invasions and its subsequent disintegration during the Peloponnesian war. The class will also explore the ways in which the evolution of political, philosophical, religious, and artistic institutions reflect the changing socio-political circumstances of Greece. The latter part of the course will focus on Athens in particular: its rise to imperial power under Pericles, its tragic decline from the Peloponnesian War and its important role as a center for the teaching of rhetoric and philosophy. Since the study of history involves the analysis, evaluation, and synthesis of the sources available for the culture studied, students will concentrate upon the primary sources available for Greek history, exploring the strengths and weakness of these sources and the ways in which their evidence can be used to create an understanding of ancient Greece. Students should learn how to analyze and evaluate the evidence from primary texts and to synthesize the information from multiple sources in a critical way.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Edmonds,R.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Scott,R.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B213 Persia and The Greeks**

This Course explores interactions between Greeks and Persians in the Mediterranean and Near East from the Archaic Period to the Hellenistic Age. Through a variety of sources (from Greek histories, tragedies, and ethnography, to Persian royal inscriptions and administrative documents and the Hebrew Bible), we shall work to illuminate the interface between these two distinct yet complementary cultures. Our

aim will be to gain familiarity not only with a general narrative of Greco-Persian history, from the foundation of the Achaemenid Empire in the middle of the sixth century BCE to the Macedonian conquest of Persia some 250 years later, but also with the materials (archaeological, numismatic, epigraphical, artistic, and literary) from which we build such a narrative. At the same time, we shall work to understand how contact between Persia and the Greeks in antiquity has influenced discourse about the opposition between East and West in the modern world.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B217 The Problem of Evil: Ancient Answers to a Difficult Question**

What is evil, and where does it come from? Ostensibly simple questions that demand good answers. In this course, we shall investigate how ancient authors grappled with the deeply human problems posed by our experiences of both natural and moral evils. Students will read a wide range of texts from Archaic Greece through the early Middle Ages, including drama, philosophy, legal speeches, religious texts, and commentaries. Throughout the course, students will be encouraged to rethink their own understanding of this problem and will have the opportunity to consider a number of related thematic questions (e.g., "Why do bad things happen to good people; how can God exist if there is evil?"). Near the end of the course, we shall continue this conversation into the present, taking a closer look at some modern case-studies such as the Milgram experiment. The course includes a field trip to Eastern State Penitentiary in Philadelphia.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **CSTS B230 Food and Drink in the Ancient World**

This course explores practices of eating and drinking in the ancient Mediterranean world both from a socio-cultural and environmental perspective. Since we are not only what we eat, but also where, when, why, with whom, and how we eat, we will examine the wider implications of patterns of food production, preparation, consumption, availability, and taboos, considering issues like gender, health, financial situation, geographical variability, and political status. Anthropological, archaeological, literary, and art historical approaches will be used to analyze the evidence and shed light on the role of food and drink in ancient culture and society. In addition, we will discuss how this affects our contemporary customs and practices and how our identity is still shaped by what we eat.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: East Asian Languages and Cultures  
Units: 1.0  
Instructor(s): Jiang, Y.  
(Spring 2019)

### **EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Kwa, S.  
(Spring 2019)

### **EALC 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **EALC B325 Topics in Chinese History and Culture: Legal Culture in Chinese History**

This is a topics course. Course content varies. Current topic description: This seminar explores legal culture in Chinese history with an emphasis on the imperial age. Topics includes philosophical foundation of legal culture; evolution of legal institutions; the role of law in the founding of the Chinese empire, stabilizing government, regulating family, structuring society, defining gender, and transforming the people. This course meets the College requirements for "Approaches to Inquiry" in "Cross-cultural Analysis" and "Inquiry into the Past."

Units: 1.0  
Instructor(s): Jiang, Y.  
(Spring 2019)

### **EALC 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.

Counts towards: Environmental Studies

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B353 The Environment on China's Frontiers**

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **GERM B223 Topics in German Cultural Studies**

This is a topics course. Course content varies. Recent topics include Remembered Violence, Global Masculinities, and Crime and Detection in German.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B211 Topics in Medieval Art History**

This is a topics course. Course content varies.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B218 Byzantine Textiles in Life and Death**

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Approach: Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies; Museum Studies  
Units: 1.0  
Instructor(s): Walker, A.  
(Fall 2018)

### **HART B311 Topics in Medieval Art**

This is a topics course. Course content varies.



Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B283 Middle East Politics**

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. Prerequisite: Any Intro level Political Science course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

### **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. Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

## **HISTORY OF ART**

Students may complete a major or minor in History of Art.

### **Faculty**

David Cast, Professor of History of Art

Matthew C. Feliz, Lecturer

Christiane Hertel, Katharine E. McBride Professor

Sylvia Houghteling, Assistant Professor of History of Art

Homay King, Chair and Professor of History of Art and the Eugenia Chase Guild Chair in the Humanities

Lisa Saltzman, Professor of History of Art and the Andrew W. Mellon Foundation Chair in the Humanities (on leave semesters I & II)

Jie Shi, Assistant Professor of History of Art on the Jye Chu Lectureship in Chinese Studies

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Arts and Director of the Middle Eastern Studies Program

The curriculum in History of Art immerses students in the study of visual and material culture. Students learn to interpret through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors and minors 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 of their junior year.

### **Major Requirements**

The major requires ten units, approved by the major advisor. These courses should include one or two 100-level "critical approaches" seminars, which also fulfill the departmental writing intensive requirement; three or four 200-level lecture courses; three 300-level seminars; and senior conference I and II in the fall and spring semesters of the senior year. In the course of their departmental studies, students are strongly encouraged to take classes across geographical, temporal, and cultural subfields and to explore diverse media. Students must complete coursework in at least three of the following fields of study: Ancient and Medieval; Renaissance and Baroque; Modern, Contemporary, and Film; and Global/Non-Western.

With the approval of the major advisor, a limited number of courses in fine arts may be counted toward the fulfillment of the distribution requirements. Likewise, a limited number of courses with significant curricular investment in visual and material culture may be counted toward the major requirements, including courses in ancient art offered by the Classical and Near Eastern Archaeology department, in the study of art institutions through the Museum Studies Program, or in architecture by the Growth and Structure of Cities department. Courses in art history taken abroad or at another institution in the United States may also be counted if approved by the major advisor. Generally, no more than two courses based outside of the department of History of Art may be counted toward the major requirements; the remainder of a student's courses in the major should be completed with members of the core faculty in History of Art.

A senior thesis, 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 thesis represents the culmination of the departmental experience.

### **Honors**

Seniors whose work is outstanding (with a 3.7 GPA in the major at the beginning of the second semester senior year) will be invited to undertake an honors thesis. At the end of the spring semester, two or three faculty members discuss the completed thesis with the honors candidate in a one-half hour oral examination.

### **Minor Requirements**

A minor in history of art requires six units: one or two 100-level courses and four or five courses at the 200 or 300 level. The student's minor program is decided in consultation with the department undergraduate advisor.

### **COURSES**

#### **HART B102 Critical Approaches to Visual Representation: Naturalism and the Supernatural in South Asian Art**

This course examines the representations of gods, plants, humans and animals in the Hindu, Buddhist, Jain and Islamic artistic traditions of India. It traces both the development of naturalistic representations, as well as departures and embellishments on naturalism in the painting, sculpture, architecture, metalwork and textiles of South Asia. The

course will consider the spiritual, social, political and aesthetic motivations that led artists to choose naturalistic or supernatural forms of representation.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive  
Units: 1.0

Instructor(s): Houghteling, S.  
(Spring 2019)

#### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Cast, D.  
(Fall 2018)

#### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

#### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

#### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Intensive  
Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor(s): King, H.  
(Fall 2018)

#### **HART B211 Topics in Medieval Art History**

This is a topics course. Course content varies.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

#### **HART B212 Medieval Art & 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

#### **HART B217 Introduction to Medieval Islamic Art and Architecture**

This course traces the development of Islamic art and architecture beginning with the emergence of Islam in the early seventh century and ending with the Mongol invasion and the fall of the Abbasid Empire in the mid-thirteenth century. Special attention is paid to issues of particular importance to medieval Islamic art, including aniconism (the rejection of figural imagery in artistic production), the role of script as an expressive art form, and the relationship of early Islamic art to the artistic traditions of other late antique and medieval cultures.

Prerequisites: At least one course in History of Art at the 100 or 200 level, or a course in Middle Eastern Studies at the 100 or 200 level is recommended but not required.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies

Units: 1.0

(Not Offered 2018-2019)

#### **HART B218 Byzantine Textiles in Life and Death**

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object

exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Approach: Inquiry into the Past (IP)

Counts towards: Middle Eastern Studies; Museum Studies

Units: 1.0

Instructor(s): Walker,A.

(Fall 2018)

### **HART B226 Perspectives on African Art**

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Museum Studies; Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HART B240 The Global Baroque**

Global Baroque" examines the Baroque style both within and beyond Europe, moving from Italy, France, Spain and Flanders to seventeenth-century India, Iran, Japan and China, the New World, the Ottoman Empire and the Kingdom of Kongo. We will study the role of Baroque art in early modern politics, religious missions and global trade; the emergence of princely collections of wonders and cartography; the flourishing of new and wondrous art materials; and the changing role of the artist and artisan in this period. We will consider the Baroque as an invitation for emotional engagement, as a style of power that was complicit in the violence of European colonialism, and as a tool of cultural reclamation used by artists across the world. As a class, we will work to construct an art history of "The Global Baroque" that also attends to the complex specificities of time and place.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Houghteling,S.

(Fall 2018)

### **HART B250 Nineteenth-Century Art in France**

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix, Gérault, Ingres, Manet, and Monet. Extensive readings in art criticism are required.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **HART B253 Survey of Western Architecture**

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered.

Approach: Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Cast,D.

(Spring 2019)

### **HART B260 Modern Art**

This course traces the history of modern art from the mid-nineteenth century through the mid-twentieth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during the modern period.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Visual Studies

Units: 1.0

Instructor(s): Feliz,M.

(Fall 2018)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Feliz,M.

(Spring 2019)

### **HART B274 History of Chinese Art**

This course is a survey of the arts of China from Neolithic to the contemporary period, focusing on bronze vessels of the Shang and Zhou dynasties, the Chinese appropriation of Buddhist art, and the evolution of landscape and figure painting traditions.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Units: 1.0

Instructor(s): Shi,J.

(Fall 2018)

### **HART B277 Topics: History of Photography**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and "living"

World's Fair exhibitions— has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Museum Studies; Visual Studies

Units: 1.0

Instructor(s): Scott,M.  
(Spring 2019)

### **HART B281 Museum Studies: History, Theory, Practice**

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the “new museology.”

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Museum Studies; Visual Studies

Units: 1.0

Instructor(s): Scott,M.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B301 Topics in Exhibition Strategies: Exhibiting Byzantine Textiles**

This is a topics course. Course content varies. Current topic description: This course builds toward a student-curated exhibition of early Byzantine textiles. Students will investigate past exhibitions of early Byzantine textiles as case studies, reading catalogues and accounts of critical reception in order to understand different curatorial strategies and to apply what they learn in the organization of their own public exhibition. They will develop original documentation of objects for entry in Philadelphia University's online, publicly accessible collection database. Collectively, they will determine a curatorial agenda, produce didactic materials, develop public programs, script tours for different audiences, and install an exhibition of approximately 20 early Byzantine textiles.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Walker,A., Robbins,C.  
(Spring 2019)

### **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. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B311 Topics in Medieval Art**

This is a topics course. Course content varies.

Units: 1.0

(Not Offered 2018-2019)

### **HART B316 Museum Studies Fieldwork Seminar**

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor

those objectives to the specific museum setting or Special Collections project in which they are involved.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Houghteling, S., Scott, M.  
(Spring 2019)

### **HART B318 Cultural Property and Museums**

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries.

Counts towards: Museum Studies

Units: 1.0

(Spring 2019)

### **HART B323 Topics in Renaissance and Baroque Art: Palladio**

This is a topics course. Course content varies. Current topic description: This seminar is concerned with the idea of architecture in the Renaissance and with Palladio in particular. But it is also concerned, at a wider level and at different moments and indeed cultures beyond Italy, with the idea of the villa, the country house and all that is invoked by the idea of living and building, not in a city, but beyond it, in the countryside.

Units: 1.0

Instructor(s): Cast, D.  
(Spring 2019)

### **HART B325 Care and Conservation of Contemporary Art**

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful.

Major Writing Requirement: Writing Attentive

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B334 Topics in Film Studies**

This is a topics course. Course content varies.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B340 Topics in Baroque Art**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B345 Topics in Material Culture: Ornament**

This is a topics course. Course content varies. Current topic description: This seminar will examine the history and theory

of ornament from a wide range of disciplinary, temporal and geographic perspectives.

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Houghteling, S.  
(Spring 2019)

### **HART B350 Topics in Modern Art: Race/Identity in American Art**

This is a topics course. Course content varies. Current topic description: This seminar focuses on constructions, representations and interpretations of racial and social identities in American art, with an emphasis on the roles that various forms of visual media have played in this process. We will engage a range of aesthetic practice in order to understand how they have interrogated the concept of race as a fixed category. To this end, we will consider scholarship that examines the racial, cultural and political matrices through which identity has historically been constructed and represented.

Units: 1.0

Instructor(s): Feliz, M.  
(Fall 2018)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **HART B370 Topics in Chinese Art: Art & Environment in China**

This is a topics course. Course content varies. Current topic description: This course aims to explore the multifaceted relationship between art and environment from China's antiquity to its medieval period (17th c. BCE – 17th c. CE). Major questions include: how did Chinese people visualize the nature and its power? How did they represent man in relation to nature? How did they imagine the potential conflict between man and nature and solutions to the problem?

Units: 1.0

Instructor(s): Shi, J.  
(Fall 2018)

### **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.

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **HART B374 Topics: Exhibition Seminar: Early and Modern Temperaments**

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College. Current topic description: "Early/Modern Temperaments" will explore the representation of the four principle human dispositions or personality types - melancholic, choleric, sanguine, phlegmatic - in the graphic arts of the early modern period. Additionally, identification of the legacy and extension of these concepts in modern and contemporary prints will result in the juxtaposition of early/modern temperaments.

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Hertel,C., Robbins,C.  
(Fall 2018)

### **HART B380 Topics in Contemporary Art**

This is a topics course. Course content varies.

Units: 1.0

Instructor(s): Feliz,M.  
(Fall 2018, Spring 2019)

*Fall 2018: Contemporary Art & Technology.* This seminar explores the intersections of art and technology in the postwar era. Aided by a consideration of critical, historical, theoretical, and philosophical writings on technology, new media and post-humanism, we will examine the ways in which artists including Robert Rauschenberg, Nam June Paik, Nancy Holt, Martha Rosler, Eduardo Kac, Olafur Eliasson and others have engaged with a variety of emerging technologies in their practices.

*Spring 2019: Latin American Conceptualisms.* Taking the term "Conceptualism" as its point of departure, this seminar explores a variety of Latin American approaches to conceptual practice in the 1960s and 1970s. We will consider key artists and movements, including Tucumán Arde, Cildo Meireles, Marta Minujín and Ana Mendieta. Through an engagement with a variety of primary sources and secondary literature, we will seek to understand the ways that artists in Latin America deployed conceptual strategies for aesthetic, political, social and economic critique.

### **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): King,H., Houghteling,S.  
(Fall 2018)

### **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., Feliz,M., Shi,J.  
(Spring 2019)

### **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

(Fall 2018, Spring 2019)

### **HART B420 Praxis Fieldwork Seminar**

In this Praxis course, students will learn to critically evaluate augmented and virtual reality (AR/VR) applications by developing their own AR/VR museum installation. The classroom component will include readings, guest lectures, and discussion topics in public history, conceptual art, and museum studies, and critical exploration of AR/VR and location-based technologies currently used in these fields. The majority of this course consists of a fieldwork component, in which students will develop an augmented- or virtual-reality installation of their own. Students will learn project management, design thinking, Unity development, and other digital competencies needed to successfully develop their museum installation. Prior experience with programming and/or Unity is advantageous but not required. If you are unsure about whether this course would work for you, please contact us or attend an info session. Pre-registered students should attend an info session on November 27 at 4PM in Canaday 315 to complete their Praxis learning plan.

Counts towards: Film Studies; Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **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 2018-2019)

### **HART B603 Advanced Research Methods**

Grounded in the foundational and emergent methods of the discipline, this seminar will immerse students in the process of advanced art historical research and writing. Designed to strengthen skills and facilitate the timely completion of MA theses, if not also, should more advanced students be interested, dissertations, this seminar will be at once an incubator and a workshop.

Units: 1.0

Instructor(s): Walker,A.  
(Spring 2019)

### **HART B610 Topics in Medieval Art: Gendered Byzantine Objects**

This is a topics course. Course content varies. Current topic description: An exploration of gender dynamics in Byzantine society as conveyed through objects, images, and texts. In addition to the exploration of feminine and masculine identities, the course also considers the material and visual culture of distinctly Byzantine concepts of gendered bodies, including those eunuchs, cross-dressing holy people, and angels.

Units: 1.0

Instructor(s): Walker,A.  
(Fall 2018)

### **HART B624 Topics in Dutch Painting**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B630 Topics in Renaissance and Baroque Art**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **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 2018)

### **HART B639 Topics in Chinese Art**

“Ornamental design remained the very art form of Chinese antiquity.” (Max Loehr) What was ornamented, however, included various objects made of ceramic, bronze, lacquer, jade, and other materials for both religious and daily purposes. How do we understand the relationship between the functionality and the ornamentation of the works, or more broadly, between the usefulness and the artfulness of Chinese things? This fundamental question leads further to a series of more specific questions: how did Chinese people in different periods conceptualize and categorize various objects? How did they make and decorate them? How did they view, use, and place them, in what contexts? Were they merely aesthetic, or also political and “gendered”? To answer these questions, this course critically examines essential scholarship on Chinese ornaments and objects in formal, iconographic, sociological, anthropological, phenomenological and other perspectives.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B640 Topics in Baroque Art: Ornament**

This is a topics course. Course content varies. Current topic description: This seminar will examine the history and theory of ornament from a wide range of disciplinary, temporal and geographic perspectives.

Units: 1.0  
Instructor(s): Houghteling,S.  
(Spring 2019)

### **HART B650 Topics in Modern Art**

This is a topics course. Topics vary.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B651 Topics: Interpretation and Theory**

This is a topics course. Course content varies.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B671 Topics in German Art**

This is a topics course. Topics vary.

Units: 1.0  
(Not Offered 2018-2019)

### **HART B674 Topics: Exhibition Seminar: Early and Modern Temperaments**

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Students should be prepared to conduct independent research and to author a public-facing publication.

Units: 1.0  
Instructor(s): Hertel,C., Robbins,C.  
(Fall 2018)

### **HART B680 Topics in Contemporary Art: Warhol**

This is a topics course. Course content varies. Current topic description: A seminar devoted to the study of Andy Warhol, his circle, his influence, and critical theories engaging Warhol's work.

Units: 1.0  
Instructor(s): King,H.  
(Spring 2019)

### **HART B701 Supervised Work**

Supervised Work

Units: 1.0  
Instructor(s): Cast,D., Walker,A., Hertel,C., King,H., Houghteling,S., Shi,J., Scott,M.  
(Fall 2018, Spring 2019)

### **ANTH B271 Museum Anthropology: History, Politics, Practices**

This course provides an in-depth exploration of museum anthropology: the critical study of museum practices from an anthropological perspective. The course will fundamentally consider the role of museums in exhibiting culture—the politics of placing cultures on display, from living humans and human remains to cultural objects and artifacts. The course will also consider changing practices in museum anthropology, including repatriation efforts, shifting notions of heritage and identity and the emergence of community-curated exhibitions. This course complements the theoretical explorations of the museum with visits to area museums and hands-on work in Special Collections.

Approach: Course does not meet an Approach  
Counts towards: Museum Studies

Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B102 Introduction to Classical Archaeology**

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Museum Studies

Units: 1.0  
Instructor(s): Lindenlauf,A.  
(Spring 2019)

### **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.

Approach: Inquiry into the Past (IP)  
Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B204 Animals in the Ancient Greek World**

This course focuses on perceptions of animals in ancient Greece from the Geometric to the Classical periods. It examines representations of animals in painting, sculpture, and the minor arts, the treatment of animals as attested in the archaeological record, and how these types of evidence relate to the featuring of animals in contemporary poetry, tragedy, comedy, and medical and philosophical writings. By analyzing this rich body of evidence, the course develops a context in which participants gain insight into the ways ancient Greeks perceived, represented, and treated animals. Juxtaposing the importance of animals in modern society, as attested, for example, by their roles as pets, agents of healing, diplomatic gifts, and even as subjects of specialized studies such as animal law and animal geographies, the course also serves to expand awareness of attitudes towards animals in our own society as well as that of ancient Greece.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive

Units: 1.0  
Instructor(s): Donohue,A.  
(Spring 2019)

### **ARCH B215 Classical Art**

A survey of the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B219 Art and Archaeology of Late Antiquity**

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): McFadden,S.  
(Spring 2019)

### **ARCH B225 The Art and Archaeology of Greco-Roman Egypt**

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): McFadden,S.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Bradbury,J.  
(Fall 2018)



### **ARCH B252 Pompeii**

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B254 Cleopatra**

This course examines the life and rule of Cleopatra VII, the last queen of Ptolemaic Egypt, and the reception of her legacy in the Early Roman Empire and the western world from the Renaissance to modern times. The first part of the course explores extant literary evidence regarding the upbringing, education, and rule of Cleopatra within the contexts of Egyptian and Ptolemaic cultures, her relationships with Julius Caesar and Marc Antony, her conflict with Octavian, and her death by suicide in 30 BCE. The second part examines constructions of Cleopatra in Roman literature, her iconography in surviving art, and her contributions to and influence on both Ptolemaic and Roman art. A detailed account is also provided of the afterlife of Cleopatra in the literature, visual arts, scholarship, and film of both Europe and the United States, extending from the papal courts of Renaissance Italy and Shakespearean drama, to Thomas Jefferson's art collection at Monticello and Joseph Mankiewicz's 1963 epic film, *Cleopatra*.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B263 Roman Archaeology: Life in the City**

The art and architecture of Rome from the Republic through the Empire.

Units: 1.0

Instructor(s): McFadden,S.

(Fall 2018)

### **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.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Donohue,A.

(Spring 2019)

### **ARCH B306 Monumental Painting**

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B322 The Archaeology of the Roman Empire: Comparative Perspectives**

An examination of the growth of the Roman Republic into the Roman Empire at its height, from its acquisitions of the Hellenistic kingdoms (second and first centuries, B.C.E.) to its domination of Europe, North Africa and the Near East.

Units: 1.0

Instructor(s): McFadden,S.

(Fall 2018)

### **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. 200-level coursework in some aspect of classical or related cultures, archeology, art history, or Cities, or related fields is strongly recommended.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B605 The Concept of Style**

This seminar examines the development and uses of concepts of "style" in the criticism, analysis, and historiography of textual and material culture. Particular attention is paid to the recognition and description of style, explanations of stylistic change, and the meanings attached to style, particularly but not exclusively in classical and related traditions.

Units: 1.0

Instructor(s): Donohue,A.

(Fall 2018)

### **ARCH B615 Mystery Cults**

An investigation of the phenomenon of mystery cults, their foundation and dispersal from the Classical through Hellenistic and early Roman periods. A study of the topography and monuments of specific cults and of representation of mysteries in sculpture and painting.

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B634 Problems in Classical 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  
(Not Offered 2018-2019)

### **CHEM B208 Topics in Art Analysis**

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects.

Approach: Scientific Investigation (SI)  
Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): Weldon, M.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Lee, M.  
(Spring 2019)

### **CITY B227 Topics in Modern Planning**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)  
Units: 1.0  
(Not Offered 2018-2019)

### **CITY B254 History of Modern Architecture**

A survey of the development of modern architecture since the 18th century.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Chiles, A.  
(Fall 2018)

### **CITY B255 Survey of American Architecture**

This survey course examines architecture within the global framework of "the modern." Through an introduction to an architectural canon of works and figures, it seeks to foster a critical consideration of modernity, modernization, and modernism. The course explores each as a category of meaning that framed the theory and practice of architecture as a cultural, political, social, and technological enterprise. It also uses these conjugates to study the modes by which architecture may be said to have framed history. We will study practical and discursive activity that formed a dynamic field within which many of the contradictions of "the modern" were made visible (and visual) through architecture. In this course, we will engage architectural concepts and designs by studying drawings and buildings closely within their historical context. We will examine spheres of reception for architecture and its theoretical, discursive, and cultural life through a variety of media: buildings of course, but also journals, books, and film. We will also investigate architecture as a site and subject for critical inquiry. In particular, we will see what it may tell us about the globalization and politics of the twentieth century, and about history, theory, and criticism as epistemological tracks.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Cohen, J.  
(Fall 2018)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **CITY B377 Topics in Modern Architecture: Writing Architecture**

This is a topics course on modern architecture. Topics vary. Current topic description: This course centers on reading and responding to different species of writing about buildings, in several different forms. A key type will be architectural criticism, past and present, and the values embodied in it. Other writing forms include architectural history, in well-researched narratives; theory and argument to apply to the next architecture; architectural biography; writing aimed toward past or present vernaculars; and the language and strategies of architectural description. We'll reach out broadly, to places both afar and near and writing both old and new, and we'll meet each week to discuss what we have found, read, and written.

Units: 1.0  
Instructor(s): Cohen, J.  
(Fall 2018)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **EALC B212 Topics: Introduction to Chinese Literature: Dream of the Red Chamber**

This is a topics course. Topics may vary. Current topic description: The Dream of Red Chambers (Hongloumeng) is the most important novel in Chinese

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0  
Instructor(s): Kwa,S.  
(Spring 2019)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0  
Instructor(s): Bryant,S.  
(Fall 2018)

### **ENGL B336 Topics in Film: Cinematic Voice**

This is a topics course and description varies according to the topic. Current topic description: If film is primarily a visual medium, the integration of sound permanently changed the form. In this course, we will attend to the voice as a centrally important component of film sound. We will examine the ways voice has changed the cinema and the ways cinema has changed the voice. Topics include: the transition from silent to sound film; how voice is racialized and gendered in Hollywood film; the ways that filmmakers link voice to image, and why they matter aesthetically and politically; interiority and exteriority; and the possibility of non-human voice. The syllabus pairs a range of films with various theories relating to the concept of voice.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0  
Instructor(s): Bryant,S.  
(Spring 2019)

### **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.

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0  
(Not Offered 2018-2019)

### **FREN B213 Theory in Practice:Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)

Units: 1.0  
(Not Offered 2018-2019)

### **GSEM B623 Figures of Resistance: Classical and Modern**

The GSem will explore classical figures of resistance such as Prometheus, Antigone, Electra, Medea, and Lysistrata and their reception in modern art and cinema. The focus will be on films and other works of art that re-appropriate and transform the ancient characters and their stories. We will discuss in particular how modern filmmakers re-contextualize the classical figures to shed light on contemporary historical, political, and social issues. Films will include Tony Harrison, Prometheus (Great Britain, 1998), Liliana Cavani, The Year of the Cannibals (Italy, 1970), Amy Greenfield, Antigone/Rites of Passion (USA, 1991), Ingmar Bergman, Persona (Sweden, 1966), Miklós Jancsó, Electra, My Love (Hungary, 1974), Arthur Ripstein, Asi Es La Vida (Mexico, 2000), and Spike Lee, Chi-raq (USA, 2015). Readings will be drawn from texts on reception studies, film and gender theory, psychoanalysis, and political theory.

Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will

discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei, A.  
(Fall 2018)

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Giammei, A.  
(Spring 2019)

### **ITAL B319 Multiculturalism and Diversity in Medieval Italy**

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

Units: 1.0

(Not Offered 2018-2019)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

## **INTERNATIONAL STUDIES**

Students may complete a major or minor in International Studies.

### **Faculty**

#### **Co-Directors**

Michael Allen, Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science and Co-Director of International Studies

Kalala Ngalamulume, Associate Professor of Africana Studies and History and Co-Director of International Studies

#### **Steering Committee**

Grace Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages (on leave semester II)

Madhavi Kale, Chair and Professor of History

Mary Osirim, Provost and Professor of Sociology

Azade Seyhan, Fairbank Professor in the Humanities and Chair and Professor of German and Comparative Literature (on leave semester II)

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 coursework 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. Students should work with their major adviser to identify one writing intensive or two writing attentive courses to fulfill the major writing requirement.

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 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 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, or COML B323)
- The Play of Interpretation (COML B293)
- Chinese Perspectives on the Individual and Society (at Haverford) (EALC H120)
- La Mosaïque France (FREN B251)
- Cultural Profiles in Modern Exile (GERM B231)
- Introduction to Latin American, Iberian, and Latina/o Studies (GNST B245)
- The Atlantic World 1492-1800 (HIST B200)
- British Empire: Imagining Indias (HIST B258)
- Society, Culture and the Individual (SOCL B102)
- Introduction to African Civilization (HIST B102)
- Modern African History since 1800 (HIST B236)
- Social and Cultural History of Medicine in Africa (HIST B336)

With the approval of an Advisor from 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.

The FOUR elective courses are to be selected from (but are not limited to) courses listed under the tracks at: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor. 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: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

### 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: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

### Global Social Justice

Efforts to realize social justice are increasingly necessary in global systems as much as they had 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: <http://www.brynmawr.edu/internationalstudies>. The listed courses are a starting point for collaboration between the student and the major advisor.

## 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, Iberian, and Latina/o Studies.

## 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 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.

## COURSES

### 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.

Counts towards: International Studies

Units: 1.0

Instructor(s): Allen, M.

(Fall 2018)

### 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.

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### INST B403 Supervised Work

Units: 1.0

Instructor(s): Allen, M.

(Fall 2018)

### 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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Pashigian, M., Fioratta, S.

(Spring 2019)

### ANTH B285 Anthropology of Development, Aid, and Activism

This course will provide tools to reflect critically on the meanings and effects of aid, or "doing good" for others in a world characterized by historically-rooted social, political, and economic inequalities. What goes into defining specific people or geographic regions as "in need"? What complex dynamics are at play when an outside actor – whether in the form of a government aid agency, an NGO, or an individual volunteer – enters a community in order to aid its members? How do those categorized as beneficiaries assert their own identities and offer their own perspectives on social change?

Approach: Cross-Cultural Analysis (CC)

Counts towards: International Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2018-2019)

### ANTH B288 Global Latin America

This course will explore how the region has been constituted and shaped by global forces and how Latin America and its people also influence the world on a global scale. We will

focus on three historical moments – the colonial encounter, the Cold War, and the neoliberal era – and their legacies. Guiding questions will include: how has the patriarchal system instituted under Spanish colonialism influenced ideas about gender, race, and religion? How does the legacy of U.S. Cold War intervention in Latin America subtly play out in within contemporary discussions about democracy, human rights, and development? How have neoliberal policies produced a discourse of economic growth that ignores increasing economic polarization in the region? How do these broad structures of power influence the everyday lives of Latin Americans? The course will focus primarily, although not exclusively, on South America.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B294 Culture, Power, and Politics**

What do a country's national politics have to do with culture? Likewise, how are politics hidden below the surface of our everyday social lives? This course explores questions like these through anthropological approaches. Drawing on both classic and contemporary ethnographic studies from the U.S. and around the world, we will examine how social and cultural frameworks help us understand politics in new ways. We will investigate how people perceive the meanings and effects of the state; how nationalism and citizenship shape belonging on the one hand, and exclusion on the other; how understandings of gender, race, and difference converge with political action, ideology, and power; and how politics infuse everyday spaces including schools, businesses, homes, and even the dinner table. Prerequisite: ANTH 102, B103 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fioratta,S.

(Fall 2018)

### **ANTH B301 Anthropology of Globalization: Wealth, Mobility, Insecurity**

This course explores economic globalization from an anthropological perspective. With a focus on the social, cultural, and historical aspects of global connections, we seek to understand not only large-scale change in the world, but also how the growing integration of different countries and economic systems shapes everyday life experience. Conversely, we will also explore how individuals actively engage with, and sometimes help shape, changing global processes. Questioning assumptions that link globalization with worldwide cultural and economic homogeneity, we will examine how gender, race, class, and other structures of inequality and difference become meaningful within global systems of power. Working through a series of ethnographic analyses and conducting our own research, we will gain a better understanding of how people around the world experience and actively make "the global." Prerequisite: ANTH B102, ANTH H103 or permission of the instructor.

Counts towards: International Studies

Units: 1.0

Instructor(s): Fioratta,S.

(Spring 2019)

### **ANTH B316 Media, Performance, and 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: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B329 The Politics of Belonging and Exclusion in India**

Since India's economic liberalization in the early 1990s, the globalizing dynamics of cultural and economic liberalization have been accompanied by renewed articulations of who belongs in the "New India" and who doesn't. In this context, caste, class, religious community, language, and gender have become crucial sites for claiming citizenship, articulating distinctions among people, and constructing senses of what and who can inhabit the public sphere. Using materials from different regions of India, our focus will be on how fine-grained ethnographic study can be a tool to examine the broader dynamics of belonging and exclusion and its political and social effects. Prerequisite: Sophomore standing or higher.

Approach: Course does not meet an Approach

Counts towards: International Studies

Units: 1.0

Instructor(s): Weidman,A.

(Fall 2018)

### **ANTH B334 Digital Cultures**

How do we do anthropology in, and of, the digital age? What does it mean to do ethnography of digital spaces, when we, as humans, exist simultaneously in overlapping virtual and actual worlds? Specific topics to be covered include surveillance, telecommunications infrastructures, activism, social movements, gender and sexuality, disability, space and place, and virtual ethnography. Prerequisite: Anth B102 or Anth H103 or permission of instructor.

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ANTH B354 Political Economy, Gender, Ethnicity and Transformation in Vietnam**

Today, Vietnam is in the midst of dramatic social, economic and political changes brought about through a shift from a central economy to a market/capitalist economy since the late 1980s. These changes have resulted in urbanization, a rise in consumption and shifts in social and economic relationships and cultural practices as the country has moved from low income to middle income status. This course examines culture and society in Vietnam focusing largely on contemporary Vietnam, but with a view to continuities and historical precedent in past centuries. In this course, we will draw on anthropological studies of Vietnam, as well as literature and historical studies. Relationships between the individual, family, gender, ethnicity, community and state will pervade the topics addressed in the



course, as will the importance of political economy, nation, and globalization. Prerequisite: Sophomore standing or higher.

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC B353 The Environment on China's Frontiers**

This seminar explores environmental issues on China's frontiers from a historical perspective. It focuses on the particular relationship between the environment and the frontier, examining how these two variables have interacted. The course will deal with the issues such as the relationship between the environment and human ethnic and cultural traditions, social movements, economic growth, political and legal institutions and practices, and changing perceptions. The frontier regions under discussion include Tibet, Xinjiang, Inner Mongolia, and the southwestern ethnic areas, which are all important in defining what China is and who the Chinese are.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: Environmental Studies; International Studies

Units: 1.0

Instructor(s): Rock,M.

(Fall 2018)

### **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.

Counts towards: International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Counts towards: International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor(s): Rock,M.

(Fall 2018)

### **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, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

Instructor(s): Seyhan,A.

(Fall 2018)

### **GNST B245 Introduction to Latin American, Iberian, and Latina/o Studies**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the minor, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)  
Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies; International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Africana Studies; International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B237 Themes in Modern African History: Public History in Africa**

This is a topics course. Course content varies Current topic description: The course will explore the colonial and postcolonial practices in public history. It will address the following question: in an age of “fake news” and “history wars”, how can we understand the relationship between the public and the place of the past? Topics will include exhibitions; museum practices and

colonial outlooks; commemorations and identities; monuments; film, popular history and memory; heritage and regeneration; oral history and public engagement; and public policy. We will also discuss ongoing inter-sectional and interdisciplinary decolonizing approaches to breaking received hierarchies and narratives. The course will also introduce students to the multi-faceted method of public history – in theory, application, and critique.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Museum Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Fall 2018)

### **HIST B258 British Empire: Imagining India**

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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B337 Topics in African History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Gender and Sexuality Studies; Health Studies; International Studies  
Units: 1.0  
Instructor(s): Ngalamulume, K.  
(Fall 2018, Spring 2019)

*Fall 2018: History of Global Health: 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 examine the histories of global initiatives to control disease in Africa from an interdisciplinary perspective (history, and social and biomedical sciences), using case studies from across the continent. These initiatives involve the relationship between states, NGOs, universities, pharmaceutical companies, and other nonstate actors. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; 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.

*Spring 2019: History of Global Health: Africa.* The course examines the history of global health initiatives to deal with the burden of disease in Africa. It offers historical (and anthropological) perspectives on the ways in which medicine and public health in Africa have been transformed under the pressures of broad forces and factors, including

colonial exploitation and rule, post-Second World War initiatives, the postcolonial economic and political liberalization and globalization, and rise of 'para-states' in Africa.

### **ITAL B212 Italy today: Migration Studies**

There are numerous economic, political, and cultural elements that encumber on the existential condition of the migrant. In political and ideological parlance the term migrant has come to mean poor, needy, precarious, unhappy, primitive, and even criminal. In Italy, furthermore, the colonial past has been foreclosed, leading to a strengthening of stereotypes that continue to populate the discourse on migration. In this course we will examine issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms of multicultural and contaminated life and their impact on geography, security, identity, and belonging. . Is multiculturalism the answer to all the problems? Does it resolve the problem of closed communities so eloquently discussed by Bauman? With the help of Italian cinema of migration and selected critical articles we will discuss different positions and follow the migrants as they cross desert and sea to reach the European metropolis. From Libya to Lampedusa, from the Balkans to Puglia, and from there to the Roman peripheries, to the center of the city.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fugo,J.

(Spring 2019)

### **POLS B141 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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor(s): Allen,M.

(Fall 2018)

### **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 Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, Epictetus, Machiavelli, and others.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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 B250.

Approach: Critical Interpretation (CI)

Counts towards: International Studies

Units: 1.0

Instructor(s): Allen,M.

(Spring 2019)

### **POLS B249 Politics of Economic 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. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Oh,S.

(Spring 2019)

### **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. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science seniors. Prerequisite: One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Major Writing Requirement: Writing Attentive

Counts towards: International Studies

Units: 1.0

Instructor(s): Allen,M.

(Fall 2018)

### **RUSS B209 Russia and the East: Siberia in Russian Culture**

"We are Asians!," famously declared the Russian poet Aleksandr Blok in 1918. Russian culture has long celebrated the nation's close ties to the east as well as its ancient eastern heritage. From the time of Genghis Khan and the Mongolian yoke's invasion of Kievan Rus' in the 13th century to the present day and Vladimir Putin's ongoing geopolitical pivot to the east, Russia has grappled with its eastern roots, its vast eastern expanse, and Sino-Russian relations. This course will explore a wide variety of cultural manifestations of Russia's eastern orientation: Russian philosophy at the turn into the 20th century that emphasized Russia's eastern, mystical focus; Russian symbolist poetry and prose that amplified Russia's ties to the East; silent cinema of the 1920s that linked revolution to the East; non-fiction accounts of penal colonies and work camps scattered throughout Siberia (with particular emphasis on the work of Chekhov, Solzhenitsyn, Shalamov); late Soviet fiction probing life in rural Siberia; and contemporary Russian fiction that revisits Russia's eastern mysticism. Exploring Russia's ties to the East from a variety of historical, artistic, and social perspectives, this course aims to explore Russian culture's Eurasian essence.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Pinto-Coelho,J.

(Fall 2018)

### **SOCL B218 Sociology of International Development**

This course examines the persistent gap between the Global North and Global South around problems such as poverty, food insecurity, and access to health and education. We will examine theories and perspectives that address this disparity and explore alternatives to Western models of social organization, as put forth by social movements in the Global South. Throughout the course, we will read key primary texts (manifestos, communiqués, oral histories, and world financial institution reports) to understand the role of different players in the international development field, including global economic and governance institutions, non-governmental organizations, and—most importantly—feminist, afro-descendant, indigenous, and other voices emerging in the Global South.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Education; Health Studies

Units: 1.0

Instructor(s): Karen,D.

(Fall 2018)

### **SOWK B563 Global Public Health: Special Topic in Critical Perspectives of Trauma and Resilience**

Global Public Health: Special Topic in Critical Perspectives of Trauma and Resilience, will bring in a social work and public health perspective related to violence and resilience. The course will explicitly focus on theoretical understandings about trauma, with a particular focus on mass experience of trauma, and how this type of "social suffering" (Kleinman) requires a critical, culturally grounded analysis. This analysis must consider both the collective, cultural dimensions of trauma and the creative ways that people seek to understand and recover from traumatic experiences, including how art helps individuals and collectives to make meaning of traumatic experiences that fundamentally undermine one's understanding of the world and the safety of their individual and collective selves.

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

# ITALIAN AND ITALIAN STUDIES

Students may complete a major or minor in Italian Studies.

## Faculty

David Cast, Professor of History of Art

Alessandro Giammei, Assistant Professor of Italian

Nicholas Patruno, Katharine E. McBride Professor

Pamela Pisone, Instructor

Roberta Ricci, Chair and Associate Professor of Italian

Gabriella Troncelliti, Drill Instructor

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian Studies are to acquire a knowledge of Italian language, literature, and culture, including cinema, art, journalism, pop culture, and music. The Department of Italian Studies 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 with Africana Studies, History of Art, International Studies, and Growth and Structure of Cities, and Praxis.

## 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

Italian Language/Literature (ILL) and Italian Cultural Studies (ICS) Major

The Italian Language/Literature major and the Italian Cultural Studies major consists of ten courses starting at the ITAL 101/102 level, or an equivalent two-semester sequence taken elsewhere. The department offers a two-track system as guidelines for completing the major in Italian or in Italian Studies. Both tracks require ten courses, including ITAL 101-102. For students in either Track A or B we recommend a senior experience offered with ITAL 398 and ITAL 399, courses that are required for honors. Students may complete either track. Recommendations are included below --models of different pathways through the major:

Majors are required to complete one Writing Intensive (WI) course in the major. The WI courses will prepare students towards their senior project and to competent and appropriate writing, mainly in three ways: 1) Teach the writing process – planning, drafting, revising, and editing; 2) Emphasize the role of writing by allocating a substantial portion of the final grade to writing assignments; 3) Offer students the opportunity to receive feedback from professors and peers (through class

peer review sessions). In responding to the feedback, students will experience writing as a process of discovery (re-visioning) and meaning. The goal of the new WI course will be to get students to re-think the argument, logical connection, focus, transition, evidence, quotes, organization, and sources.

## ILL Major/ Track A

Major requirements in ILL are 10 courses. Track A may be appropriate for students with an interest in literary and language studies. Required: ITAL 101/102, plus six courses (or more) conducted in Italian and two selected from among a list of approved ICS courses in English that may be taken in either within the department or in various other disciplines offered at the College (i.e. History, History of Art, English, Visual Art and Film Studies, Philosophy, Comparative Literature, Cities, Archaeology, Classics). Adjustments will be made for students taking courses abroad. Of the courses taken in Italian, students are expected to enroll in the following areas: Dante (ITAL 301), Renaissance (ITAL 304 or 302), Survey (ITAL 307), and two courses on Modern Italian literature (ITAL 380, ITAL 310, ITAL 320, ITAL 306)

## ICS/Track B

Major requirements in ICS are 10 courses. Track B may be appropriate for students with an interest in cultural and interdisciplinary studies. The concentration is open to all majors and consists of both interdisciplinary and single-discipline courses drawn from various academic departments at the college. Required: ITAL 101/102, plus three courses conducted in Italian and four related courses in English that may be taken either within the department or in allied-related fields in various disciplines throughout the college, or courses taken on BMC approved study-abroad programs, such as: History, History of Art, Visual Art, and Film Studies, Comparative Literature, Cities, Classics. \*Faculty in other programs may be willing to arrange work within courses that may count for the major. Courses must be approved in advance by the Chair of the Italian Studies Department.

## 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 the fall of senior 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 and at the end of senior year will decide if honors will be given.

## Thesis

Students will write a 30-35 page thesis that aims to engage with primary texts and relevant secondary literature. By the end of the fall semester, students must have completed a formal proposal and a Table of Content in draft. Proposals for the thesis should describe the questions being asked in the research, and how answers to them will contribute to scholarship. Students 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. In December students will formally present the proposal to the department. In April students will give an oral presentation of their work of approximately one hour to faculty members and interested students. The final draft is due on or around April 28th of the senior year and will be graded by two faculty members (one of whom is the advisor). Faculty will retain the option to assign final honors to the research project.

## Study Abroad

Students who are studying abroad for the Italian major for one year can earn two credits in Italian Literature and one credit in allied fields (total of three credits). Those who are studying abroad for one semester can earn no more than a total of two credits in Italian Literature/Culture.

## University of Pennsylvania

Students majoring at BMC cannot earn more than two credits at the University of Pennsylvania in Italian.

## Minor Requirements

Requirements for the minor in Italian Studies are ITAL 101, 102 and four additional units including two at the 200 level one of which in literature and one of which in Italian and two at the 300 level one of which in literature and one of which in Italian. 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 apply.

## Elective Courses

ARTW B240/COML B240 Literary Translation

CITY B207 Topics in Urban Studies

CITY B360 Digital Rome

COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

ENGL H385 Topics in Apocalyptic Writing – at Haverford College

ENGL H220 Epic – at Haverford College

HART B104-001 Critical Approaches to Visual Representation: The Classical Tradition

HART B253: Survey of Western Architecture: 1400-1800

HART B323: Topics in Renaissance Art

HART/RUSSIAN B215 Russian Avant-Garde Art, Literature and Film

HIST B238 From Bordellos to Cybersex History of Sexuality in Modern Europe

HIST B319 Topics in Modern European History

MUSC H207 Italian Keyboard Tradition

## COURSES

### ITAL B001 Elementary Italian I

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

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Troncelliti, G., Pisone, P., Giammei, A.  
(Fall 2018)

### 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.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Troncelliti, G., Giammei, A.  
(Spring 2019)

### 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 internet materials.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Ricci, R.  
(Fall 2018)

### ITAL B102 Intermediate Italian II

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 internet materials. Prerequisite: ITAL B101 or placement.

Approach: Course does not meet an Approach

Units: 1.0

(Spring 2019)

### 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

Italian women writers whose works are also connected with the Holocaust. Course is taught in English. An extra hour will be scheduled for those students taking the course for Italian or Romance Languages credit.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B212 Italy today: Migration Studies**

There are numerous economic, political, and cultural elements that encumber on the existential condition of the migrant. In political and ideological parlance the term migrant has come to mean poor, needy, precarious, unhappy, primitive, and even criminal. In Italy, furthermore, the colonial past has been foreclosed, leading to a strengthening of stereotypes that continue to populate the discourse on migration. In this course we will examine issues related to migration, such as colonialism, racism, gender relations, discrimination, identity and difference and how they re-present new forms of multicultural and contaminated life and their impact on geography, security, identity, and belonging. . Is multiculturalism the answer to all the problems? Does it resolve the problem of closed communities so eloquently discussed by Bauman? With the help of Italian cinema of migration and selected critical articles we will discuss different positions and follow the migrants as they cross desert and sea to reach the European metropolis. From Libya to Lampedusa, from the Balkans to Puglia, and from there to the Roman peripheries, to the center of the city.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei, A.

(Fall 2018)

### **ITAL B214 The Myth of Venice (1800-2000)**

In English. The Republic of Venice existed for over a millennium. This course begins in the year 1797 at the end of the Republic and the emerging of an extensive body of literature centered on Venice and its mythical facets. Readings will include the Romantic views of Venice (excerpts from Lord

Byron, Fredrick Schiller, Wolfgang von Goethe, Ugo Foscolo, Alessandro Manzoni) and the 20th century reshaping of the literary myth (readings from Thomas Mann, Filippo Tommaso Marinetti, Gabriele D'Annunzio, Henry James, and others). A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than focusing on a nostalgic evocation of the death of the Republic, became a territory of exploration for literary modernity. The course is offered in English; all texts are provided in translation. One additional hour for students who want Italian credit. Suggested Preparation: Counts toward Comp Lit. Counts toward Film Studies.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B229 The Politics of Food in Italian Literature, Culture, and Cinema**

In English. A profile of Italian literature/culture/cinema obtained through an analysis of gastronomic documents, films, literary texts, and magazines. We will also include a discussion of the Slow Food Revolution, a movement initiated in Italy in 1980 and now with a world-wide following, and its social, economic, ecological, aesthetic, and cultural impact to counteract fast food and to promote local food traditions. Course taught in English. One additional hour for students who want Italian credit.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Film Studies

Units: 1.0

(Spring 2019)

### **ITAL B235 Scrittrici e registe italiane: Heroines In and Out of the Canon**

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 Gender and Sexuality Studies; Counts toward Film Studies.

Approach: Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B255 Uomini d'onore in Sicilia: Italian Mafia in Literature and Cinema**

This course aims to explore representations of Mafia figures in Italian literature and cinema, starting from the 'classical' example of Sicily. From Sicily, the "octopus" (piovra), as the Mafia is called in Italy, has spread throughout Italy, and has pervaded almost every facet of Italian life, including cultural life. The course will introduce students to both Italian Studies from an interdisciplinary perspective and also to narrative, using fiction and non-fiction texts written by 19th, 20th, and 21st century writers. Novels, films, testimonies and TV series will offer different representations of the Mafia: its ethics, its relation

with politics, religion and business, its ideas of friendship, family, masculinity and femininity. Internships in Italy will be available connected with this course. Course is taught in Italian. Prerequisite: ITAL B102 or permission of the instructor.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

One additional hour for students who want Italian credit.

Prerequisite: At least two 200-level literature courses.

Units: 1.0

Instructor(s): Ricci, R.

(Fall 2018)

### **ITAL B306 Youth in 20th Century Italian Literature and Cinema**

This interdisciplinary course focuses on literary texts and visual material dealing with youth and youth culture in post-fascist Italy. How is youth described in Italian culture after WWII? What does youth represent in the Italian imagination of 20th century Italy? Which language is used by the youth? While the focus in analyzing the challenges faced by youth is primarily on literature and film studies, throughout the semester the course will also touch upon sociological, cultural, and anthropological perspectives concerning the role of the family, peer relationships, prostitution, drugs, criminality and violence, diversity, gender identity, and sexuality. Students will be required to attend film screenings or view films on their own devices. Prerequisite: One literature course at the 200 level. or permission by the instructor.

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies; Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B307 Insiders and Outsiders: Otherness in Italian Literature**

This course will introduce students to the most representative works in Italian literature of all genres --poetry, novels, scientific prose, theater, diaries, narrative, epistolary—throughout the centuries, with emphasis on marginalization, exile, political persecution, national identity, violence, and otherness. We will bring works of literature to the attention of students who are interested in the key role played by Italian culture in the development of a European civilization, including the international debate on modernity and post-modernity. Readings and lectures will move from 14th century writers (Dante, Boccaccio) to Humanistic Thought (Florentine political revolution) and the Renaissance (Machiavelli); from the Enlightenment (Foscolo, Leopardi, Manzoni) to modernity (Pirandello, Svevo) and post-modernism (Calvino).

Prerequisite: One literature course at the 200 level. or permission by the instructor.

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Giammei, A.

(Spring 2019)

### **ITAL B319 Multiculturalism and Diversity in Medieval Italy**

This interdisciplinary course will reflect upon history, religion, literature, politics, and built environment of Italy from ca. 1000 to 1400. Italy was famous for its diverse cultural landscape of urban towers and fortified castles, its Mediterranean trade, and its ethnically and religiously differentiated voices. The course examines cross-cultural interactions played out through the patronage, production, and reception of works of art, literature, and architecture. Sites of patronage and production include the cities of Venice, Palermo, and Pisa. It counts towards Art History and City.

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: one 200 level Italian course.

Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

### **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.  
Prerequisite: One 200-Level course in Italian

Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B398 Senior Seminar**

This course is open only to seniors in Italian and in Romance Languages. 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 an abstract and a critical annotated bibliography to be presented to the department. See Thesis description. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages with a GPA of 3.7.

Units: 1.0  
(Fall 2018)

### **ITAL B399 Senior Conference**

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. Prerequisite: This course is open only to seniors in Italian Studies and Romance Languages.

Units: 1.0  
(Spring 2019)

### **ITAL B403 Supervised Work**

Offered with approval of the Department.

Units: 1.0  
(Fall 2018, Spring 2019)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of the theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djibar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

## **LATIN AMERICAN, IBERIAN, AND LATINA/O STUDIES**

Students may complete a minor in Latin American, Iberian, and Latina/o Studies.

### **Faculty**

#### **Coordinators**

Martín Gaspar, Assistant Professor of Spanish and Co-Director of Latin American, Iberian, and Latina/o Studies

Jennifer Harford-Vargas, Associate Professor of English and Co-Director of Latin American, Iberian, and Latina/o Studies

Veronica Montes, Assistant Professor of Sociology and Co-Director of Latin American, Iberian, and Latina/o Studies (on leave semesters I & II)

#### **Affiliated Faculty**

Inés Arribas, Senior Lecturer in Spanish

Kaylea Berard, Senior Lecturer in Spanish

Ignacio Gallup-Díaz, Marjorie Walter Goodhart Professor of European History

Carolina Hausmann-Stabile, Assistant Professor of Social Work on the Alexandra Grange Hawkins Lectureship in Social Work

Gary W. McDonogh, Chair and Professor of Growth and Structure of Cities and on the Helen Herrmann Chair

María Cristina Quintero, Professor of Spanish (on leave semester I)

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

H. Rosi Song, Professor of Spanish and Director of Gender and Sexuality Studies (on leave semester II)

Mecca Jamilah Sullivan, Assistant Professor of English

Latin American, Iberian, and Latina/o 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. LAILS examines the whole culture or civilization, not only throughout the humanities and fine arts, but also throughout the social sciences and history. This allows students to explore a variety of topics such as the anthropology, history, architecture, and political life of Latin American, Iberian, and Latina/o communities.

### **Minor Requirements**

To fulfill the requirements, the student must complete:

- An introductory course, GNST 245: Introduction to Latin

American, Latina/o and Iberian Studies or its Haverford equivalent: SPAN 240 Latin American and Iberian Culture and Civilization.

- Five courses that count toward the minor. At least one of them should be at the 300-level.
- Students Presentations: In the spring of the senior year, minors will present their individual projects in a conference-style panel. The project should focus on an issue relevant to LAILS.
- Language: Although not required, it is strongly recommended that students seek proficiency in one of the languages spoken by peoples of Iberia or Latin America.

## 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 B288 Global Latin America

This course will explore how the region has been constituted and shaped by global forces and how Latin America and its people also influence the world on a global scale. We will focus on three historical moments – the colonial encounter, the Cold War, and the neoliberal era – and their legacies. Guiding questions will include: how has the patriarchal system instituted under Spanish colonialism influenced ideas about gender, race, and religion? How does the legacy of U.S. Cold War intervention in Latin America subtly play out in within contemporary discussions about democracy, human rights, and development? How have neoliberal policies produced a discourse of economic growth that ignores increasing economic polarization in the region? How do these broad structures of power influence the everyday lives of Latin Americans? The course will focus primarily, although not exclusively, on South America.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### CITY B229 Topics in Comparative Urbanism: Colonial and Post-Colonial Cities

This is a topics course. Course content varies. Current topic description: Probing the relations of power at the heart of power and society in many cities worldwide, this class uses case studies to test urban theory, forms and practice. In order to grapple with colonialism and its aftermaths, we will focus on cities in North Africa, France, Ireland, Hong Kong, and Puerto Rico, systemically exploring research, writing and insights from systematic interdisciplinary comparisons.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0

Instructor(s): McDonogh, G.  
(Spring 2019)

### COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin American, Iberian, and Latina/o Studies; Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### 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 struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Fall 2018)

### ENGL B236 Latina/o Culture and the Art of Migration

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Fall 2018)

### **ENGL B239 African American Poetry**

This course explores the work of black poets in the Americas. Focusing on a range of poetic forms from the 18th century through the present, we will consider key questions that have animated the works of black poets in North America and the Caribbean, and how they have used poetic strategy to engage these questions. How do black poets explore black political and social life in various historical and geographical contexts? How do they use particular formal strategies (for example, form poetry, free verse, narrative poetry, and experimental modes) to interrogate notions of blackness? How do political movements around gender, class, and sexuality factor in? As we approach these questions, we will consider important critical conversations on African American poetry and poetics, examining how both well-known and underexplored poets use form to complicate blackness and imagine various forms of freedom. Our work will take us through several poetic genres and forms, including print works, performance poetry, hip hop music, and digital media. Throughout our analysis, we will consider how discourses on gender, sexuality, class, national and transnational identity, and other engagements with difference shape black poetic expression, both historically and in our current moment.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL B274 Ethnic Speculative Fiction**

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms “visionary fiction.” Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Harford Vargas, J.  
(Spring 2019)

### **ENGL B320 Black Feminist Literature**

This course explores contemporary black feminist literature and culture on a transnational stage. We will consider the works of prominent, emerging, and underexplored black feminist writers from various African diaspora locations, including South Africa, West Africa, Europe, North America, and the Caribbean. How do these writers engage with key currents in global black feminist politics, including understandings of gender, sexuality, class, nationality and colonialism? How do they complicate these discussions in their work? We will ground our exploration in close study of black feminist poetics—the specific formal and creative choices that black feminist poets, fiction writers, visual artists, hip hop artists, webseries producers and others use to examine gender and sexuality in their art. Paying particular attention to the work of queer and LGBTI+ (Lesbian, Gay, Bisexual, Trans\* and Intersex) artists, we will consider the various meanings of terms such as “black,” “feminist,” and “queer” in various parts of the African Diaspora. Our work will emphasize close analysis of black feminist writers’ works, as well as collaborative exercises and invited in-class discussions with several contemporary black diasporic feminist artists themselves. Requirements include two short papers, regular response papers, and a final project.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Sullivan, M.

(Fall 2018)

### **ENGL B345 Topics in Narrative Theory**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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, Albert Camus, Ana Castillo, Sigmund Freud, Eva Hoffman, Maxine Hong Kingston, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, W. G. Sebald, Kurban Said, and others.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

Instructor(s): Seyhan, A.

(Fall 2018)

### **GNST B245 Introduction to Latin American, Iberian, and Latina/o Studies**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in

the minor, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2018-2019)

### **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); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies; International Studies; Peace, Justice and Human Rights

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2018)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Environmental Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **HIST B215 Europe and the Other 1492-1800**

This course will introduce students to process through which Europeans created systems and categories of difference into which they placed Indigenous, African, and Asian peoples between the years 1492 and 1815. Topics of study include Indigenous leaders, slave and free communities, and cultural mediators on colonial frontiers.

Approach: Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Spring 2019)

### **HIST B327 Topics in Early American History: Indigenous Peoples**

This is a topics course. Course content varies. Current topic description: A seminar exploring indigenous societies and cultures of the Americas through interdisciplinary scholarship. The course's aim is to explore the evolution of several indigenous societies and cultures in order to frame Native peoples as actors on historical playing fields that were as rich, complex, and subject to change as those that the European intruders and their descendants later occupied.

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gallup-Diaz, I.

(Fall 2018)

### **HIST B339 The Making of the African Diaspora 1450-1800**

This course explores the emergence, development, and challenges to the ideologies of whiteness and blackness, that have been in place from the colonial period to the present. Through the reading of primary and secondary sources, we will explore various ways through which enslaved people imagined freedom, personal rights, community membership, and some of the paths they created in order to improve their experiences and change the social order. In an attempt to have

a comparative approach, we will look at particular events and circumstances that took place in few provinces in the Americas, with an emphasis on Latin America and the Caribbean. The course will also look at the methodological challenges of studying and writing history of people who in principle, were not allowed to produce written texts. Throughout, we will identify and underscore the contribution that people of African descent have made to the ideas of rights, freedom, equality, and democracy.

Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Spring 2019)

### **LING B140 Language and Empire in Mesoamerica**

In this course we look at language and empire in Mesoamerica from a linguistic perspective. Students learn about the languages and linguistic features of the Mesoamerican area. The course features three "imperial" languages: Nahuatl, Spanish, and English. We consider the roles that language can have in building and maintaining empire and explore the linguistic landscape of Mesoamerica in its entirety. For example, we examine the role of Nahuatl in place names throughout Mesoamerica, the use of Spanish bilingual texts in the spread of Catholicism, and why in modern Mexico, speaking Spanish with an English accent might be viewed as "cool" but speaking Spanish with a Zapotec accent can be viewed as "uneducated". The course ends with a unit on ways that speakers of indigenous Mesoamerican languages push back against linguistic colonialism, including opportunities to hear first hand from language activists about their experiences and efforts. This course is reading, writing, and discussion heavy. This course is designated as satisfying the following approaches at BMC: CI and CC. This course should also count towards the Latin American, Iberian, and Latina/o Studies minor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Lillehaugen, B.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B235 Mexican-American Communities**

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centennial migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro- and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies; Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges**

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history,

anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second generation and segmented assimilation, and citizenship will be included.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **SPAN B110 Análisis cultural y gramática en contexto**

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. Written and oral proficiency is emphasized. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Quintero, M., Gaspar, M., Sacerio-Garí, E.

(Fall 2018, Spring 2019)

### **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. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Quintero, M.

(Spring 2019)

### **SPAN B209 Lo que hemos comido: Identidades en España**

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of "Spain" to the world. We will examine, for instance, how this new trend compares to the tourism industry endorsed by the dictatorship in the 1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terroir, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Prerequisite: SPAN 120 or permission of instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Song, R.

(Fall 2018)

### **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. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Sacerio-Garí, E.

(Spring 2019)

### **SPAN B219 Focus: Imaginando Barcelona**

An introduction to the textual and visual representation of the city of Barcelona, a key geographical, historical, political, and cultural referent for Spain and Catalonia. In this course we will read past and present texts that narrate the origins and the symbolic significance of this city and discuss recent films that capture the evolving experience of its residents, as a global destination for many and a city of immigrants. Prerequisite: SPAN B120.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 0.5

(Not Offered 2018-2019)

### **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, Zayas, and a number of contemporary writers such as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B233 Focus: La Habana y sus textos**

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima. Selective films by Fernando Pérez and other Cuban directors. Prerequisite: SPAN B120.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **SPAN B234 El cuento de lo fantástico en Hispanoamérica**

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima. Selective films by Fernando Pérez and other Cuban directors. Prerequisite: SPAN B110 or SPAN B120.

Approach: Critical Interpretation (CI)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **SPAN B243 Temas de la literatura hispana: Mitos coloniales, de la conquista al cine de hoy**

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and recent films.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Gaspar, M.  
(Fall 2018)

### **SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Stereotypically, Latin Americans are viewed as “emotional people”—often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these “people” become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and “low-key” comedies (since 2000s.)

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Film Studies; Latin American, Iberian, and

Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B265 Escritoras españolas: entre tradición, renovación y migración**

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequisite: SPAN B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Quintero, M.  
(Spring 2019)

### **SPAN B312 Latin American and Latino Art and the Question of the Masses**

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some

narratives) construct “minor,” “featureless” and “anonymous” characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: 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 120 and at least one other Spanish course at a 200-level, or received permission from instructor.

Approach: Course does not meet an Approach  
Major Writing Requirement: Writing Attentive  
Counts towards: Latin American, Iberian, and Latina/o Studies;  
Museum Studies  
Units: 1.0  
Instructor(s): Gaspar, M.  
(Spring 2019)

### **SPAN B315 El futuro ya llegó: relatos del presente en América Latina**

Taught in Spanish. In the 21st Century, “Here and now” is not what it used to be. There is no single “here” but instead multiple, coexisting realities (that of the cellphone, the street, the ‘world’.) There’s no clear present when the “now” is multiple. In this course we will explore 21st century Latin American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances—fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life “here and now.” Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B317 Poéticas del deseo y el poder en la lírica del Siglo de Oro**

A study of the evolution of the lyric in Spain during the Renaissance and Baroque periods beginning with the oral tradition and the imitation of Petrarch. Topics include: the representation of women as objects of desire and pre-texts for writing, the political and national subtexts for lyric production, the self-fashioning and subjectivity of the lyric voice, theories of parody and imitation, and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Spain, reading will include texts from Italy, France, England and Mexico. Taught in Spanish. Prerequisites: at least one 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish.

Counts towards: Gender and Sexuality Studies; Film Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B321 Surrealismo al afrorrealismo**

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: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B351 Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of cultural and economic transformations. Major topics include slavery and resistance; Cuba’s struggles for freedom; changing cultural policies and film of the Revolution. Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Sacerio-Garí, E.  
(Spring 2019)

### **SPAN B370 Literatura y delincuencia**

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 fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC’s pre-1898 requirement.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)



# LINGUISTICS

Bi-Co students may major or minor in the Tri-Co Linguistics Department (Bryn Mawr, Haverford and Swarthmore).

## Faculty

Jane Chandlee, Assistant Professor of Linguistics (Haverford)  
Shizhe Huang, C.V. Starr Professor of Asian Studies; Associate Professor of Chinese and Linguistics (Haverford)  
Brook D. Lillehaugen, Co-Chair and Assistant Professor of Linguistics (Tri-College)  
Kate Riestenberg, Postdoctoral Fellow in Linguistics (Bryn Mawr)

## AFILIATED FACULTY

### Swarthmore

Theodore B. Fernald, Professor  
K. David Harrison, Professor and Associate Provost  
Donna Jo Napoli, Professor  
Jamie A. Thomas, Assistant Professor (on leave AY 2018-2019)  
Jonathan North Washington, Assistant Professor  
Emily A. Gasser, Visiting Assistant Professor  
Patricia L. Irwin, Visiting Assistant Professor  
Peter Klecha, Visiting Assistant Professor

### Bryn Mawr

Deepak Kumar, Professor of Computer Science (on leave semester II)  
Amanda Weidman, Associate Professor of Anthropology

### Haverford

Marilyn Boltz, Professor of Psychology  
Ana López-Sánchez, Associate Professor of Spanish  
Danielle Macbeth, T. Wistar Brown Professor of Philosophy  
Maud McInerney, Associate Professor of English

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

Students may learn more about the major requirements at the following websites:

(<http://www.haverford.edu/linguistics/>)

(<http://www.swarthmore.edu/SocSci/Linguistics/>).

All Linguistics and Linguistics and Languages course majors must take one course or seminar from each of the following three lists:

- 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

All Linguistics and Linguistics and Languages course majors are required to take the structure of a non-Indo-European Language, typically LING282 at HC, or LING061, 062, 064 at SC.

All majors must take three elective courses in Linguistics or related fields.

In addition, all Linguistics and Linguistics & Languages majors are required to write a senior thesis in the fall of their senior year in LING100 (Research Seminar) or LING H399, a one credit course. This paper constitutes the comprehensive requirement.

Honors majors do all of the above plus two research projects (each carries one credit) to be completed independently in the spring of their senior year and conclude with an oral examination.

## 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

All linguistics courses offered at Swarthmore College will be accepted for minor credit for various categories.

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, scan it and email it to Brook Lillehaugen (blilleha@brynmaur.edu) and Dorothy Kunzig (dkunzig1@swarthmore.edu).

Contact Information for Bi-Co students: Brook Lillehaugen, Co-Chair of Tri-Co Linguistics Department, blilleha@haverford.edu.

## COURSES

### 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.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Riestenberg, K.  
(Fall 2018, Spring 2019)

### LING B140 Language and Empire in Mesoamerica

In this course we look at language and empire in Mesoamerica from a linguistic perspective. Students learn about the languages and linguistic features of the Mesoamerican area. The course features three "imperial" languages: Nahuatl, Spanish, and English. We consider the roles that language can have in building and maintaining empire and explore the linguistic landscape of Mesoamerica in its entirety. For example, we examine the role of Nahuatl in place names throughout Mesoamerica, the use of Spanish bilingual texts in the spread of Catholicism, and why in modern Mexico, speaking Spanish with an English accent might be viewed as "cool" but speaking Spanish with a Zapotec accent can be viewed as "uneducated". The course ends with a unit on ways that speakers of indigenous Mesoamerican languages push back against linguistic colonialism, including opportunities to hear first hand from language activists about their experiences and efforts. This course is reading, writing, and discussion heavy. This course is designated as satisfying the following approaches at BMC: CI and CC. This course should also count towards the Latin American, Iberian, and Latina/o Studies minor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0

Instructor(s): Lillehaugen, B.  
(Fall 2018)

### 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 B102, ANTH H103 or permission of instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Spring 2019)

### 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: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Kumar, D.  
(Fall 2018)

### SPAN B216 Introducción a la lingüística hispánica

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Berard, K.  
(Spring 2019)

## MATHEMATICS

Students may complete a major or minor in Mathematics. 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. Within the major, students may complete the requirements for secondary school certification. There are various programs that, for suitably advanced students, can be combined with the major. These include the combined A.B./M.A. Program at Bryn Mawr, the 3+2 A.B./B.S. Programs with the California Institute of Technology or Columbia University, and the 4+1 A.B./M.E. program with the University of Pennsylvania, explained more fully below.

## Faculty

John Bergdall, Assistant Professor of Mathematics

Leslie Cheng, Rachel C. Hale Professor in the Sciences and Mathematics

Victor Donnay, Professor of Mathematics on the William R. Kenan, Jr., Chair

Erica Graham, Assistant Professor of Mathematics (on leave semesters I & II)

Peter Kasius, Senior Lecturer in Mathematics

Paul Melvin, Professor of Mathematics

Djordje Milićević, Associate Professor of Mathematics

Amy Myers, Senior Lecturer in Mathematics and Math Program Coordinator

Daisy Sudparid, Instructor

Lisa Traynor, Chair and Professor of Mathematics

## 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. (The course numbers Hxxx refer to Haverford College equivalents.)

### 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 advisor.

Any mathematics course at or above the 200-level or any course cross-listed as a mathematics course at Bryn Mawr or Haverford can be used as an elective towards the major. In addition, some Bryn Mawr and Haverford courses from departments other than mathematics that have a substantial mathematical content may also be counted as electives. These courses are: CHEM B321: Advanced Physical Chemistry; CMSC B231: Discrete Mathematics; ECON B304: Econometrics; ECON H304: Econometrics; PHYS B306: Mathematical Methods in the Physical Sciences. A student may also, in consultation with a major advisor, petition the department to accept additional courses as electives. At most three courses can be doubled counted for a second major. Incoming students can transfer up to two courses towards the major.

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 advisor.

## Major Writing Requirement

Students will take two writing attentive courses to satisfy the major writing requirement. Courses that are designated as writing attentive are MATH B206, MATH B301, and MATH B303.

## 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. A draft of the written thesis should be submitted to the research supervisor two weeks before the end of the semester; the final draft needs to be submitted to the Math Department Office by the last day of classes for the semester when all written work is due.

## Minor Requirements

The math minor requires five courses in mathematics at Bryn Mawr or Haverford. Two of these mathematics courses must be at the 300-level or higher and the remaining three courses must be at least at the 200-level or higher; the Haverford course, Math H121, Multivariable Calculus, can also be counted towards the math minor as if it were a 200-level course.

Some Bryn Mawr and Haverford courses from departments other than mathematics that have a substantial mathematical content may also be counted towards the math minor. These courses are: CHEM B321: Advanced Physical Chemistry; CMSC B231: Discrete Mathematics; ECON B304: Econometrics; ECON H304: Econometrics; PHYS B306: Mathematical Methods in the Physical Sciences. These courses may only be counted as 200-level courses for the purposes of the math minor, regardless of their course numbers within their own departments. Also, at most one course may double-count towards both your major and the math minor.

It may also be possible to count certain math courses taken at other colleges and universities towards the math minor. This will always require special permission from the Mathematics Department.

## Advanced Placement

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and could enroll in MATH 102 or MATH 201 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

It is possible for students to earn both the A.B. and M.A. degrees in an integrated program in four (or possibly five) years.

Students normally apply for the A.B./M.A. program in their sophomore year. To be eligible, a student needs an overall GPA of 3.40 and a major GPA of 3.70. A student needs six courses for a master's degree and 32 courses for a bachelor's, but since students can count up to two courses towards both degrees, many complete the program with 36 courses total. These additional units can be obtained through AP or IB exams from high school, transfer credits, or overloads during the first four semesters at the College. See the description of the A.B./M.A. program for more details.

## 3+2 Program in Engineering and Applied Science at Cal Tech

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.

## 3+2 Program in Engineering at Columbia

See the description of the 3+2 Program in Engineering, offered in cooperation with Columbia University, for earning both an A.B. at Bryn Mawr and a B.S. at Columbia.

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

See the description of the 4+1 Partnership with Penn's School of Engineering, offered in cooperation with the University of Pennsylvania's School of Engineering and Applied Science, for beginning work on a Master's degree in Engineering while still enrolled as an undergraduate at Bryn Mawr.

## COURSES

### 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.

Approach: Quantitative Methods (QM), Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D.  
(Fall 2018)

### MATH B102 Calculus II

A continuation of Calculus I: techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Math 102 assumes familiarity of the content covered in Math 101 or its equivalent. Continuing students need to have obtained a 2.0 or higher in Math 101.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Kasius,P., Sudparid,D., Melvin,P., Myers,A.  
(Fall 2018, Spring 2019)

### 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: Quantitative Readiness Required.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Kasius,P.  
(Fall 2018, Spring 2019)

### MATH B201 Multivariable Calculus

Vectors and geometry in two and three dimensions, partial derivatives, optimization 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 with a grade of 2.0 or higher or permission of instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Donnay,V., Traynor,L.  
(Fall 2018)

### 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. Prerequisite or corequisite: MATH 102, or permission of the instructor.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Melvin,P., Myers,A.  
(Spring 2019)

### 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 B102 or the equivalent (merit score on the AP Calculus BC Exam or placement).

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Myers,A.  
(Spring 2019)

### **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.

Approach: Quantitative Methods (QM)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Cheng,L.  
(Spring 2019)

### **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. Co-requisite: MATH 201 or 203.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Donnay,V.  
(Spring 2019)

### **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. Co-requisite: MATH 201 or 203.

Approach: Quantitative Methods (QM)  
Units: 1.0  
(Not Offered 2018-2019)

### **MATH B225 Introduction to Financial Mathematics**

Topics to be covered include market conventions and instruments, Black-Scholes option-pricing model, and practical aspects of trading and hedging. All necessary definitions from probability theory (random variables, normal and lognormal distribution, etc.) will be explained. Prerequisite: MATH 102. ECON 105 is recommended.

Approach: Quantitative Methods (QM)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Milićević,D.  
(Fall 2018)

### **MATH B295 Select Topics in Mathematics**

This is a topics course. Course content varies. Not all topics are open to first year students.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Cheng,L., Myers,A.  
(Fall 2018, Spring 2019)

*Fall 2018: Enumerative Combinatorics.* Enumerative combinatorics is a collection of techniques for enumerating a set of objects (saying how many) without listing all the possibilities. Combinatorial techniques are often applied to questions of probability in situations when all outcomes are equally likely. For example, in a game of poker, any combination of five cards is equally likely to be dealt from a well-shuffled deck. What is the probability that any particular set of five cards form a full house (three of one rank and two of another)? To answer this question, we divide the number of full-house combinations by the total number of five-card combinations. To obtain these two numbers without listing all the possibilities, we use combinatorics. Although combinatorial problems can often be stated in the language of puzzles and games, the results have applications throughout mathematics, both pure and applied. Topics include: permutations, combinations, binomial identities, generating functions, recurrence relations, inclusion-exclusion, and Polya's enumeration formula.

*Spring 2019: Actuarial Mathematics.* This course will provide an introduction to some of the mathematical techniques used in actuarial work and will give an overview of some of the areas in which actuaries are currently involved. Some of the concepts that will be addressed include valuation of financial transactions, demography, life insurance, valuation of contingent payments, and premium calculation. Prerequisite: Math 102.

### **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.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
Instructor(s): Cheng,L.  
(Fall 2018)

### **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.

Units: 1.0

Instructor(s): Milićević,D.  
(Spring 2019)

### **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.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Bergdall,J.  
(Fall 2018)

### **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.

Units: 1.0

Instructor(s): Bergdall,J.  
(Spring 2019)

### **MATH B308 Applied Mathematics I**

This course will provide a general introduction to methods and modeling in applied mathematics. A variety of mathematical tools will be used to develop and study a wide range of models, including deterministic, discrete, and stochastic methods. Additional emphasis will be placed on techniques for analyzing mathematical models, including phase plane methods, stability analysis, dimensional analysis, bifurcation theory, and computer simulations. Applications to biology, physics, chemistry, engineering, and the social sciences may be discussed. Prerequisite: Math 203 or equivalent, or permission from instructor

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

Instructor(s): Melvin,P.  
(Fall 2018)

### **MATH B317 Advanced Topics in Mathematics: Elliptic Curves**

This is an advanced topics course. Course content varies. Current topic description: This course will explore aspects of the theory of Diophantine equations, elliptic curves, and algebraic geometry. Elliptic curves, which will be the main focus, are smooth curves defined by cubic equations in two variables. They form a large class of examples in geometry, or algebraic geometry, and they represent an indispensable source of examples and inspiration in number theory. Here, we develop the basic theory of these curves with the goal of studying the group of rational solutions. Extra topics may include curves over finite fields and connections to modular forms. Prerequisite: Math 303.

Approach: Quantitative Readiness Required (QR)

Units: 1.0

Instructor(s): Bergdall,J.  
(Spring 2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **MATH B390 Number Theory**

Study of integers with an emphasis on their multiplicative structure and topics related to analysis, and a first course in analytic number theory. Core topics: divisibility and primes, arithmetic functions, average and extremal orders, techniques of analytic number theory, Riemann zeta function, prime number theorem, Dirichlet characters, L-functions. Possible additional topics may include approximations by rational numbers, geometry of numbers, algebraic numbers and class numbers, sums of squares, and the idea of modular forms. Prerequisite: Math 201, and some familiarity with writing proofs (such as Math 206, Math 301/303 as a co-requisite, or permission of instructor)

Approach: Quantitative Methods (QM)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Units: 1.0

Instructor(s): Melvin,P., Cheng,L., Donnay,V., Traynor,L.,

Milićević,D.  
(Fall 2018)

### **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.

Units: 1.0  
Instructor(s): Melvin,P., Cheng,L., Donnay,V., Traynor,L., Milićević,D.  
(Spring 2019)

### **MATH B398 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Units: 1.0  
Instructor(s): Traynor,L.  
(Fall 2018)

### **MATH B399 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year.

Units: 1.0  
Instructor(s): Donnay,V., Traynor,L.  
(Spring 2019)

### **MATH B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **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  
Instructor(s): Milićević,D.  
(Fall 2018)

### **MATH B502 Graduate Real Analysis II**

This course is a continuation of Math 501.

Units: 1.0  
Instructor(s): Milićević,D.  
(Spring 2019)

### **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  
(Not Offered 2018-2019)

### **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. Prerequisite: MATH B503.

Units: 1.0  
(Not Offered 2018-2019)

### **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  
Instructor(s): Melvin,P.  
(Spring 2019)

### **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  
(Not Offered 2018-2019)

### **MATH B511 Graduate Complex Analysis I**

Units: 1.0  
(Not Offered 2018-2019)

### **MATH B512 General Topology**

This course covers the basic notions of point set topology, with an introduction to algebraic and geometric topology. Topics covered include topological spaces, continuity, compactness, connectedness, quotient spaces, the fundamental group and covering spaces, and the classification of surfaces.

Units: 1.0  
Instructor(s): Melvin,P.  
(Fall 2018)

### **MATH B525 Algebraic Topology**

This course covers the basic notions of algebraic topology. Topics covered include homology theory, cohomology theory, duality on manifolds, and an introduction to homotopy theory.

Units: 1.0  
Instructor(s): Melvin,P.  
(Fall 2018, Spring 2019)

### **MATH B670 Graduate Perspectives in Mathematics Pedagogy**

This course will cover a spectrum of topics in mathematics pedagogy of importance for graduate students serving as mathematics teaching assistants as well as those preparing to teach high school, community college, or university-level mathematics. It will meet every other week for three hours following a seminar format combining some lectures and guest speakers with extended discussion.

Units: 1.0  
(Not Offered 2018-2019)

### **MATH B701 Supervised Work**

Units: 1.0  
Instructor(s): Melvin,P., Cheng,L., Donnay,V., Traynor,L., Milićević,D., Bergdall,J.  
(Fall 2018, Spring 2019)

### **MATH B702 Research Seminar**

Units: 1.0

Instructor(s): Melvin,P., Cheng,L., Donnay,V., Traynor,L., Milićević,D.

(Fall 2018, Spring 2019)

### **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 and MATH B201.

Approach: Quantitative Methods (QM)

Counts towards: Biochemistry and Molecular Biology

Units: 1.0

Instructor(s): Francl,M.

(Fall 2018)

### **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. Co-requisites: BIOL B115 or CMSC B110 or CMSC B113 or H105 or H107.

Approach: Quantitative Methods (QM)

Units: 1.0

Instructor(s): Belorkar,A.

(Fall 2018)

### **CMSC B310 Computational Geometry**

A study of algorithms and mathematical theories that focus on solving geometric problems in computing, which arise naturally from a variety of disciplines such as Computer Graphics, Computer Aided Geometric Design, Computer Vision, Robotics and Visualization. The materials covered sit at the intersection of pure Mathematics and application-driven Computer Science and efforts will be made to accommodate Math majors and Computer Science majors of varying math/computational backgrounds. Topics include: graph theory, triangulation, convex hulls, geometric structures such as Voronoi diagrams and Delaunay triangulations, as well as curves and polyhedra surface topology. Prerequisite: CMSC B231/ MATH B231.

Approach: Quantitative Readiness Required (QR)

Units: 1.0

(Not Offered 2018-2019)

### **CMSC B340 Analysis of Algorithms**

This course will cover qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Topics include: performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior and correctness and complexity. Particular classes of algorithms will be studied in detail.

Approach: Quantitative Readiness Required (QR)

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Xu,D.

(Fall 2018)

### **ECON B304 Econometrics**

The econometric theory presented in ECON 253 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.

Units: 1.0

Instructor(s): Velasco,L.

(Spring 2019)

### **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. Prerequisite: MATH 201 and 203.

Units: 1.0

Instructor(s): Matlin,M.

(Fall 2018)

### **PHYS B328 Galactic Dynamics & Advanced Classical Mechanics**

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

Units: 1.0

Instructor(s): Daniel,K.

(Fall 2018)

## **MIDDLE EASTERN STUDIES**

Students may complete a concentration in Middle Eastern Studies.

### **Faculty**

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Arts and Director of Middle Eastern Studies

Penny Armstrong, Eunice M. Schenck 1907 Professor of French and Director of Middle Eastern Languages

Jennie Bradbury, Assistant Professor Classical and Near Eastern Archaeology

Manar Darwish, Instructor of Arabic and Coordinator of the Bi-Co Arabic Program

Sofia Fenner, Assistant Professor of Political Science



Azade Seyhan, Fairbank Professor in the Humanities and Chair and Professor of German and Comparative Literature

Elly Truitt, Associate Professor of History

Sharon Ullman, Professor of History

The Program in Middle Eastern Studies offers a concentration focusing 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.

The members of the Middle Eastern Studies Program assist students to plan coursework and independent study, including independent majors in Middle Eastern Studies.

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 and modern Middle East distributed in the following manner:

- A basic course that offers a broad introduction to the region and its peoples. When available, students should take Introduction to Middle East Studies (HIST 234) at Bryn Mawr. When this course is not available, students will select a comparable introductory course in consultation with their advisor.
- 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 advisor. 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.
- 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 (1) and (2) does not include one or the other of these.
- Of the six courses, at least one must be pre-modern in content, and at least one must be modern in content.
- 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 basic course that offers a broad introduction to the region and its peoples. When available, students should take Introduction to Middle East Studies (HIST 234) at Bryn Mawr. When this course is not available, students will select a comparable introductory course in consultation with their advisor.
- 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 advisor 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 in (2) must be pre-modern in content, and at least one course must be modern in content.
- Of the four courses, only two may form a part of the student's major.

For Middle Eastern languages taught at Bryn Mawr and Haverford, please see the course listings for the Bi-College Program in Arabic and the Bryn Mawr offerings in Hebrew.

## COURSES

### ARAB B003 Second Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims 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. Prerequisite: ARAB H002 or placement by instructor.

Approach: Course does not meet an Approach

Counts towards: Middle Eastern Studies

Units: 1.0

Instructor(s): Darwish, M.

(Fall 2018)

### ARAB B004 Second-Year Modern Standard Arabic

Combines intensive oral practice with writing and reading in the modern language. The course aims 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. Prerequisite: ARAB B003 or placement.

Approach: Course does not meet an Approach

Counts towards: Middle Eastern Studies

Units: 1.0

Instructor(s): Perry, F., Darwish, M.

(Spring 2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Geoarchaeology; Middle Eastern Studies

Units: 1.0

Instructor(s): Bradbury, J.

(Fall 2018)

### ARCH B225 The Art and Archaeology of Greco-Roman Egypt

This course examines the art and archaeology of Greco-Roman Egypt from the conquests of Alexander the Great in the 4th century BCE to the Late Roman Era, ca. 4th century CE.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): McFadden,S.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Bradbury,J.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **COML B225 Censorship: Historical Contexts, Local Practices and Global Resonance**

The course is in English. It examines the ban on books and art in a global context through a study of the historical and sociopolitical conditions of censorship practices. The course raises such questions as how censorship is used to fortify political power, how it is practiced locally and globally, who censors, what are the categories of censorship, how censorship succeeds and fails, and how writers and artists write and create against and within censorship. The last question leads to an analysis of rhetorical strategies that writers and artists employ to translate the expression of repression, trauma, and torture into idioms of resistance. German majors/minors can get German Studies credit. Prerequisite: EMLY B001 or a 100-level intensive writing course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin American, Iberian, and Latina/o Studies; Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B217 Introduction to Medieval Islamic Art and Architecture**

This course traces the development of Islamic art and architecture beginning with the emergence of Islam in the early seventh century and ending with the Mongol invasion and the fall of the Abbasid Empire in the mid-thirteenth century. Special

attention is paid to issues of particular importance to medieval Islamic art, including aniconism (the rejection of figural imagery in artistic production), the role of script as an expressive art form, and the relationship of early Islamic art to the artistic traditions of other late antique and medieval cultures. Prerequisites: At least one course in History of Art at the 100 or 200 level, or a course in Middle Eastern Studies at the 100 or 200 level is recommended but not required.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B218 Byzantine Textiles in Life and Death**

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Approach: Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies; Museum Studies  
Units: 1.0  
Instructor(s): Walker,A.  
(Fall 2018)

### **HEBR B001 Elementary Hebrew**

This year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Fall 2018)

### **HEBR B002 Elementary Hebrew**

This is a continuation of HEBR B001, year-long course is designed to teach beginners the skills of reading, writing, and conversing in Modern Hebrew. It will provide students with knowledge of the Hebrew writing system – its alphabet (Square letters for reading, cursive for writing) and vocalization – as well as core aspects of grammar and syntax. Diverse means will be utilized: Textbook, supplementary printed material, class conversations, presentations by students of dialogues or skits that they prepare in advance, and written compositions. This course, followed by Semesters 3 and 4 taken elsewhere, lays a foundation for reading of Modern Hebrew literary works.

Approach: Course does not meet an Approach  
Counts towards: Middle Eastern Studies

Units: 1.0  
(Spring 2019)

### **HIST B123 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. This course number was previously HIST B223.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B234 An Introduction to Middle Eastern History**

This course serves as an introduction to the history of the modern Middle East. We will also explore the narratives and debates that have shaped the field of Middle East history. Topics include orientalism, colonialism, political reform, social, cultural, and intellectual movements, nationalism, and the Cold War. Readings will be drawn from the fields of history, anthropology, politics, and literature.

Approach: Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Fall 2018)

### **HIST B351 Intoxicated Identities: Alcohol Consumption in Mod Mideast**

This class aims to show not only that people in the Middle East drink, that is irrefutable, but that the reasons why they did so provide an interesting prism through which to view the history of the region. It will show that the alcohol consumption habits of residents of the Middle East between the years 600 and the present can serve as an excellent entry point for the discussion of many important historiographical issues including constructions of masculinity and femininity, identity formation, youth culture, leisure, and class formation.

Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST B373 Topics: History of the Middle East**

This is a topics course. Course content varies.  
Counts towards: Gender and Sexuality Studies; Middle Eastern Studies

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B283 Middle East Politics**

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. Prerequisite: Any Intro level Political Science course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

### **POLS B360 Islam and Politics**

This course locates and explores the politics of Islam in the politics of interpretation, taking into account texts both literal and social. More broadly, this course will consider evolving approaches to culture, religion, and ideology in political science, exploring not just the effect of Islam on politics but also the ways in which politics have shaped the Islamic tradition over time. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Prerequisite: POLS B283 or instructor consent.

Major Writing Requirement: Writing Attentive  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

## **MUSEUM STUDIES**

Students may complete a minor in Museum Studies.

### **Faculty**

#### **Steering Committee**

Monique Scott, Director of Museum Studies

Carrie Robbins, Curator, Academic Liaison for Art & Artifacts

Alicia Walker, Associate Professor of History of Art on the Marie Neuberger Fund for the Study of Art and Director of the Middle Eastern Studies Program

Museum Studies is a program that offers students a rich and dynamic education in both museum theory and practice. Students have the opportunities to learn about the history of museums and their roles in society as well as to engage with critical, theoretical museum scholarship. Through coursework and internships, students will also have the opportunity to gain practical hands-on experience in Bryn Mawr's Special Collections as well as in museums in Philadelphia and beyond. This dynamic and inter-disciplinary program intersects disciplines such as the History of Art, Anthropology, Archaeology, History, Education, Cities, Biology and Geology. The Bryn Mawr Museum Studies program aims to empower students to become significant contributors to various professions throughout museums, galleries and archives.

The Museum Studies program calls upon the College's extensive collection of art and artifacts, rare books and prints,

photographs and manuscripts, which facilitates research and experiential learning for students. Through Bryn Mawr's Special Collections, students can draw upon the in-house expertise of a strong group of curators and other museum professionals working in the department. Bryn Mawr is in close proximity to the museum-rich Philadelphia region, and students have the opportunity to work with distinguished and diverse museum professionals across the city.

## Museum Studies Minor Curriculum

The requirements for the minor are six courses that include:

- Core courses (2): "Museum Studies: History, Theory, Practice" and one course with an exhibition planning component. This can include the development of an online exhibition or an exhibition proposal.
- Elective courses (2-3): These can be courses officially taught in museum studies as well as courses in other disciplines that include museum studies content. Students also can take advantage of relevant courses at Haverford and Swarthmore. The Director of Museum Studies in addition to the Professor of the elective must deem the course acceptable as a museum studies course.
- Experiential courses (1-2): Praxis courses and/or the Museum Studies Fieldwork Seminar.

A student declares Museum Studies as a minor by meeting with the Director of Museum Studies and completing a minor work plan. The student can major in any department. Student internships in museums are considered vital "hands-on" learning opportunities for those who seek careers in museum practice. Students will also be encouraged to seek summer museum internships.

## Museum Studies Core Courses

HART B281 Museum Studies: History, Theory, Practice

HART B316 Museum Studies Fieldwork Seminar

## Program Advisors

- Monique Scott, Director of Museum Studies
- Carrie Robbins, Curator for Art & Artifacts
- Alicia Walker, Associate Professor of History of Art, Director of Center for Visual Culture, and Director of Middle Eastern Studies

## COURSES

### **ANTH B271 Museum Anthropology: History, Politics, Practices**

This course provides an in-depth exploration of museum anthropology: the critical study of museum practices from an anthropological perspective. The course will fundamentally consider the role of museums in exhibiting culture—the politics of placing cultures on display, from living humans and human remains to cultural objects and artifacts. The course will also consider changing practices in museum anthropology, including repatriation efforts, shifting notions of heritage and identity and the emergence of community-curated exhibitions. This course complements the theoretical explorations of the museum with visits to area museums and hands-on work in Special Collections.

Approach: Course does not meet an Approach  
Counts towards: Museum Studies

Units: 1.0  
(Not Offered 2018-2019)

### **ARCH B102 Introduction to Classical Archaeology**

A historical survey of the archaeology and art of Greece, Etruria, and Rome.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor(s): Lindenlauf,A.  
(Spring 2019)

### **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.

Approach: Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **ARCH B219 Art and Archaeology of Late Antiquity**

This class examines the art and archaeology of the late-antique Mediterranean, tracing various iterations of artistic and architectural experimentation as well as socio-political expression from the Late Roman world of the Tetrarchs (3rd century CE) to the first Islamic Dynasty, the Umayyads (7th century CE). We will explore how the vitality of classical styles and pagan beliefs mixed with the creative energies of other "indigenous" traditions - Egyptian, Arabic, Jewish, Gallic, etc., as well as those of the new church, so as to better understand the cultural plurality and vigor of this period formally considered a "Dark Age."

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Museum Studies

Units: 1.0

Instructor(s): McFadden,S.  
(Spring 2019)

### **ARCH B306 Monumental Painting**

The Mediterranean tradition of large-scale painting begins in prehistoric times and continues through Late Antiquity and beyond. Important examples survive on the walls of houses, tombs and other structures at sites in the Bronze Age Aegean, in Archaic, Classical and Hellenistic Anatolia, Macedonia, Magna Graecia, and Etruria, Rome and the famous sites of Pompeii and Herculaneum preserved by the eruption of Mount Vesuvius. Technical, artistic, cultural and interpretive issues will be considered.

Counts towards: Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **CHEM B208 Topics in Art Analysis**

This is a topics course and topics will vary. All courses will cover a variety of methods of analysis of works of art centered around a specific theme. Using both completed case studies and their own analysis of objects in the Bryn Mawr College

collection, students will investigate a number of instrumental methods of obtaining both quantitative and qualitative information about the manufacture, use and history of the objects.

Approach: Scientific Investigation (SI)  
Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): Weldon, M.  
(Fall 2018)

### **CHEM B310 Topics in Art Analysis: Textiles**

This is a topics course and topics will vary. Current topic description: This course introduces the science of textiles through hands-on training in the analysis of textile weaving techniques and materials. Students will learn to identify fibers, weave structures, dyes, and mordants through visual and instrumental analysis culminating in their ability to fully identify the methods of production of an authentic early Byzantine textile. Instrumentation used will include polarized light microscopy, high performance liquid chromatography, and x-ray fluorescence spectroscopy.

Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): Weldon, M.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Le Menthéour, R.  
(Spring 2019)

### **HART B218 Byzantine Textiles in Life and Death**

This course explores the manifold uses and meanings of textiles in early Byzantine visual and material culture as well as their afterlife as objects of collection and display in the modern era. Students will undertake original research on early Byzantine textiles from the collection of Philadelphia University. Assignments will develop skills in museological writing, including documentation for collection databases and object exhibitions. Prerequisites: Previous coursework in History of Art, Archaeology, Museum Studies, or History is recommended, but not required.

Approach: Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies; Museum Studies  
Units: 1.0  
Instructor(s): Walker, A.  
(Fall 2018)

### **HART B226 Perspectives on African Art**

This course is an exploration of a selected range of art that represent the role and place of art in Africa and demonstrate the changes in artwork over time. The course begins with an examination of what defines the art of Africa, and proceeds to seek an understanding of its philosophical underpinnings and aesthetics. It then conducts a cultural as well as an historical exploration of selected art traditions on the continent. The course will emphasize the diversity of African aesthetics as well as highlight the similarities and differences between African people within and across various artistic practices in secular and non-secular settings.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Museum Studies; Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and "living" World's Fair exhibitions—has long been deeply embedded in politics, including the persistent "othering" of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Scott, M.  
(Spring 2019)

### **HART B281 Museum Studies: History, Theory, Practice**

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the "new museology."

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Scott, M.  
(Fall 2018)

### **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.

Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B301 Topics in Exhibition Strategies: Exhibiting Byzantine Textiles**

This is a topics course. Course content varies. Current topic description: This course builds toward a student-curated exhibition of early Byzantine textiles. Students will investigate past exhibitions of early Byzantine textiles as case studies, reading catalogues and accounts of critical reception in order to understand different curatorial strategies and to apply what they learn in the organization of their own public exhibition. They will develop original documentation of objects for entry in Philadelphia University's online, publicly accessible collection database. Collectively, they will determine a curatorial agenda, produce didactic materials, develop public programs, script tours for different audiences, and install an exhibition of approximately 20 early Byzantine textiles.

Counts towards: Museum Studies; Praxis Program  
Units: 1.0  
Instructor(s): Walker,A., Robbins,C.  
(Spring 2019)

### **HART B316 Museum Studies Fieldwork Seminar**

This course provides students a forum in which to ground, frame and discuss their hands-on work in museums, galleries, archives or collections. Whether students have arranged an internship at a local institution or want to pursue one in the Bryn Mawr College Collections, this course will provide a framework for these endeavors, coupling praxis with theory supported by readings from the discipline of Museum Studies. The course will culminate in a final poster presentation, an opportunity to reflect critically on the internship experience. Prior to taking the course, students will develop a Praxis Learning Plan through the LILAC office. All students will share a set syllabus, common learning objectives and readings, but will also be able to tailor those objectives to the specific museum setting or Special Collections project in which they are involved.

Counts towards: Museum Studies; Praxis Program  
Units: 1.0  
Instructor(s): Houghteling,S., Scott,M.  
(Spring 2019)

### **HART B318 Cultural Property and Museums**

This course examines cultural heritage and the concept of cultural property in relation to museums and collections. We will consider the development of national and international laws in the 20th and 21st centuries to protect cultural heritage, museum responsibilities, and case studies on topics including the looting of archaeological sites, the fate of art during war, nationalism and politics, restitution of art, and fakes and forgeries.

Counts towards: Museum Studies  
Units: 1.0  
(Spring 2019)

### **HART B325 Care and Conservation of Contemporary Art**

This course explores the ethics, principles, analysis and materials used in art conservation. Case studies, guest lectures, and museum visits will then introduce the unique problems involved in preserving, conserving and exhibiting contemporary art. There will be some hands on/lab component activities. Prerequisites: At least one previous HART course at Bryn Mawr College. Understanding of basic chemistry helpful.

Major Writing Requirement: Writing Attentive  
Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B345 Topics in Material Culture: Ornament**

This is a topics course. Course content varies. Current topic description: This seminar will examine the history and theory of ornament from a wide range of disciplinary, temporal and geographic perspectives.

Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): Houghteling,S.  
(Spring 2019)

### **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.

Counts towards: Museum Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B374 Topics: Exhibition Seminar: Early and Modern Temperaments**

This is a topics course. Course content varies. Students will gain practical experience in the production of an exhibition: conceiving a curatorial approach, articulating themes, writing didactics, researching a checklist, designing gallery layout, producing print and web materials, developing programs, and marketing the exhibit. Prerequisite: At least one previous HART course at Bryn Mawr College. Current topic description: "Early/Modern Temperaments" will explore the representation of the four principle human dispositions or personality types - melancholic, choleric, sanguine, phlegmatic - in the graphic arts of the early modern period. Additionally, identification of the legacy and extension of these concepts in modern and contemporary prints will result in the juxtaposition of early/modern temperaments.

Counts towards: Museum Studies  
Units: 1.0  
Instructor(s): Hertel,C., Robbins,C.  
(Fall 2018)

### **HIST B245 Topics in Modern US History**

This is a topics course in 20th century America social history.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Vider,S.

(Spring 2019)

### **HIST B274 Focus: Topics in Modern US History**

This is a topics course in 20th century America social history.

Topics vary by half semester

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies; Museum Studies; Praxis Program

Units: 0.5

(Not Offered 2018-2019)

### **HIST B349 Topics in Comparative History**

This is a topics course. Topics vary.

Counts towards: Africana Studies; Museum Studies

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B308 Rome as Palimpsests: from Ruins to Virtual Reality**

From the urban dream that Raphael confessed to pope Leo X in the middle of the Renaissance to the parkour on the top of the Colosseum in the Assassin's Creed videogames, Rome has always been both a memory and a vision: a place of nostalgia and endless potential. In this course we will investigate some crucial places, moments, and ideas in the modern history of this ancient capital of Western culture: XVI century Mannerist painting and the Pop Art of Piazza del Popolo, the early modern re-uses of the Colosseum and its cubic clone designed under fascism, the narrations of Romantic grand-tours and the ones of contemporary postcolonial authors. We will adopt a trans-historical and inter-disciplinary perspective, focusing on the main attempts to revive the glory of the ancient empire. We will try to understand whether Italy's capital is a museum to be preserved, an old laboratory of urban innovations, a cemetery, a sanctuary, or simply an amalgam of past and future, glory and misery, beauty and horror. For Italian majors you will have an additional hour for credit. Prerequisite: One two-hundred level course for students interested in taking the course towards Italian credits.

Counts towards: Museum Studies; Praxis Program

Units: 1.0

Instructor(s): Giammei,A.

(Spring 2019)

### **PSYC B231 Health Psychology**

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100)

Approach: Course does not meet an Approach  
Counts towards: Health Studies; Museum Studies

Units: 1.0

Instructor(s): Peterson,L.

(Fall 2018)

### **SPAN B312 Latin American and Latino Art and the Question of the Masses**

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: 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 120 and at least one other Spanish course at a 200-level, or received permission from instructor.

Approach: Course does not meet an Approach

Major Writing Requirement: Writing Attentive

Counts towards: Latin American, Iberian, and Latina/o Studies; Museum Studies

Units: 1.0

Instructor(s): Gaspar,M.

(Spring 2019)

## **MUSIC**

The Department of Music is located at Haverford and offers well-qualified students a major and minor in music.

### **Faculty**

Ingrid Arauco, Professor and Chair of Music

Christine Cacioppo, Piano Instructor

Curtis Cacioppo, Ruth Marshall Magill Professor of Music

Leonardo Dugan, Visiting Assistant Professor of Music

Richard Freedman, The John C. Whitehead 1943 Professor of the Humanities; Professor of Music; Associate Provost for Curricular Development

Myron Gray, Visiting Assistant Professor of Music

Heidi Jacob, Associate Professor of Music

Nathan Zullinger, Assistant Professor of Music

The music curriculum is designed to deepen students' understanding of musical form and expression through the development of skill 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.

As a result of having majored in our department, students exhibit proficiency in various skills appropriate to a specific area of the curriculum as listed below. But beyond such competence,

we seek to develop their awareness of aesthetics and of their place in the history of musical performance, craft, and scholarship.

## Composition/Theory

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.

## Musicology

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

## Performance

Haverford's music performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and chamber ensembles. Students can receive academic credit for their participation (MUSC 102, 214, 215, and 216), and can receive credit for Private Study (MUSC 208 for Instrumental Study, MUSC 209 for Voice Study, and MUSC 210 for Keyboard Study). Student chamber ensembles, solo instrumentalists, and vocalists also give informal recitals during the year. Courses such as Art Song and Topics in Piano have a built-in performance component.

## Private Lessons

Students can arrange private music lessons through the department or independently. We have a referral list of many fine teachers in the Philadelphia area with whom we are affiliated. The department helps to subsidize the cost of lessons for students with financial need who are studying for academic credit.

## Major Requirements

- Composition/Theory: MUSC 203, 204, and 303.
- Musicology: Three courses, MUSC 229, plus any two of MUSC 220, 221, 222, 223, 224, or 225.  
Two electives in Music, from: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 270, 304, and 325.

- Performance

Participation in a department-sponsored performance group for at least a year.

MUSC 208, 209, or 210 instrumental or vocal private study for one year.

We strongly urge continuing ensemble participation and instrumental or vocal private study.

- A Senior Project

We expect majors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

## Minor Requirements

Composition/Theory: MUSC 203 and 204.

Musicology: MUSC 229; plus any one of 220, 221, 222, 223, 224, or 225.

One elective from the following: MUSC 149, 207, 220, 221, 222, 223, 224, 225, 227, 250, 254, 265, 266, 270, 303, 304, and 325.

MUSC 208, 209, 210 instrumental/vocal private study or department ensemble participation for one year.

We expect minors to attend the majority of department-sponsored concerts, lectures, and colloquia.

Students may take only one elective course abroad or at another institution in the U.S., including within the Tri-College Consortium or at Penn, with prior written approval from the Chair of the Music Department.

## COURSES

### MUSC H102 Chorale

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra and student soloists. 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(s): Audition and consent of the instructor.

(Offered: Fall 2018; typically offered: Every Semester)

### MUSC H107 Introductory Piano

An introduction to the art of playing the piano and the music written for it. No prior musical experience is required. This course consists of weekly hour-long sessions in the form of either a class lecture/workshop given on Tuesday evenings, or self-directed listening sessions posted on Moodle, as well as weekly 20-minute private lessons at an arranged time. It is expected that the student will practice an hour each day, six days a week, and keep a listening journal, giving personal responses to the required listening as well as to three professional concerts. The final exam is a performance of two or more short works on the class recital at the end of the term.

(Offered: Fall 2018; typically offered: Every Semester)

### MUSC H110 Introduction to Music Theory

An intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing, keyboard harmony, and dictation. This course is appropriate for students who sing or play an instrument, but who have had little or no systematic instruction in music theory. Topics include time and pitch and their notation, scales, intervals, triads, basic harmonic progressions, melodic construction, harmonization of melody, non-harmonic tones, transposition, and key change (modulation). Students who wish to explore the art of musical composition will find this course especially useful, as two creative projects are assigned: the composition of a pair of melodies in the major and minor modes, and a 32-bar piece which changes key. Preparation for these projects is provided through listening and analysis of works in a variety of musical styles. Students having completed this course will be prepared to enter Music 203, the first semester of the theory sequence for music majors.

(Offered: Fall 2018; typically offered: Every Year)

### MUSC H111 Listening to Classical 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.

(Offered: Fall 2018; typically offered: Every Year)

### **MUSC H127 Listening to Jazz**

A study of jazz and its cultural 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. Critical methodologies are also explored, especially recent writings on art and society, identity and difference, and acculturation and change.

(Typically offered: Every other Year)

### **MUSC H132 Writing about Beethoven**

An exploration of Beethoven's life and works, considered in the context of changing aesthetic and cultural values of the last two centuries. Students will listen to Beethoven's music, study some of his letters and conversation books, and read some of the many responses his art has engendered. In their written responses to all of this material, students will think about Beethoven's music, his artistic personality, and the ideas and assumptions that have guided the critical reception of his art and life. They will learn to cultivate their skills as readers and listeners while improving their craft as writers. Open only to first-year students as assigned by the Director of College Writing. Crosslisted: Music, Writing Program

(Typically offered: Occasionally)

### **MUSC H203 Principles of Tonal Harmony I**

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Analysis of musical literature in a variety of genres and harmonization in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Requires three class hours plus laboratory period covering related aural and keyboard harmony skills. Required for the Music major and minor; should be taken no later than fall of sophomore year. Prerequisite(s): MUSC 110 or instructor consent

(Offered: Fall 2018; typically offered: Every Fall)

### **MUSC H204 Principles of Tonal Harmony II**

Continuation of Music 203, covering 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. Required for the Music major or minor; should be taken the semester after Music 203. Prerequisite: Music 203.

### **MUSC H207 Topics in Piano**

Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, and critical examination of sound recorded sources. Requires preparation of works of selected composer or style period for end-of-semester recital. Recent topics have included The Italian Keyboard Tradition, J.S. Bach and his Trans-Generational Impact, and American Roots.

(Offered: Fall 2018; typically offered: Every other Year)

### **MUSC H208 Private Study: Instrumental**

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. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

(Offered: Fall 2018; typically offered: Every Semester)

### **MUSC H209 Private Study: Voice**

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. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

(Offered: Fall 2018; typically offered: Every Semester)

### **MUSC H210 Private Study: Keyboard**

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. Students receive ten hour-long lessons with approved teachers for one-half credit, graded. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their lessons, but may apply for private study subsidies at the beginning of each semester's study through the department.

(Offered: Fall 2018; typically offered: Every Fall)

### **MUSC H214 Chamber Singers**

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. The choir performs on and off campus, both public concerts and outreach concerts to underserved audiences. Requires attendance at three 80-minute rehearsals weekly. Entrance by audition at the beginning of the Fall semester each year.

(Offered: Fall 2018; typically offered: Every Semester)

### **MUSC H215 Chamber Music**

Intensive rehearsal of works for small instrumental groups, with supplemental assigned research and listening. Performance is required. Students enrolled in Chamber Music have the opportunity to receive coaching from visiting artists on the Concert Artist Series and from resident ensembles. Performances take place at Haverford and Bryn Mawr Colleges, and other community venues. This course is available to those students who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. In addition, all students playing orchestral instruments must participate concurrently in the Orchestra, unless granted permission by the music director. Entrance by audition only.

(Offered: Fall 2018; typically offered: Every Semester)

### **MUSC H216 Orchestra**

The Haverford-Bryn Mawr Orchestra has over seventy members and performs a wide range of symphonic repertory. Orchestra members are expected to attend one two-and-a-half hour rehearsal per week, and are guided in sectional rehearsals by professional musicians. There are three/four performances a year, including Parents/Family Weekend concerts. The spring Orchestra concert features the winner of the annual student concerto competition. Entrance by audition only.

(Offered: Fall 2018; typically offered: Every Semester)

### **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 coaching with the instructor, culminating in a public recital at the end of the semester. Prerequisite(s): audition and consent of instructor

(Typically offered: Every Spring)

### **MUSC H221 Music in the Renaissance: Ritual and Representation**

This course explores the remarkable emergence of new ways of representing poetic and dramatic texts in musical form, charting the cultural forces of Renaissance, Reformation, and printing in the 15th and 16th centuries. We will explore changes in musical style, and the changing role that music played in European culture. We'll hear music by composers like Dufay, Josquin, Palestrina, Lasso, and Marenzio, among many others. Three class hours plus listening laboratory period. Prerequisite(s): Any full-credit course in Music, or equivalent prior experience in musical study.

(Typically offered: Every other Year)

### **MUSC H222 Bach and the Baroque**

This course traces sharp changes in 17th-century musical style and the equally striking changes in roles for soloists, composers, and audiences that prepared the way for Bach's extraordinary synthesis of musical technique in the first half of the 18th century. Attention to contexts of patronage, publishing, church, and theater, and to composers including Monteverdi, Vivaldi, and Handel. Prerequisite(s): Any full-credit course in Music, or instructor consent

(Typically offered: Every other Year)

### **MUSC H223 Mozart's World: Music of the Classical Era**

This course takes students on a musical tour of Europe in the age of Mozart. Traveling from Naples to Paris, London, and Vienna, we consider how politics, religion, commerce, and technology shaped local musical cultures. At the same time, we explore the formation of a pan-European musical language, the galant style, in works by Mozart and his contemporaries. Prerequisite(s): Any full-credit course in Music, or instructor consent

(Offered: Fall 2018; typically offered: Every other Year)

### **MUSC H224 Beethoven's Century: Music of the Romantic Era**

This course traces new paths forged by Beethoven and his successors in the dazzling musical world of the 19th century.

Beethoven is a touchstone as we explore the songs, operas, piano music, and symphonic works of Schubert, Chopin, the Schumanns, Berlioz, Liszt, Wagner, Verdi, Brahms, and Mahler. We situate changing musical form and style in the contexts of literary Romanticism, nationalism, and the evolving social world of musicians and their institutions. Prerequisite(s): any full-credit course in music, or instructor consent

(Typically offered: Every other Year)

### **MUSC H229 Thinking about Music: Ideas, History, and Musicology**

Core concepts and perspectives for the serious study of music. Students 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, and Tonality, Sense, and Reason. Each unit uses a small number of musical works, performances, or documents as a focal point. In each unit we also read current musicological work in an attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. This course is required of all music majors and minors in their sophomore or junior year. Prerequisite(s): MUSC 110, 111, or 203

(Offered: Fall 2018; typically offered: Every Fall)

### **MUSC H254 Tones, Words, and Images**

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction—and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. Among the composers represented are Mozart, Beethoven, Schubert, Schumann, Liszt, Wagner, Tchaikovsky, Thomas, Wolf, Fauré, Debussy, Dukas, Sibelius, Schoenberg, Stravinsky, Bartók, Puccini, Cage, and Glass; among authors Goethe, Eichendorff, Heine, Rückert, Bouilly, Poe, Baudelaire, Louÿs, Mallarmé, Maeterlinck, Balázs, Guiraud, George, Sardou, Auden, Updike, Joyce; in the visual realm Palladio, Friedrich, Rossetti, Monet, Benois, Roerich, Chagall, Kandinsky, Chihuly; choreographers Fokine, Nijinsky, Balanchine, Abrahams, Cunningham, Morris, Sharp. Prerequisite(s): any 100-level music course or its equivalent, or instructor consent

(Typically offered: Every other Year)

### **MUSC H265 Symphonic Technique and Tradition**

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. Weekly exercises in scoring for orchestra. Attendance at rehearsals and/or performances of the Philadelphia Orchestra. Prerequisite(s): MUSC 204

(Typically offered: Every other Year)

## MUSC H266 Composition

Preparation of a portfolio of compositions for various instruments and ensembles. Weekly assignments designed to invite creative, individual responses to a variety of musical ideas; experimentation with harmony, form, notation, and text-setting. Performance of student works-in-progress and final reading/recording session with professional musicians. Recent classes have had their compositions read by Network for New Music, percussionist Phillip O'Banion, and the Amernet String Quartet. Prerequisite(s): MUSC 204 and instructor consent

(Offered: Fall 2018; typically offered: Every other Year)

## MUSC H270 Popular Music in America

Introductory history of American popular music, c. 1790–1980. Covers early musical theater, minstrelsy, the blues, rock, film music, and minimalism, exploring themes of cultural hierarchy, technology, race, and transnationalism. Prerequisite(s): First year writing seminar or instructor consent

(Typically offered: Every other Year)

## MUSC H303 Advanced Tonal Harmony

Study of late 19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Fauré, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short compositions; 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(s): MUSC 204

(Offered: Fall 2018; typically offered: Every Fall)

## MUSC H304 Counterpoint

18th-century contrapuntal techniques and forms with emphasis on the works of J.S. Bach. Composition of two-part contrapuntal dances and inventions, canon, chorale prelude, fugue in three voices. Attention is also paid to counterpoint in later style periods, especially the twentieth century. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite(s): MUSC 204

(Typically offered: Every Spring)

## MUSC H325 Seminar in 20th/21st Century Music

Study of composers, works, and trends since 1900, with reference to theoretical and aesthetic writings and their relation to world events. Recent topics have included European émigré influence on American music, and Make It New: Music by Philadelphia Composers. Prerequisite(s): MUSC 204

(Typically offered: Occasionally)

## MUSC H480 Independent Study

Prerequisite(s): Approval of department and consent of instructor

(Offered: Fall 2018; typically offered: Every Semester)

# NEUROSCIENCE

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.

## Faculty

### Advisory Committee/Faculty

William (Dustin) Albert, Assistant Professor of Psychology (on leave semesters I & II)

Laura Been, Psychology at Haverford College

Peter Brodfuehrer, Eleanor A. Bliss Professor of Biology (on leave semester I)

Rebecca Compton, Psychology at Haverford College

Laura Grafe, Assistant Professor of Psychology

Karen Greif, Professor of Biology

Mary Ellen Kelly, Adviser Psychology at Haverford College

Roshan Jain, Biology at Haverford College

Deepak Kumar, Professor of Computer Science (on leave semester II)

Leslie Rescorla, Professor of Psychology on the Class of 1897 Professorship of Science

Anjali Thapar, Professor of 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.

## Minor Requirements

- HC Psych 217 (Biological Psychology) or BMC Psych 218 (Behavioral Neuroscience) or BMC Bio 202 (Introduction to Neuroscience).
- Five credits from advanced courses on the following lists, with these constraints:
- The five credits must sample from three different disciplines.
- 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).
- At least one of the credits must be at the 300-level or higher.
- One of the five credits may come from supervised senior research in neuroscience.
- 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

\* denotes half-credit course

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 Advanced Topics in Cognitive Neuroscience  
 PSYC B355 Neurobiology of Anxiety  
 PSYC B395 Psychopharmacology  
 PSYC B401 Supervised Research in Neural and Behavioral Sciences  
 PSYC H260 Cognitive Neuroscience  
 \*PSYC H317 Laboratory in Behavioral Neuroscience  
 PSYC H318 Neurobiology of Disease  
 PSYC H321 Revolutions in Neuroscience  
 PSYC H322 Developmental Cognitive Neuroscience  
 PSYC H328 Neurobiology of Sexual Behavior  
 \*PSYC H360 Laboratory in Cognitive Neuroscience  
 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

\* denotes half-credit course

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 B101 Introduction to Linguistics  
 LING H113 Introduction to Syntax  
 LING H114 Introduction to Semantics  
 LING H115 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 B271 Minds and Machines  
 PHIL H351 Topics in Philosophy of Mind  
 PSYC B201 Learning Theory and Behavior  
 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  
 PSYC H316 Embodied Cognition

#### COURSES

##### 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. Prerequisite: One semester of BIOL 110-111 or permission of instructor.

Approach: Scientific Investigation (SI)  
 Counts towards: Biochemistry and Molecular Biology; Neuroscience  
 Units: 1.0  
 Instructor(s): Greif, K.  
 (Fall 2018)

##### 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 visualizing and analyzing scientific data through hands-on programming exercises. The majority of the course will use the R programming language and corresponding open source statistical software. Content will focus on data sets from across the sciences. Six hours of combined lecture/lab per week.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)  
 Major Writing Requirement: Writing Attentive  
 Counts towards: Biochemistry and Molecular Biology; Environmental Studies; Neuroscience  
 Units: 1.0  
 Instructor(s): Record, S.  
 (Fall 2018)

##### 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  
(Not Offered 2018-2019)

### **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 B218/PSYC H217, or BIOL 202.

Major Writing Requirement: Writing Attentive  
Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **BIOL B364 Developmental Neurobiology**

A lecture/discussion course on major topics in the development of the nervous system. 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 2018-2019)

### **BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Fall 2018)

### **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: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Kumar,D.  
(Fall 2018)

### **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: CMSC B206 or H106 and CMSC B231 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Prettyman,A.  
(Fall 2018)

### **PSYC B212 Human Cognition**

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we acquire, store, process and communicate information. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that are used every day in almost all human activities – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor's permission.

Approach: Scientific Investigation (SI)  
Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Thapar,A.  
(Fall 2018)

### **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).

Approach: Course does not meet an Approach  
Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B323 Advanced Topics in Cognitive Neuroscience: The Emotional Brain**

This is a topics course. Course content varies.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Thapar, A.  
(Spring 2019)

### **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; Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B355 Neurobiology of Anxiety, Stress and Anxiety Disorders**

A seminar course examining the neurobiological basis of fear and anxiety and the stress that is often associated with these emotions. We will also consider anxiety and stress disorders including generalized anxiety disorder, panic disorder, specific phobias, obsessive compulsive disorder, and post-traumatic stress disorder. Implications for various forms of therapy for anxiety disorders, including psychotherapy and pharmacotherapy, will be addressed. Prerequisite: PSYC B218, PSYC B209, BIOL B202 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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 B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B401 Supervised Research in Neuroscience**

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.

Counts towards: Neuroscience  
Units: 1.0  
(Fall 2018, Spring 2019)

## **PEACE, CONFLICT, AND SOCIAL JUSTICE STUDIES**

Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

### **Faculty**

#### **Advisory Committee**

Alison Cook-Sather, Mary Katharine Woodworth Chair and Professor in the Bryn Mawr/Haverford Education Program and Director of Peace, Conflict, and Social Justice Studies

Jill Stauffer, Associate Professor of Philosophy & Director of Peace, Justice & Human Rights, Haverford College

Lee Smithey, Associate Professor of Sociology and Coordinator of Peace and Conflict Studies, Swarthmore 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 (<https://www.haverford.edu/peace-justice-and-human-rights>) and Swarthmore (<https://www.swarthmore.edu/peace-conflict-studies>) 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 student have included in their concentrations can be found here: (<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 advisor 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 and Conflict 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 advisor, 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 coordinator, Alison Cook-Sather, [acooksat@brynmawr.edu](mailto:acooksat@brynmawr.edu).

### COURSES

#### **ANTH B285 Anthropology of Development, Aid, and Activism**

This course will provide tools to reflect critically on the meanings and effects of aid, or “doing good” for others in a world characterized by historically-rooted social, political, and economic inequalities. What goes into defining specific people or geographic regions as “in need”? What complex dynamics are at play when an outside actor – whether in the form of a government aid agency, an NGO, or an individual volunteer – enters a community in order to aid its members? How do those categorized as beneficiaries assert their own identities and offer their own perspectives on social change?

Approach: Cross-Cultural Analysis (CC)  
Counts towards: International Studies; Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Counts towards: International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Rock, M.  
(Fall 2018)

#### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies; Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Inquiry into the Past (IP)  
Counts towards: Africana Studies; Latin American, Iberian, and Latina/o Studies; International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Gallup-Diaz, I.  
(Fall 2018)

#### **POLS B141 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.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Allen, M.  
(Fall 2018)

#### **PSYC B358 Political Psychology of Ethnic Conflict**

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. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.

Counts towards: Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

## **PHILOSOPHY**

Students may complete a major or minor in Philosophy.

### **Faculty**

Macalester Bell, Associate Professor of Philosophy (on leave semesters I & II)

Robert Dostal, Rufus M. Jones Professor and Chair of Philosophy

Justin I. Fugo, Visiting Assistant Professor

Adrienne Prettyman, Assistant Professor of Philosophy

Collin Rice, Assistant Professor of Philosophy (on leave semesters I & II)

Ben White, 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.

All majors will be required to complete two writing attentive courses prior to the start of their senior year.

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 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 major advisor 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0

Instructor(s): Dostal,R.  
(Fall 2018, Spring 2019)

### 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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0

Instructor(s): Dostal,R., Prettyman,A., Fugo,J.  
(Fall 2018, Spring 2019)

### 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.

Approach: Quantitative Methods (QM)  
Units: 1.0

Instructor(s): White,B.  
(Spring 2019)

### PHIL B206 Introduction to the Philosophy of Science

Scientific ideas and inferences have a huge impact on our daily lives and the lives of practicing scientists. But what is science, how does it work, and what does it able us to know? In this introductory course, we will be considering some

traditional philosophical questions applied to the foundations and practice of natural science. These questions may include the history of philosophical approaches in science, the nature of scientific knowledge, changes in scientific knowledge over time, how science provides explanations of what we observe, the justification of false assumptions in science, the nature of scientific theories, and some questions about the ethics and values involved in scientific practice.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

(Spring 2019)

### 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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Fugo,J.

(Spring 2019)

### PHIL B238 Science, Technology and the Good Life

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics.

In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are “scientific” cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **PHIL B247 Science, Mind, and Culture**

Both human minds and our culture are extremely complex and intimately intertwined. As a result, several sciences—including biology, psychology, and archeology—are required to give a full understanding of who we are and how we got to be this way. This interdisciplinary project raises several philosophical questions about how to study the human mind and its relationship to biology and culture. In this course we will first look at philosophical questions that arise for each of these sciences independently. These include issues regarding the role of adaptation in biology and psychology, the nature of mental concepts, the relationship between thought and language, and the use of artifacts and computational models as evidence. In the second part of the course, we will focus on the challenges and benefits of integrating these disciplines to inform our views about human nature, cultural change, and how our minds interact with the world.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **PHIL B271 Minds and Machines**

What is the relationship between the mind and the body? What is consciousness? Is your mind like a computer, or do some aspects of the mind resist this analogy? Is it possible to build an artificial mind? In this course, we’ll explore these questions and more, drawing on perspectives from philosophy, psychology and cognitive neuroscience. We will consider the viability of different ways of understanding the relationship between mind and body as a framework for studying the mind, as well as the distinctive issues that arise in connection with the phenomenon of consciousness. No prior knowledge or experience with any of the subfields is assumed or necessary.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

#### **PHIL B305 Topics in Value Theory**

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

#### **PHIL B310 Philosophy of Science**

This course investigates philosophical problems arising from reflection about the practice of science and the inferences used in scientific reasoning. Typical topics include the nature of scientific laws and theories, the character of explanation and prediction, the role of idealization in science, the goals of scientific inquiry, the existence of “non-observable” theoretical entities such as electrons and genes, the problem of justifying induction, scientific realism vs. constructivism, the role of values and ethics in science, the evolution of scientific knowledge over time, the social structures of science, and some puzzles associated with probability. We will also look at more specific philosophical issues within particular scientific disciplines (e.g. philosophy of physics, biology, or social science) as they arise throughout the course.

Units: 1.0  
(Not Offered 2018-2019)

#### **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.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Prettyman,A.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Dostal,R.  
(Fall 2018)

### **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*.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Units: 1.0  
Instructor(s): Prettyman,A.  
(Fall 2018)

### **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.

Units: 1.0  
Instructor(s): Prettyman,A.  
(Spring 2019)

### **PHIL B403 Supervised Work**

Units: 1.0  
(Fall 2018, Spring 2019)

### **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: CMSC 206, or H106 and CMSC 231 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Kumar,D.  
(Fall 2018)

### **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. Prerequisites: CMSC B206 or H106 and CMSC B231.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)  
Counts towards: International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **FREN B213 Theory in Practice:Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory

(psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djubar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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). Course is taught in English. One additional hour will be added for those students wanting German credit. Course counts toward Philosophy.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Seyhan,A.

(Fall 2018)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei,A.

(Fall 2018)

### **PHIL 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 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 2018-2019)

### **POLS B224 Comparative Political Phil: China, Greece, and the "West"**

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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 Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, Epictetus, Machiavelli, and others.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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 Hobbes, Locke, Adam Smith, Marx, Emma Goldman, Frantz Fanon, and others.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Schlosser,J.

(Fall 2018)

### **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 philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. 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. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Elkins, J.

(Fall 2018)

### **POLS B272 The Power of the People: Democratic Revolutions**

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Approach: Course does not meet an Approach

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Schlosser, J.

(Spring 2019)

### **POLS B290 Power and Resistance**

What more is there to politics than power? What is the force of the "political" for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **POLS B320 Topics in Greek Political Philosophy**

This is a topics course, course content varies. Past topics include: Aristotle's Nicomachean Ethics and Politics and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **POLS B350 Equalities and Inequalities in Politics and Society**

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Elkins, J.

(Fall 2018)

### **POLS B371 Topics in Political Philosophy**

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. This course fulfills the 300-level thesis prep course to be taken in the fall semester of the senior year by political science majors. It is also open to non-seniors and other majors. Prerequisite: At least one course in political theory or philosophy or consent of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

## PHYSICS

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.

### Faculty

Newshaw Bahreyni, Visiting Assistant Professor

Xuemei Cheng, Associate Professor of Physics

Kathryne J. Daniel, Assistant Professor of Physics

Mark Matlin, Senior Lecturer and Lab Coordinator of Physics

Michael Noel, Marion Reilly Professor of Physics

David Schaffner, Assistant Professor of Physics (on leave semesters I & II)

Michael Schulz, Chair and Associate Professor of Physics

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 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 half-credit Senior Seminar, PHYS 398 offered each fall. PHYS 331 and PHYS 305 are Writing Intensive courses and by completing at least one of them, students can meet the Writing Requirement in the major. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with one course from among ASTR 342, 343, and 344, or a 300-level math course, with the approval of the major's advisor. 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

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

### 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 Caltech

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 in five years. For additional information see the "Academic Opportunities" section of the catalog.

### 4+1 Program in Engineering with 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 in five years. For additional information, visit [www.brynmawr.edu/catalog/2016-17/program/opportunities/41penn\\_engineering.html](http://www.brynmawr.edu/catalog/2016-17/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 advisor and carefully note the math pre- and co-requisites for these courses. PHYS

121/122/201/214 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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin, M., Schulz, M., Bahreyni, N.  
(Fall 2018)

### 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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin, M., Daniel, K., Bahreyni, N.  
(Spring 2019)

### PHYS B105 Design and Making for All

This is a combined lecture and laboratory course that explores how products are designed and made, introducing the engineering design process, creativity methods, human factors considerations, and ideation. Students engage in reverse engineering as well as creation of simple product prototypes using tools including 3D printers.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Cheng, X.  
(Fall 2018)

### PHYS B121 Modern Physics

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. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Co-requisite: MATH B101.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin, M., Daniel, K., Cheng, X., Bahreyni, N.  
(Fall 2018)

### 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 (or permission of the instructor) and MATH 101. Corequisite: MATH 102.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Matlin, M., Noel, M.  
(Spring 2019)

### 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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Noel, M.  
(Fall 2018)

### PHYS B214 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 provides an introduction to a variety of computational tools and programming techniques. Lecture three hours, laboratory three hours. Prerequisite: MATH 201, PHYS 121 and 122, or permission of the instructor. Corequisite: MATH 203.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Schulz, M.  
(Spring 2019)



### **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. Prerequisites: PHYS B214 and PHYS B306 or PHYS H213

Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: PHYS B214 or H214. Co-requisite: PHYS B306 or H213.

Units: 1.0  
Instructor(s): Matlin, M.  
(Fall 2018)

### **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

Major Writing Requirement: Writing Intensive  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: MATH 201 and 203.

Units: 1.0  
Instructor(s): Matlin, M.  
(Fall 2018)

### **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. Prerequisite: PHYS B201 or PHYS B214 or PHYS H214. Co-requisite: PHYS B306 or H213.

Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisites: PHYS B201 and B306 OR H213 and H214.

Units: 1.0  
Instructor(s): Noel, M.  
(Spring 2019)

### **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 OR PHYS H213 and H214.

Units: 1.0  
(Not Offered 2018-2019)

### **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 B201 (or H106); Co-Requisites: PHYS B306 (or H213)

Units: 1.0  
(Not Offered 2018-2019)

### **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  
Instructor(s): Schulz, M.  
(Spring 2019)

### **PHYS B328 Galactic Dynamics & Advanced Classical Mechanics**

This course is for the advanced undergraduate interested in the physics galactic dynamics and evolution, i.e. collisionless, gravitational N-body systems composed of stars and dark matter. Topics covered will include potential theory, orbit theory, collisionless Boltzmann equation, Jeans equations, disk stability, violent relaxation, phase mixing, dynamical friction and kinetic theory. To support these theories, we will also cover advanced topics in classical mechanics including Lagrange & Hamilton methods, the central force problem, canonical transformations, action-angle variables, chaos and perturbation theory. This course is taught in a seminar format, in which students are responsible for presenting much of the course material in class meetings. Prerequisites: MATH B201, MATH B203, PHYS B201, B214, and PHYS B308 or permission from instructor.

Units: 1.0  
Instructor(s): Daniel,K.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Cheng,X.  
(Spring 2019)

### **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  
(Fall 2018)

### **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  
(Fall 2018)

### **PHYS B398 Senior Seminar**

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. Prerequisite: Senior Standing.

Units: 0.5  
Instructor(s): Noel,M.  
(Fall 2018)

### **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 2018-2019)

### **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 2018-2019)

### **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  
Instructor(s): Daniel,K.  
(Fall 2018)

### **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  
(Not Offered 2018-2019)

### **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  
(Not Offered 2018-2019)

### **GEOL B260 Origin Stories: From the Big Bang to Mother Earth**

This is a co-taught intermediate science course, instructed by a Geology and Physics professor, that will focus on the core scientific principals related to Cosmology, Physics and Geology that help address fundamental questions regarding the origin of the Universe, the origin of time, the origin of stars and our own solar system, and the origin of Earth, its atmosphere, hydrosphere and biosphere. The course will be a mix of fundamental scientific principles used to scaffold a deeper understanding of how scientists have come to understand and question stories of origin. Group discussions will be informed by close reading of scientific texts, and occasional problem sets.

Approach: Scientific Investigation (SI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)  
Units: 1.0  
Instructor(s): Kasius,P., Sudparid,D.  
(Fall 2018)

### **MATH B102 Calculus II**

A continuation of Calculus I: techniques of integration, applications of integration, infinite sequences and series, convergence tests, power series. May include a computer component. Math 102 assumes familiarity of the content covered in Math 101 or its equivalent. Continuing students need to have obtained a 2.0 or higher in Math 101.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Kasius,P., Sudparid,D., Melvin,P., Myers,A.  
(Fall 2018, Spring 2019)

### **MATH B201 Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, optimization 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 with a grade of 2.0 or higher or permission of instructor.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Donnay,V., Traynor,L.  
(Fall 2018)

### **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. Prerequisite or corequisite: MATH 102, or permission of the instructor.

Approach: Quantitative Methods (QM)  
Units: 1.0  
Instructor(s): Melvin,P., Myers,A.  
(Spring 2019)

### **PHYS B701 Supervised Work**

Supervised Research  
Units: 1.0  
Instructor(s): Daniel,K., Noel,M., Cheng,X., Schaffner,D.  
(Fall 2018, Spring 2019)

## **POLITICAL SCIENCE**

Students may complete a major or minor in Political Science. Within the major, students may complete a minor in Environmental Studies.

### **Faculty**

Michael Allen, Chair and Professor of Political Science on the Harvey Wexler Chair in Political Science  
Jeremy Elkins, Associate Professor of Political Science  
Sofia Fenner, Assistant Professor of Political Science  
Marissa Golden, Associate Professor of Political Science on the Joan Coward Chair in Political Economics  
Carol Hager, Professor of Political Science on the Clowes Professorship in Science and Public Policy  
Seung-Youn Oh, Assistant Professor of Philosophy  
Joel Schlosser, Assistant Professor of Political Science

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 uses a wide variety of approaches to explain political phenomena and to evaluate the actions of polities and leaders. The Political Science major develops reading, writing, and thinking skills necessary for a critical understanding of the political world. The major prepares students to go on to public policy or law schools as well as to graduate work in Political Science. Majors in the department

have pursued careers worldwide in public service, journalism, advocacy, law, and education, to name a few.

## Major Requirements

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 fall into at least one substantive area in which the student intends to focus. Students should write a brief essay on the kinds of questions or problems that they would like to pursue in the study of politics. The essay should be submitted and discussed with the advisor. Based on this discussion, the student and advisor will formulate a course plan for the major.

All Haverford Political Science courses count toward the Bryn Mawr major (the same is generally true for courses at Swarthmore and Penn). Majors in the Bryn Mawr department must take at least three of their major courses here, in addition to the senior sequence.

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 disciplines. We have organized the major along the lines of four general themes or fields of concentration. They are:

- Identity and Difference
- Policy Formation and Political Action
- Interdependence and Conflict
- Political Theory.

The Political Science major consists of a minimum of 10 courses:

- Two introductory-level courses, which prospective majors should complete by the end of their sophomore year, from this list: 101, 121, 123 (at HC), 131, 141, 143 (at HC), 151 (at HC), 228, and 231. These courses may be taken in any order.
- Two concentrations, at least one of which should be from among the four general themes. The second concentration is normally also chosen from those themes, but it can be based on a more substantive focus (e.g. gender, environmental politics, or the politics of a particular region), to be determined in consultation with the student's advisor. Each concentration consists of three 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.
- A 300-level thesis prep course, to be taken in the fall semester of the senior year. Thesis prep courses are marked as such in the course guide. They are also open to non-seniors and to other majors, but they contain material designed specifically to help students formulate a thesis question and begin the research process.
- Senior Essay (399), to be taken in the spring semester of the senior year.
- At least three courses, in addition to senior sequence, 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 accepted for major credit, if in the judgment of the department these courses are an integral part of a student's major plan. Decisions as to which outside courses count for Political Science major credit are made by the faculty on a case by case basis. When in doubt, students should consult their major advisor or the department chair. Ordinarily, 100-level courses taken in other departments may not be counted for major credit in Political Science.

We encourage students to spend a semester abroad during their junior year. We generally count one course taken abroad for credit toward the major. Courses taken abroad count at the 200 level only.

## Writing Intensive and Writing Attentive Courses

Students are required to take at least one writing intensive course or two writing attentive courses in their major. Political Science generally offers one writing intensive course annually. In addition, a number of 300-level courses that count as writing attentive will be offered annually.

## 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.

## Minor Requirements

A minor in Political Science consists of six courses distributed across a minimum of two fields. At least four of these courses must be at the 200 level or higher, and at least two of them 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
- Political Theory.

## Course Designations

Almost every course offered in the Political Science Departments at Bryn Mawr and Haverford will count for at least one of the four fields of concentration, 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 toward these. Students should consult their advisor for information on classifying any courses that do not appear on this list.

### Identity and Difference

- 123 American Politics: Difference and Discrimination (H)
- 131 Introduction to 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)  
243 African and Caribbean Perspectives in World Politics  
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  
354 Comparative Social Movements  
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 (H)  
H121 American Politics and Its Dynamics (H)  
131 Introduction to Comparative Politics  
H123 American Politics: Difference and Discrimination (H)  
H131 Comparative Government and Politics (H)  
131 Introduction to Comparative Politics  
205 European Politics  
222 Introduction to Environmental Issues: Policy Making in Comparative Perspective  
H223 American Political Process: The Congress (H)  
H224 The American Presidency (H)  
H225 Mobilization Politics (H)  
H226 Social Movement Theory (H)  
H227 Urban Politics (H)  
H228 Urban Policy (H)  
H230 Topics in Comparative Politics (H)  
H235 African Politics (H)  
H237 Latin American Politics (H)  
242 Women in War and Peace (H)

248 Modern Middle East Cities  
H249 The Soviet System and Its Demise (H)  
254 Bureaucracy and Democracy  
H257 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 1st 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 391 International Political  
 Economy  
 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  
 241 Politics of International law & Institutions  
 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 B121 Introduction to U.S. 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. Writing Attentive.

Approach: Course does not meet an Approach  
 Major Writing Requirement: Writing Attentive  
 Units: 1.0  
 Instructor(s): Golden,M.  
 (Spring 2019)

#### **POLS B131 Introduction to Comparative Politics**

This course is designed to provide an introduction to the discipline of comparative politics. We will explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Questions we will engage include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way countries behave in the international arena? By the end of this course, students will be equipped to answer these questions and prepared for further study in political science. Writing Attentive.

Approach: Cross-Cultural Analysis (CC)  
 Major Writing Requirement: Writing Attentive  
 Units: 1.0  
 Instructor(s): Fenner,S.  
 (Fall 2018)

#### **POLS B141 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.

Approach: Cross-Cultural Analysis (CC)  
 Counts towards: International Studies; Peace, Justice and Human Rights  
 Units: 1.0

Instructor(s): Allen,M.  
(Fall 2018)

### **POLS B205 European Politics: Between Unification and Dissolution**

This course introduces students to some of the major political issues in contemporary Europe as well as the political institutions and coalitions that influence policymaking capacity at national and European levels. Our focus is on the forces, both internal and external to Europe, that produce cross-cutting pressures toward European unification and dissolution of the European experiment. Issues may include immigration and refugee policy, health care, defense and security, energy and climate, economic and industrial policy.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Hager,C.  
(Fall 2018)

### **POLS B213 Political Economy of Human Rights**

This course will investigate the political economic logic underlying governmental decisions on human rights protection/abuse and the consequences of such decisions. It will consider factors at both domestic and international levels that influence respect for human rights. It covers countries in both developed and developing worlds, and in both democratic and non-democratic settings. It also effectively integrates relevant philosophical and sociological perspectives into the investigation. It emphasizes equally quantitative and qualitative analyses. Upon finishing this course, students will not only acquire a deeper/new understanding of widely known human rights incidents in the past and the present, but will also furnish themselves with a valid analytical toolkit to better understand incidents of such kinds in the future.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **POLS B220 Topics in Constitutional Law and Theory**

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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **POLS B222 Environmental Issues: Movements and 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, paying special attention to the impact of environmental movements. We also assess the prospects for international cooperation in addressing global environmental problems such as climate change.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Hager,C.  
(Spring 2019)

### **POLS B224 Comparative Political Phil: China, Greece, and the "West"**

An introduction to the dialogic construction of comparative political philosophy, using texts from several cultures or worlds of thought: ancient and modern China, ancient Greece, and the modern West. The course will have three parts. First, a consideration of the synchronous emergence of philosophy in ancient (Axial Age) China and Greece; second, the 19th century invention of the modern "West" and Chinese responses to this development; and third, the current discussions and debates about globalization, democracy, and human rights now going on in China and the West. Prerequisite: At least one course in either Philosophy, Political Theory, or East Asian Studies, or consent of the instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **POLS B227 Field Seminar in Comparative Politics**

This seminar introduces the intellectual history of comparative politics, and explore the primary approaches and concepts scholars employ in order to systematically analyze the political world. In doing so, we will also examine the political structures, institutions, and behaviors of a number of countries around the world. Key questions we will discuss include: What is power and how is it exercised? What are the differences between democratic and authoritarian regimes? How do different countries develop their economies? What factors affect the way that countries behave in the international arena? By the end of this course, students will be equipped to answer these questions, and prepared for further study in political science. Freshman may not take this course and can take POLS B131. If you took POLS 131 in 2014 or 2015, you may not take this course.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Oh,S.  
(Fall 2018)

### **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 Herodotus, Thucydides, Plato, Aristotle, Polybius, Cicero, Epictetus, Machiavelli, and others.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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 Hobbes, Locke, Adam Smith, Marx, Emma Goldman, Frantz Fanon, and others.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Schlosser,J.  
(Fall 2018)

### **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 B250.

Approach: Critical Interpretation (CI)  
Counts towards: International Studies  
Units: 1.0  
Instructor(s): Allen, M.  
(Spring 2019)

### **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 or 1 course in African or Latin American history.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 philosophical arguments about law, as well as judicial cases through which we examine these ideas within specific contexts, especially tort and contracts. 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. Recommended Prerequisite: sophomore standing, freshman only with professor's consent.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Elkins, J.  
(Fall 2018)

### **POLS B249 Politics of Economic 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. Prerequisite: Freshman can enroll after they have taken 100 level courses in social science and after getting instructor permission.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Oh, S.  
(Spring 2019)

### **POLS B251 Democracy, Politics and the Media**

The last election cycle has seen political candidates using various media to interact with voters, to persuade them to vote to one candidate or dissuade them from voting for another. From printed targeted advertising, to TV ads, social media posts, political satire, televised debates, and automated calls, media have been a key component in both parties' campaign strategy. This relationship between the media and the political arena, however, is not a new phenomenon, and the field of political communication has been exploring it for nearly a century, drawing on various fields from political science and psychology to computer science, sociology and more. This course is aimed at introducing students to this rich area of research, providing an overview of the various facets of the discipline, from media effects theories such as cognitive dissonance, framing and priming to critical, cultural, and normative theories on the role of the media in modern democracy. Most importantly, class discussions will examine current political issues (such as social protests, foreign affairs coverage, political campaigns, social media and political entertainment) exploring whether these older theories and approaches are still relevant in a media landscape so different (in quantity and quality) from the one in which they were originated - and what can we learn from them about modern political phenomena.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B256 Global Politics of Climate Change**

This course will introduce students to important political issues raised by climate change locally, nationally, and internationally, paying particular attention to the global implications of actions at the national and subnational levels. It will focus not only on specific problems, but also on solutions; students will learn about some of the technological and policy innovations that are being developed worldwide in response to the challenges of climate change.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B272 The Power of the People: Democratic Revolutions**

We often invoke "democracy" as the very ground of political legitimacy, but there is very little agreement on what democracy means, why we might desire it, or how state institutions, law, and political culture might embody it. In this seminar we will grapple with some recent and influential accounts of democratic governance and democratic movements today. Our objective will be to develop a critical vocabulary for understanding what democracy might mean, what conditions it requires, and what "best practices" citizens committed to democracy might enlist to confront political challenges such as the structural divisions that



persist among class, gender, and race; persistent inequality and influence of money and corporations; and the potential for democratic, grass-roots power as a vital ingredient to democratic flourishing. Writing Intensive.

Approach: Course does not meet an Approach  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Schlosser, J.  
(Spring 2019)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B283 Middle East Politics**

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. Prerequisite: Any Intro level Political Science course.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

### **POLS B290 Power and Resistance**

What more is there to politics than power? What is the force of the “political” for specifying power as a practice or institutional form? What distinguishes power from authority, violence, coercion, and domination? How is power embedded in and generated by cultural practices, institutional arrangements, and processes of normalization? This course seeks to address questions of power and politics in the context of domination, oppression, and the arts of resistance. Our general topics will include authority, the moralization of politics, the dimensions of power, the politics of violence (and the violence of politics), language, sovereignty, emancipation, revolution, domination, normalization, governmentality, genealogy, and democratic power. Writing projects will seek to integrate analytical and reflective analyses as we pursue these questions in common. Writing Intensive.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B291 Arts of Freedom**

Observing political life in the early United States, Alexis de Tocqueville wrote: “It cannot be repeated too often: nothing is more fertile in wondrous effects than the art of being free, but nothing is harder than freedom’s apprenticeship.” What is this “art of freedom” and how can we take up “freedom’s apprenticeship”? This course investigates questions of freedom in the contexts of democracy, oppression, and revolution. Together we will study not just the historical meanings of freedom but also who has experienced freedom and who struggles for freedom in concrete terms. Over the course of the

semester, we will develop a theoretical vocabulary with which to analyze freedom in different social and political contexts; we will, moreover, learn these concepts through their use, analyzing how they function within theories of freedom and how different theorists and actors understand and actualize freedom. All of this work will culminate in taking the theoretical insights we develop to contemporary politics and society by writing an extended reflective letter integrating the analytical work we have done over the course of the semester (in short essays) and reflecting on the arts and apprenticeship of freedom in our own lives today.

Approach: Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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: One course in Political Science or public policy.

Counts towards: Environmental Studies; Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B313 Advanced Topics in Constitutional Law**

This course will focus on cases that are on the Supreme Court’s docket for decision in the current term. Through readings of cases and secondary material, students will examine the background of the current controversies, and the political and social issues that they raise. As a part of the course, each student will participate in mock hearings on the cases, acting sometimes as an advocate for one party and sometimes as a judge. In preparation for this, students will conduct research under supervision. Students will also participate in gathering materials on the broader political-social implications of the controversies which will be read and discussed by the class. Prerequisite: one course requiring the reading of legal cases (POLS B220, POLS/PHIL B245, POLS B273, POLS H215, H216) or consent of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B320 Topics in Greek Political Philosophy**

This is a topics course, course content varies. Past topics include: Aristotle’s Nicomachean Ethics and Politics and Thucydides, Plato, Aristotle. Prerequisites: At least two semesters of philosophy or political theory, including some work with Greek texts, or consent of the instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B321 Technology and Politics**

A 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,

economic development and women's empowerment, warfare, social media, net neutrality, GMO foods and industrial agriculture, climate change and energy politics.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B326 Comparative Environmental Politics in East and Southeast Asia**

East Asia (referring to both Northeast and Southeast Asia) is often discussed as one unit vis-à-vis other economic blocs yet this region is a home to the largest population in the world with various divergent cultures, colonial histories, religions, political system and state-society relations, as well as the level of economic development. With increasing focus on 3Es— Economic growth, Environment protection, and Energy security— as shared priorities at the regional level, such diversities serve not only as opportunities but challenges for East Asian states to cope with environmental issues. Geographic proximity makes countries in the region environmentally interdependent, and heavy dependence on imported fossil fuels make energy security as a matter of survival. Increasing public outcry over pollution and resultant health problems has also challenged political legitimacy and sustainable economic development. his course explores contemporary environmental issues in East Asia from comparative political economy perspective and sheds light on how environmental problems – and solutions – are often shaped by political context and interweaved into varying actors' perceived interest. Main questions in the course include: What kind of environmental problems East Asia face and how diverse historical, political and economic conditions of each country shape the context in which countries deal with the problem either individually or collectively? What are the roles of various social, political and market actors in environmental politics? What sorts of approaches seem most likely to solve local, national and regional environmental issues such as air pollution, natural resource depletion, and climate change? What are the impacts of globalization and technological innovation in dealing with environmental issues?

Major Writing Requirement: Writing Attentive  
Counts towards: East Asian Languages and Cultures  
Units: 1.0  
Instructor(s): Oh,S.  
(Spring 2019)

### **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.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **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. This is a senior seminar. Prerequisite: two courses either in Political Science or East Asian Languages and Culture. Junior or Senior Standing required.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B339 American Politics & Policy in Polarized Times**

This course will examine American politics and policy-making through the lens of partisan polarization in the electorate and in policy-making institutions. The course serves dual aims: to help prepare students (especially senior majors) to conduct independent research and to probe more deeply into scholarly debates about the impact of polarization (and other factors) on elections and policy-making. Counts as POLS 300-level pre-thesis seminar. Prerequisite: One prior course in American Politics or public policy or permission of the instructor. Enrollment is limited to 18 students.

Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Golden,M.  
(Fall 2018)

### **POLS B350 Equalities and Inequalities in Politics and Society**

The modern state rests on a claim of equality (of a certain sort) between citizens. At the same time, modern societies are marked by significant and increasing inequalities (of various sorts). How should we regard the co-existence of the claim of equality and the existence of inequalities? For some, the existence of large-scale inequalities may be seen not only as wholly consistent with the equality of citizens, but an expected, natural, and proper outcome of that equality. For others, the existence of significant inequalities marks a failure of the promise of equality among citizens. Beyond these disagreements, people disagree about the significance of the distinction between citizens and non-citizens. What kinds of equalities, if any, that are not acceptable between citizens are acceptable between citizens and non-citizens? In this course, we shall explore such questions concerning the relationship between claims of equality and the existence of inequalities in modern societies. We will examine these various questions at both an abstract level (reading essays of political theory and philosophy) and in the context of particular problems of social policy. While the instructor will be largely responsible for assigning readings of the first sort, students will share the responsibility for finding readings of the second. They will do

this as part of their own semester-long research projects. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Suggested Preparation: At least one course in political theory OR Political Science Senior OR consent of instructor.

Major Writing Requirement: Writing Attentive  
Counts towards: Africana Studies  
Units: 1.0  
Instructor(s): Elkins, J.  
(Fall 2018)

### **POLS B354 Comparative Social Movements: Power and Mobilization**

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 via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Major Writing Requirement: Writing Attentive  
Counts towards: Environmental Studies  
Units: 1.0  
Instructor(s): Hager, C.  
(Spring 2019)

### **POLS B356 Topics in American Politics**

This course helps prepare students for the senior thesis by exploring a gamut of "hot topics" in the study of American politics. Its focus is on points of contention-theoretical, empirical and methodological-between and among the political scientists studying these topics. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors.

Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

### **POLS B360 Islam and Politics**

This course locates and explores the politics of Islam in the politics of interpretation, taking into account texts both literal and social. More broadly, this course will consider evolving approaches to culture, religion, and ideology in political science, exploring not just the effect of Islam on politics but also the ways in which politics have shaped the Islamic tradition over time. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science senior majors. Prerequisite: POLS B283 or instructor consent.

Major Writing Requirement: Writing Attentive  
Counts towards: Middle Eastern Studies  
Units: 1.0  
Instructor(s): Fenner, S.  
(Spring 2019)

### **POLS B367 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. This is a senior seminar, and a previous course in comparative politics, international relations or East Asian studies is required. It also serves as a thesis prep course for political science majors. Writing Intensive. Prerequisite: junior or senior.

Approach: Critical Interpretation (CI)  
Major Writing Requirement: Writing Intensive  
Units: 1.0  
Instructor(s): Oh, S.  
(Fall 2018)

### **POLS B371 Topics in Political Philosophy**

An advanced seminar on a topic in political or legal philosophy/theory. Topics vary by year. This course fulfills the 300-level thesis prep course to be taken in the fall semester of the senior year by political science majors. It is also open to non-seniors and other majors. Prerequisite: At least one course in political theory or philosophy or consent of instructor.

Units: 1.0  
(Not Offered 2018-2019)

### **POLS B372 Comparative Democratic Institutions**

This is an advanced seminar covering issues of regime stasis and change. Particular attention will be paid to processes of democratic collapse and authoritarianization. Writing Intensive. Counts as a 300-level thesis prep course for Political Science Seniors. Prerequisite: POLS 131, Introduction to Comparative Politics or instructor consent.

Units: 1.0  
Instructor(s): Fenner, S.  
(Fall 2018)

### **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.

Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **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. This course is open to all students who have the prerequisites. It also serves as a thesis prep course for political science seniors. Prerequisite: One course in International Politics or Economics is required. Preference is given to seniors although juniors are accepted.

Major Writing Requirement: Writing Attentive  
Counts towards: International Studies  
Units: 1.0  
Instructor(s): Allen, M.  
(Fall 2018)

### **POLS B399 Senior Essay**

Units: 1.0  
Instructor(s): Golden, M., Allen, M., Hager, C., Oh, S., Schlosser, J., Fenner, S.  
(Spring 2019)

### **POLS B403 Supervised Work**

Units: 1.0  
(Fall 2018)

### **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 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Middle Eastern Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Counts towards: International Studies; Peace, Justice and Human Rights  
Units: 1.0  
Instructor(s): Rock, M.  
(Fall 2018)

### **HIST B286 Topics in the British Empire: Birth of Nations, Nationalism and Decolonization**

This is a topics course covering various "topics" in the study of the British Empire. Course content varies. Current topic description: This course explores the politics and genealogies on nationalist movements in South Asia from the late 19th century through the establishment of sovereign nations from 1947-72, considering the implications and legacies of empire, nationalism and anti-colonialism for the nations and peoples of the subcontinent from independence through the present.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Kale, M.  
(Fall 2018)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; International Studies  
Units: 1.0  
Instructor(s): Fugo, J.  
(Spring 2019)

### **PHIL B238 Science, Technology and the Good Life**

"Science, Technology, and the Good Life" considers the relation of science and technology to each other and to everyday life, particularly with respect to questions of ethics and politics. In this course, we try to get clear about how we understand these domains and their interrelationships in our contemporary world. We try to clarify the issues relevant to these questions by looking at the contemporary debates about the role of automation and digital media and the problem of climate change. These debates raise many questions including: the appropriate model of scientific inquiry (is there a single model

for science?, how is science both experimental and deductive?, is science merely trial and error?, is science objective?, is science value-free?), the ideological standing of science (has science become a kind of ideology?), the autonomy of technology (have the rapidly developing technologies escaped our power to direct them?), the politics of science (is science somehow essentially democratic?, and are “scientific” cultures more likely to foster democracy?, or is a scientific culture essentially elitist and autocratic?), the relation of science to the formation of public policy (experts rule?, are we in or moving toward a technocracy?), the role of technology and science in the process of modernization, Westernization, and globalization (what role has science played in industrialization and what role does it now play in a post-industrial world?). To find an appropriate way to consider these questions, we look at the pairing of science with democracy in the Enlightenment project and study contemporary work in the philosophy of science, political science, and ethics.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Environmental Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B358 Political Psychology of Ethnic Conflict**

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. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and

films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor’s permission.

Counts towards: Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B262 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

This course will examine different countries’ policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Education; Health Studies  
Units: 1.0  
Instructor(s): Karen, D.  
(Fall 2018)

## **PSYCHOLOGY**

Students may complete a major or minor in Psychology. Along with the major, students also have the opportunity to pursue an area of further study such as a minor in Neuroscience, Child and Family Studies, or Computational Methods.

### **Faculty**

William (Dustin) Albert, Assistant Professor of Psychology (on leave semesters I & II)  
Jodie A. Baird, Visiting Assistant Professor  
Kimberly Wright Cassidy, President of the College and Professor of Psychology  
Jeong Min Lee, Lecturer  
Laura Grafe, Assistant Professor of Psychology  
Heejung Park, Assistant Professor of Psychology (on leave semesters I & II)

Laurel Peterson, Assistant Professor of Psychology

Leslie Rescorla, Professor of Psychology on the Class of 1897  
Professorship of Science and Director of Child and Family  
Studies

Marc Schulz, Chair and Professor of Psychology (on leave  
semester I)

Anjali Thapar, Professor of Psychology

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, health, 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 supervised research. Students have found that the major program provides a strong foundation for graduate work in psychology, and related fields such as, law, social work, medicine, public policy, business, education and data science.

## Major Requirements

The major requirements in Psychology are PSYC 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; two half-credit 200-level laboratory courses (courses designated as PSYC 28X), six courses at the 200 and 300 level (at least two 200-level and two 300-level), one semester of Junior Brown Bag, 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 398 or PSYC 401).

**Major Writing Requirement:** Majors should complete the writing requirement prior to the start of the senior year. The writing requirement can be met by completing two half-credit 200-level writing intensive laboratory courses or a full credit writing intensive course.

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 398, 399, and 401 are senior capstone courses and are intended to provide psychology majors with an intensive and integrative culminating experience in psychology.

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, to build a sense of community, and to provide some opportunities for professional and self-development.

## 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

Psychology courses offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major (the same is true for psychology courses offered at Swarthmore and the University of Pennsylvania). Specifically, PSYC 100 at Haverford may be substituted for PSYC 105. PSYC 200 at Haverford may be substituted for PSYC 205. Although the half-unit 300-level laboratory courses at Haverford maybe substituted for the half-unit 200-level laboratory courses at Bryn Mawr, the Haverford laboratory courses will not count towards the college-wide writing requirement in the major. For all other courses, a student should consult with the major advisor.

## Minor Requirements

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. There is a laboratory component of this course that meets 2 hours per week (four evening times, one on Sunday).

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Peterson,L., Rescorla,L.

(Fall 2018, Spring 2019)

### 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: PSYC B105 (Introductory Psychology)

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Cassidy,K.

(Fall 2018)

### PSYC B205 Research 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.

Approach: Quantitative Methods (QM); Scientific Investigation (SI)

Units: 1.0

Instructor(s): Thapar,A.

(Spring 2019)

### 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: PSYC B105 or PSYC H100

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies

Units: 1.0

Instructor(s): Baird,J.

(Spring 2019)

### PSYC B208 Social Psychology

This course is designed to expose students to the key theories in social psychology and help develop critical thinking skills to ask questions like a social psychologist (e.g., How do we explain behavior? Why do people behave differently toward outgroup vs. ingroup members?). The course will cover social psychology’s history and its philosophical perspectives, including classic theories, methodologies, and research of social psychology. Special attention will be given to how these classic theories can be applied to current events, media, and everyday situations. Topics include attribution, emotion, attitudes and rationalization, stereotyping and prejudice, and social influence. Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor’s permission.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Lee,J.

(Fall 2018)

### PSYC B209 Abnormal Psychology

This course examines the experience, origins and consequences of psychological difficulties and problems. Among the questions we will explore are: What do we mean by abnormal behavior or psychopathology? What are the strengths and limitations of the ways in which psychopathology is assessed and classified? What are the major forms of psychopathology? How do psychologists study and treat psychopathology? How is psychopathology experienced by individuals? What causes psychological difficulties and what are their consequences? How do we integrate social, biological and psychological perspectives on the causes of psychopathology? Do psychological treatments (therapies) work? How do we study the effectiveness of psychology treatments? Prerequisite: Introductory Psychology (PSYC B105 or H100).

Approach: Course does not meet an Approach

Counts towards: Child and Family Studies; Health Studies

Units: 1.0

Instructor(s): Schulz,M.

(Spring 2019)

### PSYC B212 Human Cognition

This course provides an overview of the field of Cognitive Psychology, the branch of psychology that studies how we acquire, store, process and communicate information. Over the semester we will survey classic and contemporary theory and findings on a wide range of mental processes that are used every day in almost all human activities – from attention and memory to language and problem solving – and our goal will be to understand how the human mind works! Prerequisite: PSYC B105 or H100 (Introductory Psychology), or instructor’s permission.

Approach: Scientific Investigation (SI)

Counts towards: Neuroscience

Units: 1.0

Instructor(s): Thapar,A.

(Fall 2018)

### 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).

Approach: Course does not meet an Approach  
Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisites: ANTH101, PSYCB105, PSYCH100, SOCL102 or permission of instructor

Approach: Cross-Cultural Analysis (CC)  
Units: 1.0  
Instructor(s): Lee, J.  
(Spring 2019)

### **PSYC B231 Health Psychology**

This course will provide an overview of the field of health psychology using lecture, exams, videos, assignments, and an article critique. We will examine the current definition of health psychology, as well as the theories and research behind many areas in health psychology (both historical and contemporary). The course will focus on specific health and social psychological theories, empirical research, and applying the theory and research to real world situations. Prerequisite: Introductory Psychology (PSYC B105) or Foundations of Psychology (PSYC H100)

Approach: Course does not meet an Approach  
Counts towards: Health Studies; Museum Studies  
Units: 1.0  
Instructor(s): Peterson, L.  
(Fall 2018)

### **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).

Approach: Course does not meet an Approach  
Counts towards: Child and Family Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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 course.

Approach: Course does not meet an Approach  
Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B282 Laboratory in Cognitive Psychology**

This laboratory course will provide hands-on experience in designing and conducting research in cognitive psychology, with an emphasis on the study of memory and cognition. Over the semester, students will have the opportunity to develop specific research skills, such as understanding how to design a study appropriate to a research question, collecting data, conducting and interpreting statistical analyses, writing about research, etc. Other goals include practicing and further developing critical thinking skills and communicating research ideas and results both verbally and in writing. Students will be exposed to behavioral and electrophysiological (EEG, ERP) techniques to study memory and cognition. The course will culminate with a final project in which students design and conduct a novel experiment, analyze the data, and prepare an APA style research report. This class is a writing intensive class and, as a .5 unit class, is designed to meet half of the writing requirement in the major. Prerequisite: Psych 205 (Methods and Statistics); Suggested preparation: Psych 212 (Human Cognition) is helpful, but not required.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
(Not Offered 2018-2019)

### **PSYC B283 Laboratory in Developmental Psychology**

This laboratory course is designed to provide students with hands-on exposure to the principles and practices that guide scientific research on human psychological development. We will examine the crucial steps in the scientific research process, including developing research questions and hypotheses, identifying an appropriate research design, insuring measurement reliability and validity, collecting and analyzing data, and communicating results. Special attention will be given to the research topics and methodological approaches important to the interdisciplinary field of developmental cognitive neuroscience, which aims to elucidate the neurological changes underlying psychological development. Through lab activities and group projects, students will gain specific exposure to the use of neuroimaging methods to examine developmental questions. This is a 0.5 unit course that meets for the full semester. Prerequisite: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 206 (Developmental Psychology) is helpful, but not required.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
Instructor(s): Baird, J.  
(Fall 2018, Spring 2019)

### **PSYC B284 Lab in Health Psychology**

This laboratory/writing intensive/scientific inquiry quarter course will provide a hands-on experience conducting health psychology research and writing APA-style manuscripts. Students will be exposed to various aspects of the scientific process such as: literature reviews, hypothesis-generation, data collection, analysis, writing (drafting and polishing), peer-reviewing, and oral dissemination of scientific findings. The



course will focus on biopsychosocial theory and challenge students to apply the theory to their own research project(s) and write papers on the results. This is a 0.5 unit course that meets for the first quarter of the semester. Suggested Preparation: PSYC B205.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
Instructor(s): Peterson,L.  
(Fall 2018)

### **PSYC B285 Laboratory in Cultural Psychology**

This writing-intensive laboratory course will provide students an opportunity to learn the entire process of psychological research in a small scale. Students will formulate research questions within the area of cultural psychology, review the relevant literature, collect, code, and analyze data, and produce APA-style manuscripts. This lab course will expose students to qualitative, quantitative, and mixed-method approaches to investigating research questions in cultural psychology. Prerequisites: Psych 105 (Introductory Psychology) and Psych 205 (Methods and Statistics); Suggested preparation: Psych 224 (Cross Cultural Psychology) is helpful, but not required.

Approach: Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
(Not Offered 2018-2019)

### **PSYC B288 Laboratory in Social Psychology**

This writing-intensive laboratory course will offer experience in conducting psychological research in the area of social psychology. The course involves coming up with a research question relevant to social psychology, conducting a literature review, designing and conducting research (identifying correct research method), statistical analysis (measurement and reliability, identifying and running the appropriate statistical test), interpretation of results and writing up an APA-style manuscript of a journal article in psychology. This is a 0.5 unit course that meets for the full semester. Prerequisites: PSYC 205 (Methods and Statistics); Suggested Preparation: PSYC208 (Social Psychology) helpful, but not required.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
Instructor(s): Lee,J.  
(Fall 2018, Spring 2019)

### **PSYC B289 Laboratory in Clinical Psychology**

At its core, this laboratory course is designed to explore how it is that psychologists come to know (or think they know) things and how they communicate what they think they know. The class focuses on the scientific principles and practices underlying research in psychology with an emphasis on techniques and topics important to the subfield of clinical psychology. This course is intended to provide hands-on training in how to conduct research. Through lab activities and class projects, students will learn about important methodological issues and steps in the research process including how to identify important questions, measurement issues such as reliability and validity, different modes of data collection, and how to collect, analyze, and interpret data. This class is a writing intensive class and, as a .5 unit class, is

designed to meet half of the writing requirement in the major. Prerequisite: Psych 205 (Methods and Statistics); Suggested preparation: Psych 209 (Abnormal Psychology) is helpful, but not required.

Approach: Quantitative Readiness Required (QR); Scientific Investigation (SI)  
Major Writing Requirement: Writing Intensive  
Units: 0.5  
(Not Offered 2018-2019)

### **PSYC B303 Portraits of Maladjustment in Classic Children's Novels**

This writing-intensive seminar (maximum enrollment = 16 students) .5 unit course deals with critical analysis of how various forms of psychological maladjustment and health are depicted in selected classic novels for children. Many such novels were written in the Victorian period. Long before developmental psychopathology was a scientific discipline, its main questions were insightfully probed by 19th and early 20th century novelists in books such as "The Secret Garden." In this course, each book will be analyzed for the literary devices used to portray healthy adjustment and maladjustment, the implicit theories of psychological causation captured in the narratives, and the ways the novelist depicts life experiences that bring about mental health and personal growth. Each book will be discussed in its historical/literary contexts, and compared with current views drawn from psychological research. The course integrates literary analysis of classic children's novels with important concepts derived from the field of developmental psychopathology.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Health Studies  
Units: 0.5  
(Not Offered 2018-2019)

### **PSYC B311 Personality and Social Contexts**

This course will explore how individual differences can explain variability in behavior and how individuals can also vary based on the social context. That is, we will examine how people behave across and within social contexts. The course will cover a variety of social psychological topics, such as motivation, prejudice and discrimination, and identity, and will be asking questions such as "Are there certain types of people who are more susceptible to stereotype threat?" and "In which situations are stereotype threat more or less likely to occur for men than women?"

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Lee,J.  
(Fall 2018)

### **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  
(Not Offered 2018-2019)

### **PSYC B314 Advanced Data Science:Regression & Multivariate Statistics**

This course is designed to improve your data science skills by introducing you to advanced statistical techniques that have become increasingly important in psychology and a variety of fields. The focus will be on understanding the advantages and limitations of regression approaches and multivariate analytic techniques that permit simultaneous prediction of multiple outcomes. Topics covered will include basic regression approaches, advanced regression strategies, structural equation modeling, factor analysis, measurement models, path modeling, modeling of longitudinal data sets, multilevel modeling approaches and growth curve modeling. Students will gain familiarity with these techniques by working with actual data sets. Prerequisites: Required: PSYCH Research Methods and Statistics 205 (BMC), Psych 200 (HC) Experimental Methods and Statistics, or BIOL B215 Experimental Design and Statistics. Students with good statistical preparation in math or other disciplines and some knowledge of core methods used in social science or health-related research should consult with the instructor to gain permission to take the class.

Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B317 Psychology of Diversity and Intergroup Relations**

This seminar based course covers a specialized topic in social psychology. "Diversity" as concept is often used in its singularity (e.g., a diverse institution), but the study of diversity can take multiple approaches such as, the diversity in diversity, benefits of diversity, unconscious bias, individual differences shaping perspectives, multiculturalism ideology, and inequality and equity. The course will explore the growing literature on the study of diversity with research taken from social psychology and higher education.

Approach: Course does not meet an Approach  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B322 Culture and Development**

This course focuses on adolescents and their families in cultural, social, and ecological contexts. Topics include family dynamics, parent-adolescent relationship, socioeconomic status, immigration, social change, and globalization. Prerequisites: PSYC 105, and PSYC 206 or PSYC 224.

Counts towards: Child and Family Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B323 Advanced Topics in Cognitive Neuroscience: The Emotional Brain**

This is a topics course. Course content varies.

Counts towards: Neuroscience  
Units: 1.0  
Instructor(s): Thapar,A.  
(Spring 2019)

### **PSYC B327 Adolescent Development**

Is adolescence a biologically distinct stage of life, or a social "holding ground" invented by modern culture for young people unready or unwilling to assume the responsibilities of

adulthood? Are adolescents destined to make risky decisions because of their underdeveloped brains? At what age should they be held accountable as adults in a court of law? This course will explore these and other questions about the biological, social, and legal forces that define the boundaries and shape the experience of adolescents growing up in the modern world. Students will learn about: (1) historical changes in understanding and treatment of adolescents; (2) puberty-related biological changes marking the beginning of adolescence; (3) brain, behavioral, cognitive, and social development during adolescence; and (4) contemporary debates regarding age of adult maturity, and their implications for law and policy. Prerequisite: PSYC B206 (Developmental Psychology) or permission or instructor. PSYC B205 is recommended.

Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B331 Health Behavior and Context**

This seminar will be devoted to a discussion of theory and research in health psychology. We will investigate both historical and contemporary perspectives on the psychology of wellness and illness. We will begin with a consideration of how psychosocial forces influence health cognitions, behaviors, and physiological processes. The second half of the course will focus on contextual factors, interventions, and emerging topics in research. We will debate the question of whether/how psychological forces influence health outcomes. Prerequisite: PSYC B105 and PSYC B231 or PSYC B208, or by permission of the instructor.

Counts towards: Health Studies  
Units: 1.0  
Instructor(s): Peterson,L.  
(Spring 2019)

### **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; Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B353 Advanced Topics in Clinical Psychology**

This course provides an in-depth examination of research and theory in a particular area of clinical psychology. Topics will vary from year to year.

Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B354 Asian American Psychology**

This course will provide an overview of the nature and meaning of being Asian American in the United States. We will examine the history, struggle, and success of Asian Americans, drawing upon psychological theory and research, interdisciplinary

ethnic studies scholarship, and memoirs. Students will also learn to evaluate the media portrayal of Asian Americans while examining issues affecting Asian American communities such as stereotypes, discrimination, family relationships, dating/marriage, education, and health disparities. Prerequisite: Introduction to Psychology (Psych 105) is required, Research Methods and Statistics (Psych 205) is recommended..

Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B355 Neurobiology of Anxiety, Stress and Anxiety Disorders**

A seminar course examining the neurobiological basis of fear and anxiety and the stress that is often associated with these emotions. We will also consider anxiety and stress disorders including generalized anxiety disorder, panic disorder, specific phobias, obsessive compulsive disorder, and post-traumatic stress disorder. Implications for various forms of therapy for anxiety disorders, including psychotherapy and pharmacotherapy, will be addressed. Prerequisite: PSYC B218, PSYC B209, BIOL B202 or permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B358 Political Psychology of Ethnic Conflict**

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. Each student will contribute a 200-300 word post in response to a reading or film assignment each week. Students will represent their posts in seminar discussion of readings and films. Each student will write a final paper analyzing the origins and trajectory of a case of violent ethnic conflict chosen by agreement with the instructor. Grading includes posts, participation in discussion, and the final paper. Prerequisite: PSYC B208, or PSYC B120, or PSYC B125, or one 200 level course in political science, or instructor's permission.

Counts towards: Peace, Justice and Human Rights  
Units: 1.0  
(Not Offered 2018-2019)

### **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.

Major Writing Requirement: Writing Intensive  
Counts towards: Child and Family Studies; Gender and Sexuality Studies; Film Studies; Health Studies  
Units: 1.0  
Instructor(s): Rescorla,L.  
(Fall 2018)

### **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 B218 or BIOL B202 or PSYC H217 or permission of instructor.

Counts towards: Health Studies; Neuroscience  
Units: 1.0  
(Not Offered 2018-2019)

### **PSYC B398 Senior Thesis**

Senior psychology majors who are doing a thesis should register for Senior Thesis (PSYC B398) with their adviser for both the Fall and Spring semester. Students will receive one unit per semester. Prerequisite: Psychology major.

Units: 1.0  
Instructor(s): Rescorla,L., Schulz,M., Thapar,A., Peterson,L., Lee,J., Grafe,L.  
(Fall 2018, Spring 2019)

### **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): Schulz,M.  
(Spring 2019)

### **PSYC B401 Supervised Research in Neuroscience**

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.

Counts towards: Neuroscience  
Units: 1.0  
(Fall 2018, Spring 2019)

### **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  
(Fall 2018, Spring 2019)

### **PSYC B420 Praxis Fieldwork Seminar - Psychology in Practice: Community-Based Learning**

This is a 1-credit seminar to accompany 8-10 hours of weekly praxis placement in a psychology-related field site. This praxis course is distinguished by genuine collaboration with field site organizations and by dynamic interaction between fieldwork and classroom learning. In the field, students will apply knowledge gained from the classroom; in the classroom, students will reflect on practical lessons learned in the field. Placements will be determined based on individual student interest and may include research, educational, clinical, and advocacy settings – any kind of setting where psychologists work. Seminar readings will focus on core issues in the field of psychology including research methods, ethics, diversity, and the application of both theoretical and empirical perspectives to practice.

Counts towards: Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **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 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 2018-2019)

### **PSYC B499 Junior Brown Bag**

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.

(Not Offered 2018-2019)

### **PSYC B701 Supervised Work**

Units: 1.0  
Instructor(s): Thapar,A.  
(Fall 2018, Spring 2019)

### **BIOL B401 Supervised Research in Neuroscience**

Laboratory or library research under the supervision of a member of the Neuroscience committee. Required for those with the concentration. Prerequisite: permission of instructor.

Counts towards: Neuroscience  
Units: 1.0  
(Fall 2018)

### **SOWK B556 Caring for an Aging America: An Integrated Care Approach**

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.

Counts towards: Health Studies  
Units: 1.0  
Instructor(s): Morrow,N.  
(Fall 2018)

## **RELIGION**

Students may complete a major in Religion at Haverford College.

### **Faculty**

Molly Farneth, Assistant Professor of Religion  
Pika Ghosh, Visiting Associate Professor of Religion  
Guangtian Ha, Assistant Professor of Religion  
Kenneth Koltun-Fromm, Robert and Constance MacCrate  
Professor of Social Responsibility and Professor of Religion  
Naomi Koltun-Fromm, Professor of Religion  
Brett Krutzsch, Visiting Assistant Professor of Religion  
Anne McGuire, The Kies Family Professor of Humanities;  
Associate Professor and Chair of Religion  
Terrance Wiley, Assistant Professor of Religion

A central mission of the Haverford College Religion 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. In their coursework, students develop skills in the critical analysis of the sacred texts, images, beliefs, and performances of various religions, including Judaism, Christianity, Islam, and Buddhism. The department's programs are designed to help students understand how religions develop and change and how religious texts, symbols, and rituals help constitute communities and cultures. Thus, the major in religion seeks to help students develop a coherent set of academic skills in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences.

### **Major Requirements**

The major in religion is designed to help students develop a coherent set of academic skills and expertise in the study of

religion, while at the same time encouraging interdisciplinary work in the humanities, sciences, and social sciences. The major consists of 11 courses with the following requirements:

- Five courses within an area of concentration: each major is expected to fashion a coherent major program focused around work in one of three designated areas of concentration:
- 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.
- 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.
- 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 to shape human societies.

The five courses within the area of concentration must include at least one department seminar at the 300 level. Where appropriate and relevant to the major's program, up to two courses for the major may be drawn from outside the field of religion, subject to departmental approval.

- RELG 299 (Theoretical Perspectives in the Study of Religion).
- RELG 398A and 399B, a two-semester senior seminar and thesis program.
- Three additional half-year courses drawn from outside the major's area of concentration.
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Major Worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.
- At least six of each major's 11 courses must be taken in the Haverford Religion Department.

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.

Final evaluation of the major program will consist of written work, including a thesis, and an oral conversation completed in the context of the Senior Seminar (RELG 398A and 399B).

Advising for the major takes place in individual meetings between majors and faculty advisors and in a departmental Junior Colloquium held once each semester. At this colloquium, junior majors will present their proposed programs of study with particular attention to their work in the area of concentration. All majors should fill out and bring the Religion Major Worksheet, which can be found on the Religion Department website, to the colloquium.

## Minor Requirements

The minor in religion, like the major, is designed to help students develop a coherent set of academic skills and expertise in the study of religion, while at the same time encouraging interdisciplinary work in the humanities, sciences,

and social sciences. The minor consists of six courses with the following requirements:

- Five courses within an area of concentration, with at least one at the 300 level:
- 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.
- 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.
- 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 to shape human societies.
- RELG 299 (Theoretical Perspectives in the Study of Religion).
- Junior Colloquium: an informal required gathering of the junior majors once each semester. Students should complete the Religion Minor Worksheet, available on the Religion Department website, in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.

All six courses must be taken in the Haverford Religion Department. In some rare cases, students may petition the department for exceptions to the minor requirements. Such petitions must be presented to the department for approval in advance.

## Requirements for Honors

The department awards honors and high honors in religion on the basis of the quality of work in the major and on the completed thesis.

## Study Abroad

Students planning to study abroad must construct their programs in advance with the department. Students seeking religion credit for abroad courses must write a formal petition to the department upon their return and submit all relevant course materials. We advise students to petition courses that are within the designated area of concentration.

## COURSES

### RELG H101 Introduction to the Study of Religion

An introduction to the study of religion from multiple 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.

(Typically offered: Every other Year)

### RELG H104 Religion and Social Ethics

This course focuses on sexual ethics as an analytical lens to think through contemporary issues of race, gender, and class. Students will analyze Christian and Jewish approaches to sexuality, and question how social regulations of sexuality are

often connected to intersectional issues of religion, race, and gender.

(Typically offered: Every other Year)

### **RELG H105 Food and Religion**

An exploration of the role of food in religious beliefs and practices. Topics include the role of food in religious rituals, the connection between religious foodways and religious identities, and the ethics of food production and consumption.

(Typically offered: Every other Year)

### **RELG H106 The Sense and Senses of Islam**

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

(Offered: Fall 2018; typically offered: Every other Fall)

### **RELG H107 Vocabularies of Islam**

Provides students with an introduction to the foundational concepts of Islam, its religious institutions, and the diverse ways in which Muslims understand and practice their religion. We explore the vocabularies surrounding core issues of scripture, prophethood, law, ritual, theology, mysticism, literature, and art from the early period to the present.

(Typically offered: Every other Year)

### **RELG H110 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.

(Offered: Fall 2018; typically offered: Every other Fall)

### **RELG H111 Introduction to Hinduism**

An introduction to the diverse and fluid tradition known as Hinduism, which we will examine through the many streams that feed into it: theological and philosophical beliefs, ritual and devotional practices, literature, visual art, music and drama.

(Typically offered: Every other Year)

### **RELG H113 Animals and Religion**

The course explores central themes in the study of religion – such as myth and ritual – through a focus on animals. To do so we will engage a selection of primary sources and scholarly articles that examine the place of animals in the major world religions: Christianity, Islam, Judaism, Buddhism, Hinduism, Chinese traditions, as well as American indigenous traditions.

(Typically offered: Only Once)

### **RELG H114 The History of Daoism in China: Religions, Magic, Medicine**

General introduction to the history and development of Daoism in China, including: philosophical beginnings, religious transformations, and the relationship to magic and medicine.

(Typically offered: Every Year)

### **RELG H122 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.

(Typically offered: Every Spring)

### **RELG H124 Introduction to Christian Thought**

An examination of some central concepts of the Christian faith, approached within the context of contemporary theological discussion. Basic Christian ideas will be considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity.

(Typically offered: Occasionally)

### **RELG H150 South Asian Religious Cultures**

An introductory course covering the variegated expressions of Hinduism, Buddhism, Jainism, Islam, and Sikhism in South Asia.

(Offered: Fall 2018; typically offered: Every other Year)

### **RELG H155 Themes in the Anthropology of Religion: Ritual**

What is it that rituals actually do? Are they enactments (affirmations) of collective ideals or are they arguments about these? Are they media for political action or are they expressions of teleological phenomena? The course is a comparative study of ritual and its place in religious practice and political argumentation. Concrete case studies will include an initiation ritual in South Africa, the Communion Sacrament in Christianity, a Holocaust commemorative site in Auschwitz, and the cult of spirit-possession in Niger. Cross-listed: Anthropology, Religion

(Typically offered: Occasionally)

### **RELG H186 Reinventing Quakerism: Rufus Jones and the Rise of Liberal Quakerism**

Quakerism isn't stable. It varies from place to place and from generation to generation. There is a real sense in which Orthodox Quakerism (the form of Quakerism that is most closely connected to Haverford College) was reinvented in the late nineteenth and early twentieth centuries. Students in this course will examine some of the changes that Orthodox Quakerism underwent between the 1860s and the 1940s by analyzing the life and thought of Rufus Jones (1863-1948). Jones is the most famous Quaker ever to teach at Haverford and one of most influential scholars ever produced by the Religious Society of Friends. Open only to first-year students as assigned by the Director of College Writing.

(Offered: Fall 2018; typically offered: Every Year)

### **RELG H201 Introduction to Buddhism**

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion

(Offered: Fall 2018; typically offered: Every other Year)

### **RELG H202 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.

(Typically offered: Every other Year)

### **RELG H203 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. We will also study how ancient biblical narratives can be reworked in modern film.

(Offered: Fall 2018; typically offered: Every other Year)

### **RELG H208 Poetics of Religious Experience in South Asia**

An examination of the aesthetics of epic poetry, drama, song, dance, architecture, sculpture, landscape and painting from South Asian religious traditions. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique.

(Typically offered: Occasionally)

### **RELG H209 Classical Mythology**

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion

(Typically offered: Every other Spring)

### **RELG H212 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.

(Typically offered: Every Three Years)

### **RELG H221 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.

(Typically offered: Every Year)

### **RELG H222 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.

(Offered: Fall 2018; typically offered: Every Year)

### **RELG H223 Body, Sexuality, and Christianity**

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed.

(Typically offered: Every Three Years)

### **RELG H230 Religion and Black Freedom Struggle**

This course will examine the background for and the key events, figures, philosophies, tactics, and consequences of the modern black freedom struggle in United States. The period from 1955-1965 will receive special attention, but the roots of the freedom struggle and the effect on recent American political, social, and cultural history will also be considered.

(Typically offered: Every other Year)

### **RELG H240 History and Principles of Quakerism**

The development of Quakerism and its relationship to other religious movements and to political and social life, especially in America. The roots of the Society of Friends in 17th-century Britain, and the expansion of Quaker influences among Third World populations, particularly the Native American, Hispanic, east African, and Asian populations. Crosslisted: Religion, History

(Typically offered: Every other Year)

### **RELG H254 Rap and Religion: Rhymes about God and the Good**

We will explore the origins, existential, and ethical dimensions of Rhythm and Poetry (RAP) music. Giving attention to RAP songs written and produced by African American artists, including Tupac, Nas, Jay-Z, The Roots, Lauryn Hill, and Kanye West, we will analyze their work with an interest in understanding a) the conceptions of God and the good reflected in them, b) how these conceptions connect to and reflect African American social and cultural practices, and c) how the conceptions under consideration change over time.

(Typically offered: Every other Year)

### **RELG H256 Zan Thought, Zen Culture, Zen History**

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion

(Typically offered: Occasionally)

### **RELG H257 Yoga: Art, Text, and Practice**

This course investigates the range of meanings attributed to the term yoga over two thousand years and across multiple geographical and cultural communities. These include exploring relationship between texts, images, and the practice of yoga in Hindu, Buddhist, and Jain communities, as well as modern manifestations associated with nationalist developments of

the nineteenth century and global cosmopolitanisms and contemporary politics as part of ongoing transformations.

(Typically offered: Occasionally)

### **RELG H258 Gender and Power in Recent Jewish and Christian Thought**

An exploration of gender in Judaism and Christianity through a study of feminist and queer thinkers who critique and contribute to these traditions. Topics include sex/gender difference, the gender of God, and the nature of divine authority.

Prerequisite(s): Familiarity with philosophical and/or theoretical inquiry is recommended

(Typically offered: Every other Year)

### **RELG H259 Gender and Sexuality in Islamic Texts and Practices**

This course introduces students to the different views of gender and sexuality in Islamic thought, and situates these views within Muslim histories and societies. We will draw on primary sources, historiographical work, ethnographies of Muslim societies, fiction, poetry, and play. One major focus will be on homosexuality in Islam and Muslim societies. In the course of this examination we will also have a chance to question what “homosexuality” is and whether this term can be applied cross-culturally and cross-religiously. To think critically about homosexuality in Islam will thus compel us to reconsider homosexuality and Islam at once.

(Offered: Fall 2018; typically offered: Only Once)

### **RELG H268 Anarchism: Religion, Ethics, Political Obligation**

Anarchism emerged in the nineteenth century as an important transnational sociopolitical philosophy and religious movement. Course participants will analyze anarchism as a political philosophy and as a social movement, from the nineteenth century labor movement to the ongoing global justice movement.

(Typically offered: Every other Year)

### **RELG H273 Graphic Religion: The Ethics of Representation**

An examination of multiple visual “texts”—film, photography, graphic novels, and other plastic arts—to uncover the ethical obligations, moral commitments, theological convictions, individual attachments, and communal duties that arise in seeing religion.

(Typically offered: Every other Year)

### **RELG H276 Religion and U.S. Politics: Sexuality, Race, Gender, and the Regulation of American Bodies**

This course examines why religion is commonly invoked in political debates about sexuality and gender even though the United States promotes itself as a secular democracy. The class will question if the United States has a secular government, explore what the separation of church and state means, and analyze if American citizens have religious freedom. The class will also explore the role religion has played in political movements centered on race, gender, and sexuality, and question why women’s reproductive rights and LGBTQ issues have been a common focus for government regulations and religious lobbying.

(Typically offered: Only Once)

### **RELG H280 Ethics and the Good Life**

This course examines influential accounts of the “good life” in Western religious and philosophical traditions, and the ways that contemporary ethicists draw on those accounts to think about religion, ethics, and politics today. We pay particular attention to the social and political dimensions of these accounts of the good life, to consider how we can live well together in spite of our differences.

(Typically offered: Every other Year)

### **RELG H289 Queer Religion**

This course analyzes how religions have become queer. We will look historically, globally, and at the present day to explore how LGBTQ+ people have promoted once-heretical ideas and practices, reinterpreted sacred texts, and reimagined alternative sexual, gender, and religious possibilities.

(Typically offered: Every Year)

### **RELG H294B Jewish Identity, Race, and Performance**

This course examines representations of Jewish American identity in theater, film, and television from early 20th century Yiddish theatre to the present, with a focus on issues of gender, racialization, and embodiment. Prerequisite(s): 100-level course in humanities discipline or permission of the instructor

(Typically offered: Only Once)

### **RELG H299 Theoretical Perspectives in the Study of Religion**

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.

(Offered: Fall 2018; typically offered: Every Fall)

### **RELG H303 Religion, Literature, and Representation: Images of Krishna**

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

(Offered: Fall 2018; typically offered: Every other Year)

### **RELG H305 Seminar in Religion, Ethics, and Society: Race, Religion, and American Multiculturalism**

This course considers race as the central point for thinking about religion in America. The class will explore how racial, ethnic, and cultural divisions have influenced America’s religious landscape as well as the country’s political system. The course will also examine how racial and religious categories have shifted historically and influenced one another.

(Offered: Fall 2018; typically offered: Every other Year)

### **RELG H308 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.

(Typically offered: Occasionally)

### **RELG H312 Ritual and the Body**

An exploration of the meaning and function of ritual, and of the ways that rituals shape bodies, habits, and identities. Special attention will be given to the relationship between ritual and gender. Readings include Durkheim, Mauss, Bourdieu, Butler, and Mahmood. Prerequisite(s): at least one 200 level in the department, or instructor consent

(Typically offered: Every other Year)

### **RELG H316 Hegel's Social Ethics**

An examination of religion, ethics, and politics in Hegel's Phenomenology of Spirit (in translation). As we work through Hegel's monumental text, we will consider its influence over modern and contemporary discussions of gender, domination, ethical conflict and religious pluralism. Prerequisite(s): At least one 200-level course in philosophy, political theory, or religious thought, or permission of the instructor.

(Typically offered: Every other Year)

### **RELG H319 Black Queer Saints: Sex, Gender, Race, Class, and the Quest for Liberation**

Drawing on fiction, biography, critical theory, film, essays, and memoirs, participants will explore how certain African American artists, activists, and religionists have resisted, represented, and reinterpreted sex, sexuality, and gender norms in the context of capitalist, white supremacist, male supremacist, and heteronormative cultures. Crosslisted: Africana Studies, Religion Prerequisite(s): 200-level Humanities course, or instructor consent

(Typically offered: Every other Year)

### **RELG H361 Hindus and Muslims in South Asia**

Examines engagements between Hindus and Muslims in South Asia from medieval to modern times, through an exploration of historical and literary texts, film and art, and theoretical writings on religious identities. Introduces historical case studies of Hindu-Muslim relations, the formation of religious identities, and the ways in which these identities have been constructed and contested in modern discourses on religion and politics.

(Typically offered: Occasionally)

### **RELG H398 Senior Thesis Seminar Part 1**

A practical methodology course which prepares senior Religion majors to write their senior theses.

(Offered: Fall 2018; typically offered: Every Fall)

### **RELG H399 Senior Seminar and Thesis**

Senior Thesis

(Typically offered: Every Spring)

### **RELG H480 Independent Study**

Independent Study

(Offered: Fall 2018; typically offered: Occasionally)

## **ROMANCE LANGUAGES**

Students may complete a major in Romance Languages.

### **Faculty**

Brigitte Mahuzier, Chair and Professor of French (on leave semester I)

Maria Cristina Quintero, Professor of Spanish (on leave semester I)

Roberta Ricci, Chair and Associate Professor of Italian

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 and/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, if French is selected as second. 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.

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

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).

### **Writing Requirement**

Students must complete a writing requirement in the major. Students will work with their major advisors in order to identify either two writing attentive or one writing intensive course within their major plan of study.

### **First Language and Literature**

#### **French**

FREN 101-102 or 101-105; or 005-102 or 005-105. Four literature courses at the 200 level, including FREN 213. Advanced language course: 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 102, SPAN 120. 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 102, SPAN 120. 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 398 and 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 should have a minimum 3.7 GPA in Spanish and 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 (FREN 403) or senior essay, the latter completed in a third 300-l. course in semester II of senior year.

\*\*\* In order to receive honors, students whose first language is Italian are required to write a senior essay (ITAL 398 and ITAL 399)

## RUSSIAN

Students may complete a major or minor in Russian.

## Faculty

Bella Grigoryan, Assistant Professor of Russian

Timothy Harte, Chair and Associate Professor of Russian on the Myra T. Cooley Lectureship in Russian

Marina Rojavin, Lecturer

Jesse Stavis, Visiting Assistant Professor

Irina Walsh, Lecturer in Russian

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.

Russian majors have the option of fulfilling the College's writing requirement through Writing Attentive (WA) courses either through upper-level Russian language courses, where the focus is on writing in Russian, or through 200-level courses on Russian literature (in translation), culture or film, where the focus is on writing in English. Majors also have the option of completing one WA course in Russian and one WA course in English.

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.

Approach: Course does not meet an Approach  
Units: 1.5  
Instructor(s): Shaw, J., Harte, T.  
(Fall 2018)

#### 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.

Approach: Course does not meet an Approach  
Units: 1.5  
Instructor(s): Shaw, J., Harte, T.  
(Spring 2019)

#### 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

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Grigoryan, B.  
(Fall 2018)

#### 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.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Grigoryan, B.  
(Spring 2019)

#### RUSS B106 Intensive Survival Russian

This course will be an intensive "crash" course in Russian for those enrolled in the 360 who have no prior experience studying or speaking Russian (those in the 360 who have studied the Russian language in the past will be expected to take a concurrent Russian language course at the College). This course will entail 5 hrs./week of elementary language instruction in Russian, with special emphasis on speaking skills needed for the trip.

Units: 1.0  
Instructor(s): Walsh, I.  
(Spring 2019)

#### 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.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Walsh, I.  
(Fall 2018)

#### 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.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Walsh, I.  
(Spring 2019)

#### RUSS B206 Dostoevsky in Translation

This course provides a dynamic and comprehensive survey of Fyodor Dostoevsky's career. We will study the formal and thematic dimensions of his works in detail and contextualize his oeuvre in relation to such areas as Russian and European literary, intellectual, cultural, and political history; the relevant secular and religious philosophical traditions and currents; Dostoevsky's own rather storied biography; his frequently polemical (but always robust) responses to West European cultural and intellectual trends; the reception of his works both in Russia and abroad, and their impact on foundational theoretical approaches to the study of literature broadly and the novel especially. Readings include Notes from Underground, Crime and Punishment, The Brothers Karamazov, and a number of celebrated short works. All readings in English translation.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Units: 1.0  
(Not Offered 2018-2019)

#### RUSS B209 Russia and the East: Siberia in Russian Culture

"We are Asians!," famously declared the Russian poet Aleksandr Blok in 1918. Russian culture has long celebrated the nation's close ties to the east as well as its ancient eastern heritage. From the time of Genghis Khan and the Mongolian yoke's invasion of Kievan Rus' in the 13th century to the present day and Vladimir Putin's ongoing geopolitical pivot to the east, Russia has grappled with its eastern roots, its vast eastern expanse, and Sino-Russian relations. This course will explore a wide variety of cultural manifestations of Russia's eastern orientation: Russian philosophy at the turn into the 20th century that emphasized Russia's eastern, mystical focus; Russian symbolist poetry and prose that amplified Russia's ties to the East; silent cinema of the 1920s that linked revolution to the East; non-fiction accounts of penal colonies and work camps scattered throughout Siberia (with particular emphasis on the work of Chekhov, Solzhenitsyn, Shalamov); late Soviet fiction probing life in rural Siberia; and contemporary Russian fiction that revisits Russia's eastern mysticism. Exploring Russia's ties to the East from a variety of historical, artistic, and social perspectives, this course aims to explore Russian culture's Eurasian essence.

Approach: Critical Interpretation (CI)

Units: 1.0  
(Not Offered 2018-2019)

### **RUSS B214 Anna Karenina and the Tasks of Literature**

This course takes Lev Tolstoy's *Anna Karenina* as its centerpiece and most sustained point of interest. We will begin with a few of Tolstoy's important early works (notably, his *Childhood*, *Boyhood*, *Youth*), then read *Anna Karenina* slowly and in detail, identifying its chief formal and thematic characteristics and thinking about the novel's aesthetics in relation to the ethical questions it raises. These questions traverse a broad range of topics from marital infidelity and legally recognized forms of kinship to a critique of Russian imperial geopolitics and military interventions from a standpoint that prefigures Tolstoy's late-in-life radical pacifism. Next, we will read three novels (Gustave Flaubert's *Madame Bovary*, Nathaniel Hawthorne's *The Scarlet Letter*, Alexander Pushkin's *Eugene Onegin*) that, much as they predate Tolstoy's masterpiece, help us bring the central preoccupations of *Anna Karenina* into sharper focus. We will conclude the course with Tolstoy's late short works, a short story by Anton Chekhov, and Virginia Woolf's *Mrs. Dalloway*, which we will contemplate as a reply to and a potential re-writing of *Anna Karenina*, since the English modernist famously declared that she had "nearly every scene of *Anna Karenina* branded in [her.]" All readings in English.

Approach: Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **RUSS B217 The Cinema of Andrei Tarkovsky**

This course will probe the cinematic oeuvre of the great Soviet filmmaker Andrei Tarkovsky, who produced some of the most compelling, significant film work of the 20th century. Looking at not only Tarkovsky's films but also those films that influenced his work, we will explore the aesthetics, philosophy, and ideological pressure underlying Tarkovsky's unique brand of cinema.

Approach: Critical Interpretation (CI)  
Counts towards: Film Studies  
Units: 1.0  
Instructor(s): Harte, T.  
(Fall 2018)

### **RUSS B218 The Coming-Of-Age Novel in 19th-century Europe**

We will study a selection of nineteenth-century French, English, and Russian novels that are concerned with the education, development, and maturing of a young protagonist. These are novels that imagine the often difficult compromise between individual aspirations and the drive towards social integration. We will think about why the Bildungsroman - or, coming-of-age novel - turned out to be one of the most productive and popular literary forms of nineteenth-century Europe. We will study works by such authors as Pushkin, Balzac, Stendhal, Charlotte Brontë, Dickens, Dostoevsky, Goncharov, Tolstoy, Flaubert and others. (Content will vary somewhat each time the course is offered.) We will think about the depiction of childhood and early adulthood; families; national and imperial politics and politics; the relationship between geographic, social, and economic mobility; domestic and professional selves and spaces; gender and sexuality.

Approach: Critical Interpretation (CI)

Units: 1.0  
Instructor(s): Grigoryan, B.  
(Fall 2018)

### **RUSS B219 Pushkin, Lermontov, Gogol - Russian Romantics?**

This course provides a dynamic introduction to some of the most influential works of Russian literature, texts that became ethical, ideological, and aesthetic touchstones for all later periods of Russian culture. We will study the works of Pushkin, Lermontov, and Gogol with attention to their thematic and formal preoccupations, their historical contexts and often fascinating histories of reception in the nineteenth century, in the Soviet period, and in contemporary culture. Topics of particular interest include Romanticism as a literary, cultural, and historical phenomenon in Russia and in Europe; Russia's experiment in Westernization; the status of the writer within shifting socio-political hierarchies; imperialism; the fluctuating meanings of social class; individual subjectivity as an object of artistic representation; the absurd. All readings, discussions, and assignments in English. No knowledge of Russian required.

Approach: Critical Interpretation (CI)  
Units: 1.0  
Instructor(s): Grigoryan, B.  
(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Units: 1.0  
(Not Offered 2018-2019)

### **RUSS B227 Russia and its Ecology: Cultural and Historical Perspectives**

This course will explore the historical, social, and cultural significance of the environment in Russian literature and the visual arts. As the largest country on the planet and as a sprawling nation that covers almost a sixth of the world's land mass, Russia has both cherished and exploited its vast forests and ample natural resources. Exploring Russian culture from an ecological perspective, we will delve into the fiction, poetry, cinema, and photography that has raised environmental issues or, in the opposite vein, has promoted rapid industrial development and a swift taming of Russia's natural landscape for the sake of progress. To this day, Russian artists continue to grapple with the ecological state of the country and its fragile well-being.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Units: 1.0  
Instructor(s): Harte, T.  
(Spring 2019)

### **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. Prerequisite: RUSS B201, RUSS 102 also required if taken concurrently with RUSS 201.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

Instructor(s): Walsh, I.  
(Fall 2018)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Film Studies

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **RUSS B316 Russian and Soviet Short Story**

This new Russian language course will explore the nature and evolution of the Russian short story from the beginning of the 19th century through the beginning of the 21st century. We will begin with the stories of Pushkin and Gogol and continue with Garshin who proved instrumental in developing the genre to its modern form. Students will then read stories by Chekhov, Bunin, Nabokov, Babel, Shukshin, Tolstaya, Pelevin — writers with distinguished voices who introduced a variety of groundbreaking themes, characters, and plots and whose art reveals the possibilities of the genre. All the readings and discussion will be in Russian.

Approach: Course does not meet an Approach

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Rojavin, M.

(Fall 2018)

### **RUSS B342 Russian Culture Today**

This seminar focuses on current cultural trends in Russia, with special emphasis on the interplay between various artistic media and post-Soviet Russia’s rapidly developing society. Students will be introduced to contemporary Russian literature, painting, television, film, and music while considering such topics as Russia’s ambiguous attitude toward the West, the rise of violence in Russian society, and Russia’s evaluation of the past. Prerequisite: RUSS 102 or the equivalent.

Units: 1.0

(Not Offered 2018-2019)

### **RUSS B365 Russian and Soviet Film Culture**

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia’s films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia’s cinematic culture. Taught in Russian. No previous study of cinema required, although RUSS 201 or the equivalent is required.

Units: 1.0

(Not Offered 2018-2019)

### **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 102 and one 200-level Russian literature course.

Units: 1.0

Instructor(s): Walsh, I.

(Spring 2019)

### **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. Suggested Preparation: 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.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Rojavin, M.  
(Fall 2018)

### **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.

Major Writing Requirement: Writing Attentive

Units: 1.0

Instructor(s): Rojavin, M.  
(Spring 2019)

### **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 2018-2019)

### **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): Grigoryan, B.  
(Spring 2019)

### **RUSS B403 Supervised Work**

Units: 1.0

(Fall 2018, Spring 2019)

### **RUSS B701 Supervised Work**

Units: 1.0

(Not Offered 2018-2019)

### **FREN B213 Theory in Practice: Critical Discourses in the Humanities**

By bringing together the study of major theoretical currents of the 20th century and the practice of analyzing literary works in the light of theory, this course aims at providing students with skills to use literary theory in their own scholarship. The selection of theoretical readings reflects the history of theory (psychoanalysis, structuralism, narratology), as well as the currents most relevant to the contemporary academic field: Post-structuralism, Post-colonialism, Gender Studies, and Ecocriticism. They are paired with a diverse range of short stories (Poe, Kafka, Camus, Borges, Calvino, Morrison, Djebbar, Ngozi Adichie) that we discuss along with our study of theoretical texts. The class will be conducted in English with an additional hour in French for students wishing to take it for French credit.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)

Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies

Units: 1.0

Instructor(s): Giammei, A.  
(Fall 2018)

## **SOCIOLOGY**

Students may complete a major or minor in Sociology.

### **Faculty**

David Karen, Professor of Sociology

Veronica Montes, Assistant Professor of Sociology and Co-Director of the Latin American, Latina/o, and Iberian Studies Program (on leave semesters I & II)

Mary Osirim, Provost and Professor of Sociology

Piper Sledge, Assistant Professor of Sociology

Robert Washington, Professor of Sociology on the Rosabeth Moss Kanter Change Master Fund

Nathan Wright, Chair and Associate Professor of Sociology (on leave semesters I & 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 connections to culture and power. 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 (Junior Seminar), which fulfills the College writing intensive requirement, 398 (Senior Seminar), 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). In addition, the student must take two additional courses in sociology or an allied subject; the allied courses are to be chosen in consultation with the faculty adviser. The department strongly recommends that majors take a history course focused on late 19th and

20th century American history. Students with an interest in quantitative sociology are encouraged to elect as allied work further training in mathematics, statistics and computer science. Those with an interest in historical or theoretical sociology are encouraged to elect complementary courses in history, philosophy, and anthropology. In general, these allied courses should be chosen from the social sciences.

## Senior Experience

The Senior Seminar is required of all senior sociology majors regardless of whether or not they wish to do a thesis. Depending on the number of students, in some years the Senior Seminar will have two sections. The content of the two sections may differ, but the structure of the seminars will be the same. Students will focus on their writing in a series of assignments, emphasizing, as the new college-wide writing requirement suggests, the process and elements of good writing.

## Senior Thesis

During senior year, seniors will have the option of doing a one-semester thesis in the fall, a one-semester thesis in the spring, or a two-semester thesis (one grade for the year). To become eligible to write a senior thesis, a student must have a minimum 3.0 GPA in sociology (this will also be the minimum GPA for a student to do an independent study in sociology). Junior sociology majors will need to approach a faculty member as early as possible about the possibility of advising their thesis and will need to indicate in their thesis proposal their "preferred adviser." The department will attempt to follow these preferences but will take responsibility for assigning an adviser.

Rising seniors who wish to write a senior thesis will need to submit by June 30 to the Chair of sociology a 1-2 page thesis proposal that includes the following information:

1. Proposed term of thesis-writing: fall semester; spring semester; both semesters
2. Timeline: brief indication of when the data will be collected, when/how it will be analyzed, when the write-up will take place, etc.
3. Preferred adviser
4. Thesis proposal (should include the research question, its sociological significance, the proposed method, plan of analysis, and anticipated value)
  - a. The thesis proposal should also state clearly whether the research will require IRB approval, if approval has already been secured, or when it will be secured
  - b. Please indicate if you have any previous preparation/work in the thesis topic area.

The chair will distribute the proposals to department members, collect their comments, and inform the student of a yes/no decision by July 15. Please note that students who are not selected to do a senior thesis may still pursue independent work with a faculty member (if their GPA in the major is 3.0 or above). If you are unsure of whether your topic is really "THESIS," you should discuss this with a faculty member. The following broad categories of work have been considered in the past to be theses: students conduct an analysis of empirical data (this can be qualitative or quantitative; collected by the student or by someone else; contemporary or historical; etc.) or students undertake to research a question using already published evidence (so the thesis could be a very focused,

extensive literature review). Students would be welcome to propose developing further a research paper that they wrote in a course. This kind of proposal needs to be very specific as to what the new/additional goals are.

The Department of Sociology offers concentrations in gender and society 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.

## 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.

### 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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies; International Studies

Units: 1.0

Instructor(s): Pinto-Coelho, J.  
(Fall 2018)

### **SOCL B130 Sociology of Harry Potter**

J.K. Rowling's Harry Potter series is a worldwide phenomenon that has sold hundreds of millions of books and been translated into dozens of languages. Over the last decade, academic studies of Harry Potter have taken root in English and Theology departments, but very few sociologists have taken a scholarly look at the rich society Rowling has created. This course will introduce students to the fundamental concepts of sociology using the lens of the Harry Potter series. We will explore questions of hierarchy, inequality, terrorism, consumption, race, class, and gender, and we will discuss the ways in which stratification in the wizarding world compares and contrasts to similar issues in the Muggle world. Class discussions and exercises will assume that students have read all seven Harry Potter books.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B201 The Study of Gender in Society**

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Spring 2019)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Gender and Sexuality Studies

Units: 1.0

Instructor(s): Pinto-Coelho, J.  
(Fall 2018)

### **SOCL B217 The Family in Social Context**

The family represents a fundamental and ubiquitous institution in the social world, providing norms and conveying values. This course focuses on current sociological research, seeking to understand how modern American families have transformed due to complex structural and cultural forces. We will examine family change from historical, social, and demographic

perspectives. After examining the images, ideals, and myths concerning families, we will address the central theme of diversity and change. In what ways can sociology explain and document these shifts? What influences do law, technology, and medicine have on the family? What are the results of evolving views of work, gender, and parenting on family structure and stability? Prerequisite of one Social Science Course

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B218 Sociology of International Development**

This course examines the persistent gap between the Global North and Global South around problems such as poverty, food insecurity, and access to health and education. We will examine theories and perspectives that address this disparity and explore alternatives to Western models of social organization, as put forth by social movements in the Global South. Throughout the course, we will read key primary texts (manifestos, communiqués, oral histories, and world financial institution reports) to understand the role of different players in the international development field, including global economic and governance institutions, non-governmental organizations, and—most importantly—feminist, afro-descendant, indigenous, and other voices emerging in the Global South.

Approach: Cross-Cultural Analysis (CC)

Units: 1.0

(Not Offered 2018-2019)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B229 Black America in Sociological Perspective**

This course presents sociological perspectives on various issues affecting black America as a historically unique minority group in the United States: the legacy of slavery and the Jim Crow era; the formation of urban black ghettos; the civil rights reforms; the problems of poverty and unemployment; the problems of crime and other social problems; the problems of criminal justice; the continuing significance of race; the varied covert modern forms of racial discrimination; and the role of race in American politics.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Africana Studies; Child and Family Studies

Units: 1.0

Instructor(s): Washington, R.  
(Fall 2018)



### **SOCL B235 Mexican-American Communities**

For its unique history, the number of migrants, and the two countries' proximity, Mexican migration to the United States represents an exceptional case in world migration. There is no other example of migration with more than 100 years of history. The copious presence of migrants concentrated in a host country, such as we have in the case of the 11.7 million Mexican migrants residing in the United States, along with another 15 million Mexican descendants, is unparalleled. The 1,933-mile-long border shared by the two countries makes it one of the longest boundary lines in the world and, unfortunately, also one of the most dangerous frontiers in the world today. We will examine the different economic, political, social and cultural forces that have shaped this centenarian migration influx and undertake a macro-, meso-, and micro-levels of analysis. At the macro-level of political economy, we will investigate the economic interdependency that has developed between Mexico and the U.S. over different economic development periods of these countries, particularly, the role the Mexican labor force has played to boosting and sustaining both the Mexican and the American economies. At the meso-level, we will examine different institutions both in Mexico and the U.S. that have determined the ways in which millions of Mexican migrate to this country. Last, but certainly not least, we will explore the impacts that both the macro-and meso-processes have had on the micro-level by considering the imperatives, aspirations, and dreams that have prompted millions of people to leave their homes and communities behind in search of better opportunities. This major life decision of migration brings with it a series of social transformations in family and community networks, this will look into the cultural impacts in both the sending and receiving migrant communities. In sum, we will come to understand how these three levels of analysis work together.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies; Praxis Program  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B246 Sociology of Migration: A Cross-Cultural Overview of Contemporary Challenges**

The twenty-first century began much as the twentieth century did for the United States with high levels of immigration. This has affected not only the nation, but the discipline of sociology. Just as early twentieth century Chicago School sociology focused on immigration and settlement issues, so too the first decade of the twenty-first century shows a flurry of sociological imagination devoted to immigration scholarship. This course will center on the key texts, issues, and approaches coming out of this renovated sociology of immigration, but we will also include approaches to the study of immigration from history, anthropology, and ethnic studies. While we will consider comparative and historical approaches, our focus will be on the late twentieth century through the present, and we will spend a good deal of time focusing on the longest running labor migration in the world, Mexican immigration to the U.S., as well as on Central American migrant communities in the U.S. Students with an interest in contemporary U.S. immigration will be exposed to a survey of key theoretical approaches and relevant issues in immigration studies in the social sciences. Current themes, such as globalization, transnationalism, gendered migration, immigrant labor markets, militarization of the U.S.-Mexican border, U.S. migration policy, the new second

generation and segmented assimilation, and citizenship will be included.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B248 Sociology of Bioethics**

This course is a study of the field of bioethics using the tools of sociology. The study of bioethics as a discipline and as a profession will be explored by addressing a series of topics that have been prominent in the field. We will use sociological concepts and theory to investigate American bioethics, rather than conduct a study of the merits of the debates themselves. This approach will consider the cultural, social, political, and symbolic meanings of these bioethical issues. We will address questions about the stakeholders in the debates, the timing of the debates, the rise and fall of certain issues, and the charismatic influence of key players. A key component in the readings will be the connections to bio-medicine and issues of treatment versus enhancement. Readings will be drawn from philosophy, bioethics, sociology, feminist studies, and sociology of medicine. Suggested: One course in the social sciences and freshman students require permission from the instructor.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Health Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SOCL B251 Queering Utopia**

What if? This question is at the heart of both social theory and speculative fiction. Theory and fiction both serve as ways through which to make sense of social life and to imagine alternatives. Within the traditions of feminist and queer thought, utopian and dystopian fiction have been utilized as a means by which to imagine the outcomes of various social processes and alternative gender/sexuality systems. This medium is also useful for exploring the ways in which gender and sexuality are not only integral to individual identity but also to the structure of social life itself. In this course we will analyze the challenges to the status quo asserted by feminist theorists and queer theorists alongside a comparison with indigenous systems of gender. We will also consider the various implications for everyday life of these theories as presented through the lens of speculative fiction. We will compare works of fiction with works of social theory to think through the ways in which gender and sexuality structure social life as well as the ways in which we do, undo, and resist gender in everyday life. Over the course of the semester, we will contemplate work by Samuel R. Delany; Michael Warner; Margaret Atwood; Ursula Le Guin; Nikki Sullivan; Sara Ahmed, José Esteban Muñoz, Laura Mamo, and more.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies  
Units: 1.0  
Instructor(s): Sledge, P.  
(Spring 2019)

### **SOCL B257 Marginals and Outsiders: The Sociology of Deviance**

An examination of non-normative and criminal behavior viewed from the standpoint of different theoretical perspectives on deviance (e.g., social strain, anomie, functionalism, social disorganization, symbolic interaction, and Marxism) with particular emphasis on social construction and labeling perspectives; and the role of subcultures, social movements and social conflicts in changing the normative boundaries of society. Topics include robbery, homicide, Black inner city violence, sexual deviance, prostitution, white collar crime, drug addiction and mental disorders.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Washington,R.  
(Spring 2019)

### **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 I course; placements are in local schools.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Child and Family Studies; Education; Praxis Program

Units: 1.0

Instructor(s): Karen,D.  
(Fall 2018)

### **SOCL B262 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.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Counts towards: Gender and Sexuality Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B265 Quantitative Methods**

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 Bryn Mawr Sociology majors and minors. Non-sociology majors and minors with permission of instructor.

Approach: Quantitative Methods (QM); Quantitative Readiness Required (QR)

Units: 1.0

(Fall 2018)

### **SOCL B268 Environmental Sustainability**

This course relates a broadly construed understanding of environmental sustainability to the historical development of the major concepts and developments in sociology. It situates the development of sociology as responding to major social problems in the natural and built environment, and demonstrates how 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. Conceptually, it begins with the radical environmental changes at the dawn of modernity that gave rise to European sociology and the massive urban social problems experienced in rapidly changing urban areas that gave rise to American sociology. Empirically, it moves through a series of more contemporary case studies of environmental problems (including both single-event "disasters" and ongoing slowly developing ever-present realities) that demonstrate both the context for sociology's development and the promise sociology offers in understanding environmental problems. The course will have a global focus drawing on case studies from North America, South America, Europe, Africa, with special attention given to East Asia.

Approach: Course does not meet an Approach

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B302 Social Theory**

This course focuses primarily on the works of classical social theorists. The theorists include: George Herbert Meade, Emile Durkheim, Karl Marx, and Max Weber; and secondarily their influences on the works of more contemporary theorists: C. Wright Mills, Shulamith Firestone, Antonio Gramsci, Erving Goffman, Randall Collins, Robert Bellah, Howard Becker, and Pierre Bourdieu. Among the theoretical conceptions examined: culture, religion, the sacred, power, authority, modernization, deviance, bureaucracy, social stratification, social class, status groups, social conflict, and social conceptions of the self.

Units: 1.0

Instructor(s): Sledge,P., Washington,R.  
(Fall 2018, Spring 2019)

### **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. Prerequisite: Required of and limited to Bryn Mawr Sociology Major, Junior Standing

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Karen,D., Sledge,P.  
(Fall 2018, Spring 2019)

### **SOCL B304 Sociology of Medicine**

This course is an introduction to major topics in the sociology of medicine, with an emphasis on current American medical practice. A primary aim of the course is to use a sociological perspective to investigate our shared/contested understandings of illness and health, as well as the evolving medical responses to these human conditions. We will discuss the

structure of the medical professions, social organization of hospitals, social and cultural influences on doctor-patient communication and decision-making, and the history and social context of bioethics. The course will trace the influence of race, gender and economics on healthcare as we explore issues of legitimacy, training, professional socialization, patient autonomy, and barriers to access and provision of health services. Prerequisite: One sociology course.

Approach: Course does not meet an Approach

Counts towards: Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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 2018-2019)

### **SOCL B313 Sociology of Terrorism and Counterterrorism**

Terrorism -- the use or threat of violence to achieve political, religious, or social goals -- is a centuries-old phenomenon, but terrorism has become a distressing feature of social life during the last three decades in particular. Since the early 1980s, the world has seen over 10,000 separate acts of terror that have caused thousands of deaths and billions of dollars in damage. This seminar, taught by a former CIA counterterrorism officer, will give students a sociological perspective on terrorism, including the ways in which the threat of terrorism has changed over time, the motivations of different terrorist groups, and the circumstances under which terrorism succeeds and fails. We will also explore America's counterterrorism efforts and grapple with some of the most challenging questions facing the U.S. intelligence community today: what are the best ways to combat terrorism? How do we define and recognize success and failure in the War on Terror? Prerequisite: One Social Science course: Sociology, psychology, political science, and anthropology (students should assume a lot of sociology knowledge)

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B317 Comparative Social Policy: Cuba, China, US, Scandinavia**

This course will examine different countries' policy choices to address different societal challenges. Four societal types - socialist (Cuba), post-socialist (China), capitalist (US), and social-democratic (Scandinavia) - will be studied to help us understand how these different kinds of societies conceive of social problems and propose and implement attempted solutions. We will examine particular problems/solutions in four domains: health/sports; education; environment; technological development. As we explore these domains, we will attend to methodological issues involved in making historical and institutional comparisons

Counts towards: Education; Health Studies

Units: 1.0

Instructor(s): Karen,D.

(Fall 2018)

### **SOCL B318 Comparative Study of Deviance**

Deviant behaviors are among the most intriguing and controversial aspects of human societies. This course is organized as a theoretically oriented seminar which explores selected topics of deviance. Its aims are threefold: to compare cross national variations in conceptions of deviant behavior such as homosexuality, abortion, prostitution, and domestic violence; to examine the punishments for those behaviors; and to determine how social forces are challenging and changing national conceptions of deviance in the contemporary era of globalization.

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B321 The Black American Intellectual Community**

This seminar explores an important but neglected subject in the study of race relations: the social role of the black American intellectual community. Viewing black intellectuals from the perspective of the sociology of knowledge, it examines the patterns of development and conflict in the black American intellectual community, extending from the early 20th century to the early 21st century. It will examine the social and historical contexts and influences that shaped their world views as they confronted the issues of racism, racial integration, black social problems, black culture, and black identity -- issues that were framed through rival and often antagonistic black ideological movements: black nationalism, liberal civil rights activism, communism, new left radicalism, political conservatism, and afro-centrism. Among the black intellectuals whose ideas and influence will be considered in the seminar: Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Alain Locke, James Weldon Johnson, Langston Hughes, Claude McKay, Richard Wright, E. Franklin Frazier, Horace Cayton, Zora Neal Hurston, Paul Robeson, Ralph Ellison, Kenneth Clark, James Baldwin, Harold Cruise, Bayard Rustin, Stokely Carmichael, Angela Davis, Eldridge Cleaver, Nikki Giovanni, Amiri Baraka, Malcom X, and Taneshi Coates.

Counts towards: Africana Studies

Units: 1.0

Instructor(s): Washington,R.

(Spring 2019)

### **SOCL B322 Thinking with Trans: Theorizing Race and Gender**

In 2017, philosopher Rebecca Tuvel published an article in the journal *Hypatia* outlining an argument for the existence of transracialism. This article came on the tail end of a great deal of controversy about the outing of NAACP leader, Rachel Dolezal; a woman born to white parents who identifies as black. In this course we will examine the social construction of race and gender as well as critique the biological assumptions that underpin both social structures. We will explore the theoretical power and pitfalls of the terms "transgender" and "transracial" - the similarities, differences, and tensions inherent in questioning taken for granted social structures that are fundamental to social organization and personal identity. We will explore the theoretical context of the terms "transracial" and "transgender," the various arguments for and against identity categories, and the lived experiences of individuals and groups

who regularly transgress the boundaries of race and gender.

Counts Towards: Gender and Sexuality Studies

Approach: Course does not meet an Approach

Counts towards: Africana Studies; Gender and Sexuality Studies

Units: 1.0

Instructor(s): Sledge,P.

(Fall 2018)

### **SOCL B326 Feminist Perspectives on Hlth**

Increasingly, an individual's sense of self and worth as a citizen turn on their health identity. In this course we will draw on theories of gender, sexuality, medicalization, and biocitizenship to unravel the ways in which gender structures and medical institutions are mutually constitutive and to explore how this relationship, in turn, impacts individual identity. The course will take a global approach to feminist engagement with health issues with an emphasis on human rights and bodily autonomy.

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisite: Previous course in social science; permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B342 Bodies in Social Life**

Can social life exist without bodies? How can attention to the body influence our understanding of social processes of subjectivity, interaction, and practice? While the body has long been an "absent presence" in sociology, multiple approaches to theorizing and researching the body have emerged in recent decades. A sociological approach to the body and embodiment provides an opportunity to bridge the gap between everyday experience and analyses of broad social structures which can seem disconnected from daily life. In this course, we will examine the processes by which individual bodies are shaped by and, in turn, shape social life. Key questions to be explored include: how are bodies regulated by social forces; how do individuals perform the body and how does interactional context influence this performance; what is the meaning of the body in social life; and is there a "right" body? Suggested preparation: At least one course in the social sciences.

Counts towards: Gender and Sexuality Studies; Health Studies

Units: 1.0

Instructor(s): Sledge,P.

(Fall 2018)

### **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.

Counts towards: Gender and Sexuality Studies; Peace, Justice and Human Rights

Units: 1.0

(Not Offered 2018-2019)

### **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. Prerequisites: at least one social science course or permission of instructor.

Units: 1.0

(Not Offered 2018-2019)

### **SOCL B398 Senior Conference**

This capstone course for the sociology major focuses on major concepts or areas in sociology and requires students to develop their analytical and synthetic skills as they confront both theoretical and empirical materials. The Key emphasis in the course will be on students' writing. Through a variety of assignments (of different lengths and purposes), students will practice the process (drafts) and elements (clarity and concision) of good writing. Specific topical content will vary by semester according to the expertise of the instructor and the interests of students. Writing Attentive.

Major Writing Requirement: Writing Intensive

Units: 1.0

Instructor(s): Karen,D., Washington,R.

(Fall 2018, Spring 2019)

### **SOCL B403 Supervised Work**

Students have the opportunity to do individual research projects under the supervision of a faculty member.

Units: 1.0

(Fall 2018)

### **SOCL B420 Praxis Fieldwork Seminar**

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

### **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 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 2018-2019)

### **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)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Africana Studies; Child and Family Studies; Praxis Program

Units: 1.0

Instructor(s): Zuckerman, K.

(Spring 2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **POLS B354 Comparative Social Movements: Power and Mobilization**

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 via social media, and collaborative policymaking institutions. Writing Attentive. Prerequisite: one course in POLS or SOCL or permission of instructor.

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies

Units: 1.0

Instructor(s): Hager, C.

(Spring 2019)

### **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.

Units: 1.0

(Not Offered 2018-2019)

### **SOWK B554 Social Determinants of Health and Health Equity**

The purpose of this course is to provide students with knowledge and an understanding of how structural factors (racism, sexism, homophobia, classism, discrimination, the built environment, poverty, working conditions, and the unequal distribution of power, income, goods, and services) contribute to racial/ ethnic and gender disparities in health and well-being.

Counts towards: Praxis Program

Units: 1.0

(Not Offered 2018-2019)

## **SPANISH**

Students may complete a major or minor in Spanish. Majors may pursue state certification to teach at the secondary level.

### **Faculty**

Inés Arribas, Senior Lecturer in Spanish

David Barreto, Lecturer

Kaylea Berard, Senior Lecturer in Spanish

Martín Gaspar, Assistant Professor of Spanish and Co-Director of Latin American, Latina/o, and Iberian Studies

María Cristina Quintero, Professor of Spanish (on leave semester I)

Enrique Sacerio-Garí, Dorothy Nepper Marshall Professor of Hispanic and Hispanic-American Studies

Rosi Song, Professor of Spanish and Director of Gender and Sexuality Studies (on leave semester II)

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.

Our graduates have gone on to pursue successful careers in law, business, medicine, and translation, among others. This major program prepares students appropriately for graduate study in Spanish.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary contextualized by cultural readings and activities. SPAN 120 prepares students for advanced work in literature and cultural studies while improving competence in the language. Courses at the 200 level courses deal with a variety of topics including a consideration of major manifestations of Spanish and Spanish-American, and U.S. Latino literature and culture, in various periods and genres, within a socio-historical context. Advanced 300-level courses engage intensively with individual authors, topics, or periods of special significance.

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 and is available on our website.

Students in all courses are encouraged to supplement their

coursework with study in Spain or Spanish America either in the summer or during their junior year.

The Department of Spanish works in cooperation with the Departments of French and Italian in the Romance Languages major. It also collaborates with the Latin American, Iberian, and Latina/o Studies (LAILS).

## 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, beginning at the level determined by their language placement. 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 120 (Introducción al análisis literario),
- four 200-level courses,
- three 300-level courses,
- and SPAN 398 (Senior Seminar)

The prerequisite for 200-level Spanish courses is the completion of SPAN 120, which is offered every semester. The prerequisite for 300-level courses is the completion of a 200-level course in Spanish. At least two courses for the major must be in Peninsular literature (Spain) and at least two in Latin American literature; one of the major courses should focus on pre-1700 literature. Two courses must be writing intensive (WI). Students can satisfy the writing requirement by taking SPAN 120, SPAN 243, and other 200-level courses designated as WI in any given semester. Students whose training includes advanced work may, with the permission of the department, be exempted from taking SPAN 120. SPAN 399 (Senior Essay) is optional for majors with a grade point average of 3.7 who seek to graduate with honors. It may not be counted as one of the 300-level requirements. Students wishing to write a Senior Essay (SPAN 3990) must submit a proposal to the department and identify a faculty member who will direct the project.

Please note: the department offers some courses taught in English and, with permission from major advisor, we occasionally accept courses related to the Hispanic world offered in other departments. We recommend that at least some of the work (readings or written assignments) be done 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 senior essay (SPAN 399), and the recommendation of the department.

## Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond SPAN 101, at least one of which must be at the 300

level. At least one course should be in Peninsular literature (Spain).

## Minor in Latin American, Iberian, and Latina/o Studies

The Department of Spanish participates with other departments in offering a minor in Latin American, Iberian, and Latina/o Studies (LAILS).

## 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

Develops basic communicative skills in both oral and written Spanish. Introduces students to different aspects of Hispanic and Latino cultures. Assumes no previous study of Spanish. The Tuesday class is a mandatory practice session with a teaching assistant.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Arribas, I., Barreto, D.  
(Fall 2018)

### SPAN B002 Beginning Spanish II

Second course of the First-year Spanish language sequence. Designed to develop basic communicative skills in both oral and written Spanish. Students are exposed to different aspects of Hispanic and Latino cultures. The Tuesday class is a mandatory practice session with a teaching assistant. Students who receive a 3.3 or above in this course may enroll in SPAN 101 the following semester. Students who receive a 3.0 or less must take SPAN 100. Prerequisite: SPAN B001 or placement.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Arribas, I., Barreto, D.  
(Spring 2019)

### SPAN B100 Basic Intermediate Spanish

A review of grammar with emphasis on all language skills: speaking, listening, reading, and writing, with group activities and individual presentations. A variety of readings from the Hispanic world will be included. The class meets three times a week with the instructor and there is an additional required 50-minute practice session with a teaching assistant on Monday evenings. Prerequisite: SPAN 002 or placement or instructor's permission.

Approach: Course does not meet an Approach

Units: 1.0

Instructor(s): Berard, K., Barreto, D.  
(Fall 2018)

### SPAN B101 Intermediate Spanish

This course focuses on developing vocabulary and grammatical structures in all language skills in Spanish. A variety of readings from the Hispanic world will be included. The class meets three times a week with the instructor and there is an additional required 50-minute practice session with a teaching assistant

on Monday evenings. Prerequisite: Span100, a grade of 3.3 or above in SPAN 002, placement, or instructor's permission.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Berard,K.  
(Fall 2018, Spring 2019)

### **SPAN B102 Advanced Grammar Through Culture**

This course stresses mastery of complex grammatical constructions through selected readings from the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. Written and oral proficiency is emphasized, with special emphasis on reading and writing. The class meets three hours a week with the instructor and there is an additional required 50-minute practice session with a teaching assistant on Monday evenings. Prerequisite: SPAN 101 or placement or instructor's permission.

Approach: Course does not meet an Approach  
Units: 1.0  
Instructor(s): Arribas,I., Barreto,D., Song,R.  
(Fall 2018, Spring 2019)

### **SPAN B110 Análisis cultural y gramática en contexto**

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. Written and oral proficiency is emphasized. This course is a requisite for the Spanish major. Prerequisite: SPAN 102 or placement.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B119 Advanced Spanish Composition and Conversation**

This is an advanced course designed for students who want to improve their written and oral communicative abilities in Spanish. This course provides a comprehensive review of Spanish grammar with attention given to advanced concepts and structures. Writing skills are developed through the application of grammar concepts in composition. Students increase their aural/oral fluency through their participation in a variety of communicative activities such as performance of a one-act play, spoken word, debates, academic presentations, and interviews to the community. A wide range of questions will be discussed: current affairs, identity issues, literary and cultural topics from Spain and Latin America.

Approach: Course does not meet an Approach  
Units: 1.0  
(Not Offered 2018-2019)

### **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. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Quintero,M., Gaspar,M., Sacerio-Garí,E.  
(Fall 2018, Spring 2019)

### **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, Iberian, and Latina/o Studies minor. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Quintero,M.  
(Spring 2019)

### **SPAN B209 Lo que hemos comido: Identidades en España**

This course considers the relationship between the food we eat and our sense of identity in the context of regional identity politics in Spain. We will review the historical tension as they surface in diverse linguistic and cultural communities and currently challenged by the new wave of immigration to the peninsula. Amid this intersection of different cultures and practices, we will study how each region as turned to its traditional cuisine and local culinary products to strengthen their sense of regional identity while strategizing to communicate this uniqueness beyond the brand of "Spain" to the world. We will examine, for instance, how this new trend compares to the tourism industry endorsed by the dictatorship in the 1960s. This discussion will serve as a case study to explore how communities remember and narrate their own histories to themselves and to others, using concepts such as taste, terroir, memory, and identity. Students in the course will view films and read fiction, essays, and culinary essays from around Spain. Prerequisite: SPAN 120 or permission of instructor.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Song,R.  
(Fall 2018)

### **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. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Sacerio-Garí,E.  
(Spring 2019)

### **SPAN B216 Introducción a la lingüística hispánica**

A survey of the field of Hispanic linguistics. We will explore the sounds and sound patterns of Spanish (phonetics and

phonology), how words are formed (morphology), the structure and interpretation of sentences (syntax and semantics), language use (pragmatics), the history and dialects of the Spanish language, and second language acquisition. Prerequisite: SPAN B120 or permission of the instructor.

Approach: Critical Interpretation (CI)

Units: 1.0

Instructor(s): Berard, K.  
(Spring 2019)

### **SPAN B219 Focus: Imaginando Barcelona**

An introduction to the textual and visual representation of the city of Barcelona, a key geographical, historical, political, and cultural referent for Spain and Catalonia. In this course we will read past and present texts that narrate the origins and the symbolic significance of this city and discuss recent films that capture the evolving experience of its residents, as a global destination for many and a city of immigrants. Prerequisite: SPAN B120.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 0.5

(Not Offered 2018-2019)

### **SPAN B225 La poesía hispanoamericana**

Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. Prerequisite: Spanish 120 or another 200-level course.

Approach: Critical Interpretation (CI)

Units: 1.0

(Not Offered 2018-2019)

### **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, Zayas, and a number of contemporary writers such as Mayoral and Montero. Our approach will include formal and thematic considerations, and attention will be given to sociopolitical and historical contexts. Prerequisite: SPAN B120; or another SPAN 200-level course.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

(Not Offered 2018-2019)

### **SPAN B232 Encuentros culturales en América Latina**

This course introduces canonical Latin American texts through translation scenes represented in them. Arranged chronologically since the first encounters during the conquest until contemporary times, the readings trace different modulations of a constant linguistic and cultural preoccupation with translation in Latin America. Translation scenes are analyzed through close reading, and then considered as barometers for understanding the broader cultural climate. Special emphasis is placed on key notions for literary analysis and translation studies, as well as for linking the literary text with cultural, social, political, and historical processes. Prerequisite: SPAN B120 or another SPAN 200-level course.

Approach: Cross-Cultural Analysis (CC); Inquiry into the Past (IP)

Units: 1.0

(Not Offered 2018-2019)

### **SPAN B233 Focus: La Habana y sus textos**

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima. Selective films by Fernando Pérez and other Cuban directors. Prerequisite: SPAN B120.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 0.5

(Not Offered 2018-2019)

### **SPAN B234 El cuento de lo fantástico en Hispanoamérica**

La Habana (a historical, artistic and literary crossroad) is studied in its intersemiotic complexity. Readings from the colonial period to the present. Authors included, among others: La Condesa de Merlín, Alexander von Humboldt, Alejo Carpentier, José Lezama Lima. Selective films by Fernando Pérez and other Cuban directors. Prerequisite: SPAN B110 or SPAN B120.

Approach: Critical Interpretation (CI)

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 0.5

(Not Offered 2018-2019)

### **SPAN B243 Temas de la literatura hispana: Mitos coloniales, de la conquista al cine de hoy**

This is a topic course. Topics vary. Prerequisite: SPAN B120; or another 200-level. This course can satisfy the Writing Intensive (WI) requirement for the Spanish major. Current topic description: The early writings of the New World straddle between history and fantasy, fact and legend. This period is rich in chronicles that made no distinction between real and imaginary places and creatures, at a time when ambitious colonial enterprises were guided by myths (finding El Dorado, the Fountain of Youth, Paradise.) This course examines fantasies of imperial imagination that have persisted to this day by looking at both early chronicles and recent films.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Intensive

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0

Instructor(s): Gaspar, M.

(Fall 2018)

### **SPAN B252 Compassion, Indignation, and Anxiety in Latin American Film**

Stereotypically, Latin Americans are viewed as "emotional people"--often a euphemism to mean irrational, impulsive, wildly heroic, fickle. This course takes this expression at face value to ask: Are there particular emotions that identify Latin Americans? And, conversely, do these "people" become such because they share certain emotions? Can we find a correlation between emotions and political trajectories? To answer these questions, we will explore three types of films that seem to have, at different times, taken hold of the Latin American imagination and feelings: melodramas (1950s-1960s), documentaries (1970s-1990s), and "low-key" comedies (since 2000s.)

Approach: Cross-Cultural Analysis (CC)

Counts towards: Film Studies; Latin American, Iberian, and



Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **SPAN B260 Ariel/Calibán y el discurso americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. Prerequisite: B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **SPAN B265 Escritoras españolas: entre tradición, renovación y migración**

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore through their creative writing changing sociopolitical and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society. Prerequisite: SPAN B120 or another SPAN 200-level course.

Approach: Critical Interpretation (CI)  
Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **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, Iberian, and Latina/o Studies minor. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **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. Prerequisite: at least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Quintero, M.  
(Spring 2019)

#### **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. Prerequisite: at least one SPAN 200-level course.

Units: 1.0  
(Not Offered 2018-2019)

#### **SPAN B312 Latin American and Latino Art and the Question of the Masses**

The course examines the ways in which Latin American and Latino texts (paintings, murals, sculptures, and some narratives) construct "minor," "featureless" and "anonymous" characters, thus demarcating how and which members of society can and cannot advance a plot, act independently and/or be agents of change. By focusing the attention on what is de-emphasized, we will explore how artistic works, through their form, are themselves political actors in the social life of Latin America, the US, and beyond. We will also consider the place of Latin American and Latino Art in the US imaginary and in institutions such as museums and galleries. Prerequisites: 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 120 and at least one other Spanish course at a 200-level, or received permission from instructor.

Approach: Course does not meet an Approach  
Major Writing Requirement: Writing Attentive  
Counts towards: Latin American, Iberian, and Latina/o Studies; Museum Studies  
Units: 1.0  
Instructor(s): Gaspar, M.  
(Spring 2019)

#### **SPAN B315 El futuro ya llegó: relatos del presente en América Latina**

Taught in Spanish. In the 21st Century, "Here and now" is not what it used to be. There is no single "here" but instead multiple, coexisting realities (that of the cellphone, the street, the 'world'.) There's no clear present when the "now" is multiple. In this course we will explore 21st century Latin American shorts-stories, films, works of art, and novellas that synchronize with our contemporary circumstances---fictions and representations where realities alternate, identities flow, and the world appears oddly out of scale. As contemporaries, you will also be asked to write fictions about life "here and now." Throughout, we will keep two fundamental questions in mind: What is reality (here)? What is the contemporary (now)? Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

#### **SPAN B317 Poéticas del deseo y el poder en la lírica del Siglo de Oro**

A study of the evolution of the lyric in Spain during the Renaissance and Baroque periods beginning with the oral tradition and the imitation of Petrarch. Topics include: the representation of women as objects of desire and pre-texts for

writing, the political and national subtexts for lyric production, the self-fashioning and subjectivity of the lyric voice, theories of parody and imitation, and the feminine appropriation of the Petrarchan tradition. Although concentrating on the poetry of Spain, reading will include texts from Italy, France, England and Mexico. Taught in Spanish. Prerequisites: at least one 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Students will be required to attend film screenings or view films on their own devices. Prerequisite: A 200-level course in Spanish.

Counts towards: Gender and Sexuality Studies; Film Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B320 Visiones y revisiones del surrealismo español**

A multimedia study of the development of a surrealistic ethic in Spain in the 20th century as represented chiefly in the works of Federico García Lorca, Luis Buñuel, and Salvador Dalí, among others. The scope and validity of the Spanish surrealistic movement will be examined in relation to its originating principles: Freud's psychoanalytic theory, and the artistic and political manifestos of the avant-garde. Through the study of works of poetry, art, and film, we will also discuss the relationship between the theoretical and historical background of this artistic movement as we contrast art and politics, artistic freedom and political commitment.

Units: 1.0  
Instructor(s): Song,R.  
(Fall 2018)

### **SPAN B321 Surrealismo al afrorrealismo**

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: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **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. Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies

Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B326 Voces trasplantadas: teoría y práctica de la traducción**

Taught in Spanish. Translation has been argued to be both impossible and inevitable. Theoretically impossible, because no two languages are perfectly equivalent; practically inevitable, because cultures, and human beings, are constantly interpreting one another--and understanding themselves in the process. This course is an introduction to translation as a practice with linguistic, literary, and cultural implications. It is organized in three steps. We will begin by exploring the linguistic aspect of translation: the theories (and myths) about language difference and equivalence, and how they can be put into practice. Then we will focus on translating literary texts of different genres (from canonical epics to film, from poems to short stories and proverbs), and we will simultaneously examine how the various types of texts have spurred very different opinions about what is a good or bad translation, what is desirable, and what is not. Finally, we will trace the role of translation in cultural exchanges, as well as its defining presence in contemporary debates on "world literature." Prerequisite: At least one 200 level Spanish course.

Units: 1.0  
Instructor(s): Gaspar,M.  
(Fall 2018)

### **SPAN B351 Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of cultural and economic transformations. Major topics include slavery and resistance; Cuba's struggles for freedom; changing cultural policies and film of the Revolution. Prerequisite: at least one SPAN 200-level course.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Sacerio-Garí,E.  
(Spring 2019)

### **SPAN B370 Literatura y delincuencia**

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 fictive self, the poetics and politics of criminality, transgression in gender and class. Among the topics to be discussed: criminalization of poverty, prostitution, and the feminine picaresque. Prerequisite: At least one SPAN 200-level course. Course fulfills pre-1700 requirement and HC's pre-1898 requirement.

Counts towards: Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B398 Senior Seminar**

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. A requirement for all Spanish Majors. Some topics and readings will be prepared in consultation with the students.

Units: 1.0  
Instructor(s): Sacerio-Garí,E.  
(Fall 2018)

### **SPAN B399 Senior Essay**

Available only to Spanish majors whose proposals are approved by the department, Students must identify a faculty member as director of the essay during the Fall semester of the senior year.

Units: 1.0  
(Not Offered 2018-2019)

### **SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department.

Units: 1.0  
(Fall 2018, Spring 2019)

### **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 struggles for social justice, the damaging effects of machismo and racial hierarchies, the politics of Spanglish, and the affective experience of migration. By analyzing a range of cultural production, including novels, poetry, testimonial narratives, films, activist art, and essays, we will unpack the complexity of Latinidad in the Americas.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Fall 2018)

### **ENGL B236 Latina/o Culture and the Art of Migration**

Gloria Anzaldúa has famously described the U.S.-Mexico border as an open wound and the border culture that arises from this fraught site as a third country. This course will explore how Chicana/os and Latina/os creatively represent different kinds of migrations across geo-political borders and between cultural traditions to forge transnational identities and communities. We will use cultural production as a lens for understanding how citizenship status, class, gender, race, and language shape the experiences of Latin American migrants and their Latina/o children. We will also analyze alternative metaphors and discourses of resistance that challenge anti-immigrant rhetoric and reimagine the place of undocumented migrants and Latina/os in contemporary U.S. society. Over the course of the semester, we will probe the role that literature, art, film, and music can play in the struggle for migrants' rights and minority civil rights, querying how the imagination and aesthetics can contribute to social justice. We will examine a number of different genres, as well as read and apply key theoretical texts on the borderlands and undocumented migration.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Fall 2018)

### **ENGL B274 Ethnic Speculative Fiction**

This course will explore how Latina/os, Latin Americans, African Americans, and Native Americans deploy speculative fiction to interrogate white supremacy and imperialism and to imagine decolonial futures. We will analyze representations of racism, heteropatriarchy, classism, colonialism, environmental destruction, and anti-immigrant discrimination in what Walidah Imarisha terms "visionary fiction." Students will be introduced to theoretical concepts such as intersectionality, modernity/coloniality, Afrofuturism, marvelous realism, and zombie capitalism that will help them unpack the critical work accomplished by genre fiction. Over the course of the semester, we will probe the role that literature, comic books, film, and art can play in the struggle to build more radically egalitarian societies, querying how the imagination and aesthetics can contribute to social justice.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Latin American, Iberian, and Latina/o Studies  
Units: 1.0  
Instructor(s): Harford Vargas, J.  
(Spring 2019)

### **GNST B245 Introduction to Latin American, Iberian, and Latina/o Studies**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula to the Americas. The class introduces the methods and interests of all departments in the minor, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. Course is taught in English.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Latin American, Iberian, and Latina/o Studies; International Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **ITAL B213 Theory in Practice: Critical Discourses in the Humanities**

What is a postcolonial subject, a queer gaze, a feminist manifesto? And how can we use (as readers of texts, art, and films) contemporary studies on animals and cyborgs, object oriented ontology, zombies, storyworlds, neuroaesthetics? In this course we will read some pivotal theoretical texts from different fields, with a focus on race & ethnicity and gender & sexuality. Each theory will be paired with a masterpiece from Italian culture (from Renaissance treatises and paintings to stories written under fascism and postwar movies). We will discuss how to apply theory to the practice of interpretation and of academic writing, and how theoretical ideas shaped what we are reading. Class conducted in English, with an additional hour in Italian for students seeking Italian credit.

Approach: Critical Interpretation (CI)  
Counts towards: Africana Studies; Gender and Sexuality Studies; Film Studies  
Units: 1.0  
Instructor(s): Giammei, A.  
(Fall 2018)

# VISUAL STUDIES

Students may minor in Visual Studies at Haverford College.

## Core Faculty

Imke Brust, Assistant Professor and Chair of German and German Studies; Coordinator of Africana Studies; VCAM Faculty Fellow (2018-2019)

Victoria Funari, HCAH Visual Media Scholar

Christina Knight, Assistant Professor and Director of Visual Studies

John Muse, HCAH Visual Media Scholar

Lindsay Reckson, Assistant Professor of English; VCAM Faculty Fellow (2017-2019)

The Interdisciplinary Visual Studies Minor invites students both to investigate their place in a global system of images and make images, objects, and digital artifacts with critical awareness. Additionally, the program trains students in interdisciplinary rigor and encourages them to examine the relationship between the visual and various structures of power.

Located in the new Visual Culture, Arts and Media facility (VCAM), Visual Studies links elements of the curriculum, campus, and broader community, highlighting the intersections between courses, faculty, students, departments, and Centers engaging the visual.

## Curriculum

The Visual Studies curriculum is organized to help students develop critical and creative engagement with visual experience across media, time, and cultures.

All students are required to take an introductory gateway course and a senior-level capstone course. The introductory course will cover a variety of disciplinary approaches to the field of Visual Studies, and will include guest lectures, field trips for hands-on learning, and an introduction to some form of making. The capstone course will consolidate a student experience of the interdisciplinary minor that integrates visual scholarship, making, and public engagement. Students will select their four elective courses from three categories: Visual Literacy, Labs/ Studio Courses and The Ethics of the Visual.

Students interested in the Interdisciplinary Visual Studies Minor should plan their course schedule in consultation with the Director of Visual Studies and with their major advisor. Please note: currently no more than one of the six minor credits may count towards the student's major.

## Minor Requirements

The minor will include six courses:

- The Introduction to Visual Studies gateway course, offered each fall
- Four elective courses selected from three categories (please find a current list of approved courses on the Visual Studies website):

Visual Literacy

Courses that encourage students to describe, analyze, and negotiate the visual and the impact of digital and/or

material technologies on art, culture, science, commerce, policy, society, and the environment

Labs/Studio Courses

Courses that create curricular opportunities for students to make images, objects, films and digital artifacts and develop a critical awareness of the relationship between process, product, and reception

The Ethics of the Visual

Courses that invite students to examine the relationship between the visual and social structures of power, analyzing the role of images in making consumers and attending to the role that images play in constructing "others" through such categories as race, gender, or disability

- A Capstone Seminar where students will work in small groups to research and propose a project that engages the larger campus community.

Both the Gateway and the Capstone courses must be taken at Haverford College. Additionally, at least two of the four elective courses must be taken at Haverford, Bryn Mawr, or Swarthmore in order to be counted for the Visual Studies Minor.

## COURSES

*NB: In addition to the following list, all courses in cognate departments (Fine Arts at Haverford, History of Art, Museum Studies, and Film Studies at Bryn Mawr) will count as electives in the Visual Studies Minor.*

### VIST H142 Introduction to Visual Studies

An introduction to the trans-disciplinary field of Visual Studies, its methods of analysis and topical concerns. Traditional media and artifacts of art history and film theory, and also an examination of the ubiquity of images of all kinds, their systems of transmission, their points of consumption, and the very limits of visibility itself. Crosslisted: Visual Studies, Fine Arts, Comparative Literature.

(Offered: Fall 2018; typically offered: Every Fall)

### VIST H203 Ukiyo-e: The Art of Japanese Prints

This course explores the evolution of Japanese woodblock prints, artists, collectors, and exhibition practices from the 17th century through the present day. Crosslisted: East Asian Languages & Cultures, Visual Studies.

(Typically offered: Every other Year)

### VIST H205 Physical Computing for Art and Design

An examination of the design and construction of interactive systems that respond to stimulus from the real world. Includes understanding basic electronic components in order to construct complex systems and tools to perform specific tasks. Prerequisite(s): An understanding of basic math and algebra, though no previous electronics or programming experience is necessary.

(Offered: Fall 2018; typically offered: Only Once)

### VIST H210 Moving Media and Art Exhibition

An introduction to the formal aspects of curating moving image media in relationship to other mediums in contemporary art.

(Typically offered: Only Once)

### **VIST H215 Realism, Race, and Photography**

This course examines American literary realism and turn-of-the-century photography as complementary and sometimes competing practices, with a focus on their complex role in the imaging and imagining of racial identity. Fulfills AFST concentration requirement. Crosslisted: English, Visual Studies.

(Typically offered: Every other Year)

### **VIST H230 Postwar Japanese Cinema**

This course provides an introduction to Japanese cinema from the immediate Postwar period of 1945 to the present day. Focusing on films by influential directors including Ozu Yasujiro, Kurosawa Akira, and Mizoguchi Kenji among others we will consider how Japanese filmmakers use cinema to investigate issues of truth, beauty, identity, and nationhood in an attempt to answer fundamental questions regarding life and death in Japan's Postwar period. Crosslisted: East Asian Languages & Cultures, Visual Studies, Environmental Studies.

(Offered: Fall 2018)

### **VIST H243 Introduction to Documentary Video Production**

The craft and theory of documentary video production. The basics, including use of HD digital cameras, lighting and sound techniques, and nonlinear video editing, culminating in the completion of short documentaries during the semester. Attendance at weekly documentary screenings is required, Thurs 7:00-9:30pm.

### **VIST 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.

### **VIST H258 American Queen: Drag in Contemporary Art and Performance**

An interdisciplinary visual studies examination of queer subcultural performance and its influence on contemporary American culture. Readings include live performance, visual art and film as well as historical and theoretical secondary sources. Prerequisite(s): an intro course in Gen/Sex.

(Offered: Fall 2018; typically offered: Every Year)

### **VIST H294 Jewish Identity, Race, and Performance**

This course examines representations of Jewish American identity in theater, film, and television from early 20th century Yiddish theatre to the present, with a focus on issues of gender, racialization, and embodiment. Prerequisite(s): 100-level course in humanities discipline or permission of the instructor.

(Typically offered: Only Once)

### **VIST H305 Art and the Environment in East Asia**

This course examines the relationship between environment and the arts in China and Japan. In particular, how artists engage with and respond to nature through varied modes

of artistic production and exhibition. Crosslisted: East Asian Languages & Cultures, Environmental Studies, Visual Studies.

(Offered: Fall 2018; typically offered: Every Fall)

### **VIST H346 Topics in 18th Century Literature: New(s) Media and Print Culture**

This course explores a century of polemic and performance in relation to more recent political, formal and legal debates about digital technologies. In particular we will focus on modernity's shifting visual representations of materiality and circulation; ownership, authority and license; citation, plagiarism and piracy. What structures control systems of knowledge production and dissemination in the eighteenth century and today? Our most ambitious text will be Laurence Sterne's strange novel *Tristram Shandy*—a brilliant meditation on experimental fiction, mortality, history, and digression for eighteenth-century and contemporary readers. Interdisciplinary students welcome. Crosslisted: English, Visual Studies Prerequisite(s): One 200-level English course or instructor consent.

### **VIST H353 The Documentary Body: Advanced Media Production**

The theory and craft of documentary film through an exploration of representations of the body. Students produce short documentaries, hone camera and editing skills, and learn basic producing skills. Students may also explore new media forms. Required weekly screenings, Thurs 7:00-9:30pm. Prerequisite(s): One introductory video production class or equivalent experience or instructor consent. Students should enter the class having basic competency with video cameras and Adobe Premiere Pro editing software.

(Typically offered: Only Once)

### **VIST H399 Capstone for Visual Studies Minors**

Examines art, writing and exhibition practices centering in particular cultural contexts. Explores artists and curators who link art, identity, and politics in their practice. Focuses on developing practical skills related to archival research, analysis of visual material and critical making. Prerequisite(s): Visual Studies minor.

(Offered: Fall 2018; typically offered: Every Fall)

### **VIST H480 Independent Study**

### **ANTH H365 Advanced Readings in Visual Anthropology**

In this course students will be introduced to seminal texts in theory and ethnographies of visual anthropology.

(Typically offered: Occasionally)

### **ARTT B332 The Actor Creates: Performance Studio in Generating Original Work**

This course explores the actor as creator, inviting the performer to become a generative artist with agency to invent their 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*).

Counts towards: Visual Studies

Units: 1.0

Instructor(s): Slusar,C.

(Fall 2018)

### **COML H223 Writing Nations: Africa and Europe**

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria.

### **COML H287 Politics of Memory and Performance**

An exploration of the ways in which memory informs and constructs everyday life, political and artistic performances. Topics include: narratives and testimonies, the institutionalization of memory in the archive, problems of history, transitional justice, and reparation after human rights violations. Prerequisite(s): Sophomore standing or higher.

(Typically offered: Only Once)

### **CSTS H209 Classical Mythology**

An introduction to the primary characters and stories of Greek and Roman mythology including cosmic creation, Olympian and other deities, and heroes both as they appear in Greek and Roman literature and art and as they are later represented in modern art, music, and film. Crosslisted: Classical Studies, Comparative Literature, Religion.

(Typically offered: Every other Spring)

### **CSTS B274 Greek Tragedy in Global Cinema**

This course explores how contemporary film, a creative medium appealing to the entire demographic spectrum like Greek drama, looks back to the ancient origins. Examining both films that are directly based on Greek plays and films that make use of classical material without being explicitly classical in plot or setting, we will discuss how Greek mythology is reconstructed and appropriated for modern audiences and how the classical past continues to be culturally significant. A variety of methodological approaches such as film and gender theory, psychoanalysis, and feminist theory will be applied in addition to more straightforward literary-historical interpretation.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC 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. Taught in English.

Approach: Critical Interpretation (CI)

Counts towards: Visual Studies

Units: 1.0

Instructor(s): O'Kane,B.

(Fall 2018)

### **EALC H112A Myth, Folklore, and Legend in Japan**

An introduction to stories of the weird and supernatural in Japan and a reflection on genre and the scholarly enterprise of taxonomy-making. Readings from Buddhist miracle plays, early modern puppet drama, etc., supplemented by scholarly secondary sources.

(Offered: Fall 2018; typically offered: Every other Year)

### **EALC H132 Japanese Civilization**

A broad chronological survey of Japanese culture and society from the earliest times to the present, 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.

(Offered: Fall 2018)

### **EALC H201 Introduction to Buddhism**

Focusing on the East Asian Buddhist tradition, the course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion. Crosslisted: East Asian Languages & Cultures, Religion.

(Offered: Fall 2018; typically offered: Every other Year)

### **EALC H231 Pre-Modern Japanese Literature**

This is a course introducing classical and medieval Japanese literature, and also related performance traditions. No background in either East Asian culture or in the study of literature is required; all works will be read in English translation. (Advanced Japanese language students are invited to speak with the instructor about arranging to read some of the works in the original or in translation into modern Japanese.)

The course is a chronological survey of Japanese literature from the tenth century to the fifteenth. It will focus on well-known texts like the Tale of Genji and the Pillow Book, both written by women, and the ballad-form Tale of the Heike.

(Offered: Fall 2018)

### **EALC B240 Topics in Chinese Film**

This is a topics course. Course content varies.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC H247 Death and the Afterlife in East Asian Religions**

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions.

### **EALC B255 Understanding Comics: Introduction to Reading the Graphic Novel**

The graphic narrative form has proliferated at a breathtaking rate in the last several decades. Called "comics," "graphic

novels,” and many other terms in between, these word-image hybrids have been embraced by both popular and critical audiences. But what is a graphic novel? How do we conceive of these texts and, more importantly, how do we read, interpret and write about them? This course is focused on approaches to reading the graphic novel, with a focus on a subgenre called the “literary comic.” Our first approach is to consider different kinds of primary source texts and ask if and how they fulfill our understanding of the graphic narrative. This consideration will include various test cases, from wordless comics, to texts used as images, to the many varieties of word-image hybrids that are called comic books. Our second approach is to examine different scholarly approaches to analyzing graphic narratives, based in different disciplines such as memoir studies, trauma studies, visual and material culture, history, semiotics, and, especially, narratology. Primary source readings include texts by Ware, Barry, Clowes, and Burns. Secondary readings include Hirsch, McCloud, Barthes, Iser, and Groensteen. Three short assignments due during the semester, and a final project due at the end of exam period (see description below). Students will also rotate responsibilities for starting discussions with small presentations aimed at discussing readings in depth. Students taking this course for their major in EALC or COML should meet with the instructor to discuss specific requirements.

Approach: Critical Interpretation (CI)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC H256 Zen Thought, Zen Culture, Zen History**

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam. Crosslisted: East Asian Languages & Cultures, History, Religion.

(Typically offered: Occasionally)

### **EALC B355 Animals, Vegetables, Minerals in East Asian Literature**

This semester, we will explore how artists question, explore, celebrate, and critique the relationships between humans and the environment. Through a topics-focused course, students will examine the ways that narratives about environment have shaped the way that humans have defined themselves. We will be reading novels and short stories and viewing films that contest conventional binaries of man and animal, civilization and nature, tradition and technology, and even truth and fiction. “Animals, Vegetables, Minerals” does not follow chronological or geographical frameworks, but chooses texts that engage the three categories enumerated as the major themes of our course. We will read and discuss animal theory, theories of place and landscape, and theories of modernization or mechanization; and there will be frequent (and intentional) overlap between these categories. We will also be watching films that extend our theoretical questions of these themes beyond national, linguistic, and generic borders. You are expected to view this course as a collaborative process in which you share responsibility for leading discussion. There are no prerequisites or language expectations, but students should have some basic knowledge of East Asian, especially Sinophone, history and culture, or be willing to do some

additional reading (suggested by the instructor) to achieve an adequate contextual background for exploring these texts.

Major Writing Requirement: Writing Attentive

Counts towards: Environmental Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **EALC H370 Advanced Topics in Buddhist Studies: Pure Land Buddhism in East Asia**

Advanced course on a topic chosen annually by instructor.

The purpose of this course is to give students with a basic background in Buddhist Studies deeper conversancy with a particular textual, thematic, or practice tradition in the history of Buddhism. The 2017-2018 iteration will focus on Pure Land Buddhism, and especially on visual culture and iconology.

Prerequisite(s): EALC 201 or instructor consent.

### **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.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

Instructor(s): Bryant, S.

(Fall 2018)

### **ENGL H208 Documentary Modernisms**

An examination of American modernist documentaries, including long-form poems, photo-texts, and films. Explores the impact of the Depression on modernist experimentation, and examines texts that refused the distinction between avant-garde aesthetics and politically-committed art. Prerequisite(s): WRPR150 OR one 100-level English course OR Introduction to Visual Studies.

(Typically offered: Every other Year)

### **ENGL B229 Movies and Mass Politics**

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 that allude to Communism and Fascism, seeking to understand how they join in political debates and comment upon the mass experience of movie going.

Approach: Critical Interpretation (CI)

Counts towards: Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **ENGL H252 Romantic Poetry and Criticism**

A reading of Blake, Wordsworth, Shelley, and Keats, with attention to early/late works and to the interfiliation of theory and poetry.

(Typically offered: Every other Year)

### **ENGL H361 Topics in African-American Literature: The New Black Arts Movement—Expressive Culture After Black Nationalism**

This course will begin with an exploration of the literary achievement of the Black Arts Movement of the late 1960s and early 1970s, engaging with its political and cultural context. We will then move into contemporary fiction, poetry, nonfiction, theory and popular culture, articulating the relationship between mainstream artists of the late 20th and 21st century and the ideals of BAM. Prerequisite(s): Two 200-level English courses or instructor consent.

(Typically offered: Every other Year)

### **ENGL H363 Topics in American Literature: Trauma and Its Others**

This course will expose students to recent trauma theory and the segregated traditions of literary history. Thinking about trauma theory before and after Freud, we will look again at authors attempting to bring together (and sometimes keep apart) cultural traditions irrupting into literary form from the late 18th to the early 20th century. We will also explore how forms of satire, comedy, and humor cross wires with traumatic experience. The role of heightened emotional states, including fugue or hypnotic experiences, and the shifting currency of the words “terror,” “freedom,” and “shock” will be part of our focus. Prerequisite(s): two 200-level English courses or instructor consent.

(Offered: Fall 2018; typically offered: Every Three Years)

### **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.

Approach: Cross-Cultural Analysis (CC)

Counts towards: Museum Studies; Visual Studies

Units: 1.0

Instructor(s): Le Menthéour, R.

(Spring 2019)

### **FREN H212 Grammaire Avancée: Composition et Conversation**

The principal objective of this course is to allow its participants to master the techniques of composition and to write with a growing ease in order to express themselves with pertinent and original ideas. Students will contribute to the creation of an online news blog and will experiment with writing different genres of journalism, as well as editing a televised news segment. Assigned readings on current news and films will be the subject of discussion. The course will allow students to improve their written and oral French, to revise certain important aspects of French grammar, to develop their analytical and critical senses, and to develop their knowledge of French and francophone culture. Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105.

(Offered: Fall 2018)

### **FREN B217 Drawing Disasters: Trauma and Healing**

This course will address the question of trauma, resilience and survival through art, focusing on comics. We will address trauma from a geo-political, historical, sociological and literary perspectives looking at primary works from places as varied as: Europe (Croc), Lebanon (Abirached), Gaza (Sacco), Cambodia (Sera Ing), Iran (Satrapi) to name only a few. In the spring of 2018, those students participating in the cluster will be required to attend all presentations, lunches and labs as part of the cluster. They will attend the residencies taught by graphic artists. There will be oral presentations and papers. For their final project, students will curate an exhibit on comics.

Approach: Cross-Cultural Analysis (CC); Critical Interpretation (CI)

Counts towards: Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **FREN H253 Introduction à la Littérature et Au Cinéma Québécois**

Objective of the course is to introduce students to Québécois literature through a representative sample of literary texts (poetry, novel and drama), from the Revolution Tranquille of the 1960s until today: what are its major themes, its main formal features, its cultural specificity? What are the historical and cultural contexts that have shaped it? Prerequisite(s): FREN 101 and 102/105, or 005 and 102/105.

### **FREN H255 Cinéma Français/Francophone et Colonialisme**

Cross-listed in Comparative Literature. A study of French and Francophone films dealing with the colonial and post-colonial experience. Humanities (HU).

(Offered: Fall 2018)

### **GERM H223 Visualizing Nations: Africa and Europe**

This course will explore ideas of nation-building in regard to the transnational relations between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria.

(Typically offered: Every other Year)

### **GERM H262 European Film**

This course will explore what role film plays in the conceptualization of the European Union. After a brief historical overview, we will familiarize ourselves with a variety of important European film movements after 1945. Our class discussion will cover important European film movements such as German Expressionist Film, Italian Neorealism, French New Wave, Czech New Wave, New German Cinema, and Dogma 95. In addition, we will be watching films from Poland, the Netherlands, and the Balkans. Towards the end of the semester we will discuss how the accelerated integration of the European Union since the 1990s has affected film production within the European Union and what aesthetic, and political ideas shape contemporary European films. Furthermore, this class also aims to highlight transnational aspects of European film in particular in light of the recent European refugee crisis. This course is taught in English with an extra-session in



German. (Taught in English with an extra session in German.)  
Crosslisted: Coparative Literature, German.

(Offered: Fall 2018)

### **GERM H262 Top German Cinema: Visualizing “The United States of Europe”**

This course is concerned with the resurgence of nationalism in Europe and focuses on the question how the European Union imagines itself vis-à-vis the United States. Supported by a seed grant, we will explore in particular issues surrounding immigration and migration in the United States and Europe together with German artist Jacobia Dahm, New York based artist Griselda San Martin and the local Philadelphia non-profit organization Puentes de Salud. This course is taught in English with an extra-session in German for German credit. Crosslisted: German, Comparative Literature.

(Typically offered: Every other Year)

### **GERM B320 Topics in German Literature and Culture**

This is a topics course. Course content varies. Taught in German. Current topic description: This year marks the 50th anniversary of 1968. This course, taught in German, revisits the events of that watershed year and its enduring legacies in postwar German and European politics and history. Using literature and film, the course examines crucial topics including the student protest movement, the women’s movement, Prague Spring, protests against the Vietnam War, and the terrorist campaigns of the Red Army Faction in the 1970s that culminated in what is known as the German Autumn.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Attentive  
Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
Instructor(s): Shen,Q.  
(Fall 2018)

### **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.

Approach: Course does not meet an Approach  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Romberg,D.  
(Fall 2018)

### **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.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Major Writing Requirement: Writing Intensive  
Counts towards: Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): King,H.  
(Fall 2018)

### **HART B260 Modern Art**

This course traces the history of modern art from the mid-nineteenth century through the mid-twentieth century. Lectures, readings and class discussions will engage key artistic and historical developments that shaped art and culture during the modern period.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Visual Studies  
Units: 1.0  
Instructor(s): Feliz,M.  
(Fall 2018)

### **HART B279 Exhibiting Africa: Art, Artifact and New Articulations**

At the turn of the 20th century, the Victorian natural history museum played an important role in constructing and disseminating images of Africa to the Western public. The history of museum representations of Africa and Africans reveals that exhibitions—both museum exhibitions and “living” World’s Fair exhibitions—has long been deeply embedded in politics, including the persistent “othering” of African people as savages or primitives. While paying attention to stereotypical exhibition tropes about Africa, we will also consider how art museums are creating new constructions of Africa and how contemporary curators and conceptual artists are creating complex, challenging new ways of understanding African identities.

Approach: Cross-Cultural Analysis (CC)  
Counts towards: Africana Studies; Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Scott,M.  
(Spring 2019)

### **HART B281 Museum Studies: History, Theory, Practice**

Using the museums of Philadelphia as field sites, this course provides an introduction to the theoretical and practical aspects of museum studies and the important synergies between theory and practice. Students will learn: the history of museums as institutions of recreation, education and leisure; how the museum itself became a symbol of power, prestige and sometimes alienation; debates around the ethics and politics of collecting objects of art, culture and nature; and the qualities that make an exhibition effective (or not). By visiting exhibitions and meeting with a range of museum professionals in art, anthropology and science museums, this course offers a critical perspective on the inner workings of the museum as well as insights into the “new museology.”

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Museum Studies; Visual Studies  
Units: 1.0  
Instructor(s): Scott, M.  
(Fall 2018)

### **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. Prerequisite: A course in Film Studies (HART B110, HART B299, ENGL B205, or the equivalent from another college by permission of instructor).

Counts towards: Film Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HART B340 Topics in Baroque Art**

This is a topics course. Course content varies.

Counts towards: Gender and Sexuality Studies; Visual Studies  
Units: 1.0  
(Not Offered 2018-2019)

### **HIST H264 Materiality and Spectacle in 19th Century U.S.**

Spectacles reflect, influence, and change cultural experiences, meaning, and understanding. This course will consider the materiality of spectacular nineteenth century US events through critical examination of historical accounts, primary research, and close readings of objects. Crosslisted: ANTH and HIST.

### **HIST B284 Movies and America: The Past Lives Forever**

Movies are one of the most important means by which Americans come to know – or think they know—their own history. We look to old movies to tell us about a world we never knew but think we can access through film. And Hollywood often reaches into the past to tell a good story. How can we understand the impact of our love affair with movies on our understanding of what happened in this country? In this course we will examine the complex cultural relationship between film and American historical self-fashioning.

Approach: Critical Interpretation (CI); Inquiry into the Past (IP)  
Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies  
Units: 1.0  
Instructor(s): Ullman, S.  
(Spring 2019)

### **HIST H317 Topics in Latin American History: Visions of Mexico**

This course investigates representations of Mexico and "Mexicanidad" (Mexicanness, or Mexican identity), from the 19th century emergence of modern Mexico through the present. Our approach will be situated at the intersection of the history of images, social history and the study of visual culture. We shall analyze painting, photography, film, literature and history as we explore the emergence of modern Mexico as well as

various historically situated representations of "Mexicanidad." Though focused on the history of Mexico, the course will conclude with a discussion of literary and visual representations of Mexican migrants to the United States. In 2018, students in History 317 will also participate in a photography exhibition at Haverford College's VCAM as well as outreach to local artists and migrants rights organizations.

(Offered: Fall 2018)

### **HLTH H304 Critical Disability Studies: Theory and Practice**

An examination of work in critical disability studies across a range of humanistic disciplines and an exploration of how disability theory and engaged community practice inform and shape one another. Includes a semester-long project in partnerships with the Center for Creative Works, a community artspace for artists with intellectual disabilities. Prerequisite(s): Students will be selected based on instructor evaluation of written applications.

(Typically offered: Every Spring)

### **ICPR H209 Film on Photography: Theory and Practice**

An introduction to media production. Students will study the relationship between film and photography by viewing, reading about, and making films that feature photographs as either evidence, icons, memento mori, or as the atom of cinematic form, that is to say, the single film frame, stilled. Occasional weekly screenings, Thurs 7pm-9pm Crosslisted: Independent College Programs, Film Studies; Limited Enrollment 15

(Offered: Fall 2018)

### **ICPR H229 Topics in Visual Studies: Roland Barthes and the Image**

An exploration of the rhetoric of visual culture through an examination of 20th century French critic Roland Barthes' many writings on photography, film, and what he calls the "civilized code of perfect illusions." We will spend the semester reading his texts, charting the trajectory of a career that begins with the euphoria of an ever-expanding semiotic and ends with a meditation on the limits of this very project. Crosslisted: Fine Arts, Visual Studies, Comparative Literature.

### **ICPR H234 Reenactment and Contemporary Art: Performance, Research, Theory**

An exploration of reenactment both as an increasingly prevalent mode of production contemporary art, from performance art to photography and film, and as a technique of research. On your feet performance techniques will be studied through workshops and assignments as will the history and theory of reenactment.

(Typically offered: Only Once)

### **ICPR H287 Politics of Memory and Performance**

An exploration of the ways in which memory informs and constructs everyday life, political and artistic performances. Topics include: narratives and testimonies, the institutionalization of memory in the archive, problems of history, transitional justice, and reparation after human rights violations. Prerequisite(s): Sophomore standing or higher.

(Typically offered: Only Once)

### **ICPR H315 Black Performance Theory**

An interdisciplinary visual studies examination of how black performance reflects and shapes subject formation in America

as well as the diaspora. Readings include live and recorded performances as well as historical and theoretical secondary sources. Prerequisite(s): 100 or 200-level course in either Africana Studies or Gender and Sexuality Studies or permission from the instructor.

(Typically offered: Every other Year)

### **ICPR H344 Advanced Media Production Seminar**

An advanced seminar to help students with formal training in media production complete ambitious projects in documentary, experimental, or narrative modes. Through group critiques and individual meetings, students will learn to address technical, aesthetic, and ethical issues in their work. Prerequisite(s): a 200 level video production course.

(Typically offered: Only Once)

### **MATH H337 Differential Geometry**

A study of the differential geometry of curves and surfaces. Concepts covered include both the local theory (including metrics, curvature, and geodesics) and the global theory, including the Gauss-Bonnet theorem. Prerequisite(s): MATH 317 or MATH 216 with special permission, or instructor consent.

(Typically offered: Every other Year)

### **MUSC H25A Tones, Words, and Images**

This course is designed around a core group of works that demonstrate musical interaction with a variety of media such as literary and dramatic text, visual art and architecture, and the physical movement of dance. Drawing from the rich resource of Western tradition, examples for study range from the German Lied of the Classical and Romantic periods to the contemporary collaborations of Philip Glass and filmmaker Godfrey Reggio. Along the way we encounter many of the principal currents in the development of the arts—impressionism, symbolism, expressionism, pointillism, verismo, abstraction—and the genres of song cycle, opera, melodrama, tone poem, ballet, theater and film. Among the composers represented are Mozart, Beethoven, Schubert, Schumann, Liszt, Wagner, Tchaikovsky, Thomas, Wolf, Fauré, Debussy, Dukas, Sibelius, Schoenberg, Stravinsky, Bartók, Puccini, Cage, and Glass; among authors Goethe, Eichendorff, Heine, Rückert, Bouilly, Poe, Baudelaire, Louÿs, Mallarmé, Maeterlinck, Balázs, Guiraud, George, Sardou, Auden, Updike, Joyce; in the visual realm Palladio, Friedrich, Rossetti, Monet, Benois, Roerich, Chagall, Kandinsky, Chihuly; choreographers Fokine, Nijinsky, Balanchine, Abrahams, Cunningham, Morris, Tharp. Prerequisite(s): any 100-level music course or its equivalent, or instructor consent.

(Typically offered: Every other Year)

### **PEAC H287 Politics of Memory and Performance**

An exploration of the ways in which memory informs and constructs everyday life, political and artistic performances. Topics include: narratives and testimonies, the institutionalization of memory in the archive, problems of history, transitional justice, and reparation after human rights violations. Prerequisite(s): Sophomore standing or higher.

(Typically offered: Only Once)

### **RELG H106 The Sense and Senses of Islam**

This course introduces students to the debates about the senses in Islam. What is the relationship between sound and the sacred, between the sensorium and the meanings of Islam? Course readings will include Sufi texts, works by Islamic scholars, ethnographies of Muslim musical practices, as well as philosophical works.

(Offered: Fall 2018; typically offered: Every other Fall)

### **RELG H208 Poetics of Religious Experience in South Asia**

An examination of the aesthetics of epic poetry, drama, song, dance, architecture, sculpture, landscape and painting from South Asian religious traditions. Topics may include how such practices inscribe religious experience, provide parameters for social organization, and offer religious critique.

(Typically offered: Occasionally)

### **RELG H223 Body, Sexuality, and Christianity**

Christianity's deeply-ingrained discomfort with the human body and sexuality has had a disproportionate impact on women, making rules about proper behavior that confined women's roles in church and society. At the same time, Christianity has always inspired a powerful feminism, prompting women to break all the rules. This course will explore Western Christianity during the medieval period, when the tension between misogyny and feminism was particularly powerful and when many of the tensions still felt in Western society were formed.

(Typically offered: Every Three Years)

### **RELG H273 Graphic Religion: The Ethics of Representation**

An examination of multiple visual "texts"—film, photography, graphic novels, and other plastic arts—to uncover the ethical obligations, moral commitments, theological convictions, individual attachments, and communal duties that arise in seeing religion.

(Typically offered: Every other Year)

### **RELG H303 Religion, Literature, and Representation: Images of Krishna**

This course approaches the Hindu god Krishna through varied expressions in architecture, sculpture, paintings, textiles, landscape design, poetry, music, dance, and drama. We will ask how these practices were employed to visualize the divine, to nurture faith and passion, and to gain proximity to the transcendent deity. Class work will include field trips to local temples and museums.

(Offered: Fall 2018; typically offered: Every other Year)

### **RUSS B238 Topics: The History of Cinema 1895 to 1945**

This is a topics course. Course content varies.

Approach: Inquiry into the Past (IP)

Major Writing Requirement: Writing Attentive

Counts towards: Gender and Sexuality Studies; Film Studies; Visual Studies

Units: 1.0

(Not Offered 2018-2019)

### **SOCL H221 Sociology of Art**

The aim of the course is to introduce the relationship between art, culture, and society. Prerequisite(s): SOCL 155A, or SOCL 155B, or permission of instructor.

(Typically offered: Only Once)

### **SPAN H210 Spanish and Spanish American Film Studies**

Exploration of films in Spanish from both sides of the Atlantic. The course will discuss approximately one movie per class, from a variety of classic and more recent directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, Lucrecia Martel among others. The class will focus on the analysis of cinematic discourses as well as the films' cultural and historic background. The course will also provide advanced language training with particular emphasis in refining oral and writing skills. This course is conducted in Spanish. Crosslisted: Spanish, Comparative Literature. Prerequisite(s): SPAN 102, or placement, or instructor consent.

(Typically offered: Every Fall)

### **WRPR H184 Queer Contemporary Art**

This course examines a global range of contemporary artists who resist dominant modes of visual representation by investigating what it means to produce a queer aesthetic. How does a visual object enact queerness? How is this visual logic indebted to feminist, postcolonial, and critical race theories while also inflecting them anew? And what is the role of the image in inciting social change? This course explores, defines, and reassesses terms and various historical, political, and social developments around sexuality, gender, desire, HIV/AIDS, heteronormativity, homonormativity, and homonationalism, animating our visual literacy around what constitutes a queer gaze. Open only to first-year students as assigned by the Director of College Writing.

(Typically offered: Only Once)

### **WRPR H187 Seeing Through Diaspora**

This course treats migration as a political condition and considers the role of the visual in enacting and translating such realities to a larger audience. Students will assess theories of diaspora and transnationalism alongside experiences of human mobility (such as immigration but also indenture, dispossession, exilehood, and trafficking) to examine how the formal elements of artworks from the 20th and 21st centuries narrate and reshape these positionalities anew. Open only to first-year students as assigned by the Director of College Writing.

(Offered: Fall 2018; typically offered: Only Once)

### **WRPR H190 Writing about Performance**

This course introduces students to the craft of writing in the discipline of performance studies--learning to write critically and creatively about theater, dance, performance art, film, and social practice. Students also study relevant models of performance scholarship emerging from the field. Prerequisite(s): First-year students as assigned by the Director of College Writing.

(Typically offered: Only Once)

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