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SMITH COLLEGE CATALOG

Smith College publishes the *Smith College Catalog* each year in the summer. This electronic document, available via the web and in PDF format, provides detailed information on the college's academic policies and programs, academic unit information on requirements and courses, and key policies for transparency and accountability.

The *Smith College Catalog* covers undergraduate and graduate programs and is distinct from the *School for Social Work Catalog*, also hosted in the Smith Course Catalog system. Pay close attention to which tab you're in.

Use the Course Schedule Search (<https://www.smith.edu/academics/academic-program/curriculum/course-search/>) to find course specifics such as days, times, and affiliated faculty members for class offerings.

Inquiries and Visits

The Office of Admission offers a number of opportunities for prospective students and their families to visit Smith. Information about on-campus and virtual visits is available on our Visits and Programs (<https://www.smith.edu/admission-aid/visits-programs/>) webpage. Administrative offices are operating Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar for the dates that the college is in session.) The college allows some staff to work hybrid remote schedules. You may be able to make appointments to speak with office staff virtually at those times. Any questions about Smith College may be addressed to the following officers and their staffs by email, mail, telephone or during a virtual appointment.

Admission

Joanna May, Vice President for Enrollment; College Hall, 413-585-4900

Deanna Dixon '88, Dean of Admission; 7 College Lane, 413-585-2500; 800-383-3232

Campus tours, virtual information sessions and virtual interviews are available for prospective students. Please consult our Visits and Programs (<https://www.smith.edu/admission-aid/visits-programs/>) page for more information

Financial Aid, Campus Jobs and Billing for Undergraduates

David Belanger, Director of Student Financial Services; College Hall, 413-585-2530; email: sfs@smith.edu

Academic Standing

Alexandra Keller, Interim Dean of the College and Vice President for Campus Life; College Hall, 413-585-4900

Jane Stangl, Dean of the First-Year Class; College Hall, 413-585-4910

Andrea Rossi-Reder, Dean of the Sophomore Class and Ada Comstock Scholars; College Hall, 413-585-4930

Susannah Howe, Dean of the Junior Class, 413-585-4930

Adela Penagos, Associate Dean of the College and Dean of the Senior Class; College Hall, 413-585-4920

Alumnae Association

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

Career Planning and Alumnae References

Faith McClellan, Dean of Career Development; Drew Hall, 413-585-2570

College Relations

Julia Yager, Vice President for College Relations; 30 Belmont Ave, 413-585-2170

Development

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

Disability Services

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

Graduate and Special Programs

Hélène Visentin, Associate Dean of the Faculty and Dean for Academic Development; College Hall, 413-585-3000

Medical Services and Student Health

Kris Evans, Director of the Schacht Center for Health and Wellness, 413-585-2800

Office for Equity and Inclusion

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

Religious and Spiritual Life

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

School for Social Work

Marianne Yoshioka, Dean; Lilly Hall, 413-585-7950

Student Affairs

Julianne Ohotnicky, Dean of Students and Associate Vice President for Campus Life; Clark Hall, 413-585-4940

Transcripts and Records

Gretchen Herringer, Registrar, College Hall, 413-585-2550

Accreditation

Smith College is accredited by the New England Commission of Higher Education (NECHE). Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

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

Complaints may be filed with NECHE by writing or calling:

New England Commission of Higher Education
301 Edgewater Place, Suite 210
Wakefield, Massachusetts 01880
Tel: 781-425-7785
email: info@NECHE.org

For more information go to smith.edu/accreditation (<http://smith.edu/accreditation/>)

Academic Calendar

Fall 2023

Friday, September 1

Central check-in (<https://www.smith.edu/student-life/cci/>) for entering first-year students, transfer students, and Ada Comstock scholars

President's Welcome Assembly

Friday, September 1–Wednesday, September 6: Orientation (<https://www.smith.edu/student-life/orientation/>)

The week before the start of classes, new students gather to learn about the college and get to know each other.

Tuesday, September 5–Wednesday, September 6

Key pick-up and move-in for returning students

Thursday, September 7

Classes begin

Wednesday, September 13

Last day to add a course online

Wednesday, September 20

Last day to drop a course online; last day to add a Five College course

Wednesday, September 27

Last day to add a Smith course

To be announced by the president: Mountain Day (<https://www.smith.edu/about-smith/college-events/mountain-day/>)

Mountain Day is a surprise break from classes. The president chooses a beautiful fall day and announces the holiday by ringing the college bells. *Classes scheduled before 7 p.m. are canceled.*

Saturday, October 7–Tuesday, October 10

Autumn recess

Thursday, October 12: Sherrerd Teaching Prize Ceremony (<https://www.smith.edu/about-smith/college-events/sherrerd-prizes/>)

The Sherrerd Prize for Distinguished Teaching is given annually to Smith faculty members selected for their distinguished teaching records and demonstrated enthusiasm and excellence.

Friday, October 13–Sunday, October 15: Family Weekend (<https://www.smith.edu/about-smith/college-events/family-weekend/>)

Students and their families are invited to attend concerts, lectures and panel discussions as well as athletic and social events.

Thursday, November 2: Cromwell Day (<https://www.smith.edu/about-smith/college-events/cromwell-day/>) (tentative)

Cromwell Day provides dedicated time and space for reflection and education about diversity, racism and inclusion. *All morning and afternoon classes are canceled.*

Monday, November 6–Friday, November 17 (tentative)

Advising and course registration for the spring 2024 semester

Wednesday, November 22–Sunday, November 26

Thanksgiving recess

Thursday, December 14

Classes end

Friday, December 15–Sunday, December 17

Pre-examination study period

Monday, December 18–Thursday, December 21

Final examinations

Friday, December 22, 2023–Tuesday, January 2, 2024

Winter recess

Friday, January 5

Fall 2023 grades due at noon

Interterm 2024

Wednesday, January 3–Tuesday, January 23

During January interterm, the college is open, but residence is not required. Interterm provides time for students to investigate a special area of interest; to participate in courses, activities and conferences at Smith and other area colleges; to do work in libraries, museums, laboratories, etc.; to participate in internships; to work on research projects; or to enjoy the facilities of the campus at a more leisurely pace. No classes are held on Martin Luther King Jr. Day, January 15.

Spring 2024

Thursday, January 25

Classes begin at 8 a.m.

Wednesday, January 31

Last day to add a course online

Wednesday, February 7

Last day to drop a course online; last day to add a Five College course

Wednesday, February 14

Last day to add a Smith course

Thursday, February 22: Rally Day (<https://www.smith.edu/about-smith/college-events/rally-day/>)

Rally Day is highlighted by an all-college convocation at which distinguished alumnae are awarded the Smith College Medal, with a reception to follow. *Afternoon classes are canceled.*

Saturday, March 16–Sunday, March 24

Spring recess

Monday, April 8–Friday, April 19

Advising and course registration for the fall 2024 semester

TBA: Celebrating Collaborations (<https://www.smith.edu/about-smith/college-events/celebrating-collaborations/>)

Celebrating Collaborations is Smith's annual showcase of student research and performance, highlighting the collaborative efforts of students and faculty.

Thursday, May 2

Last day of classes

Friday, May 3–Monday, May 6

Pre-examination study period

Tuesday, May 7–Friday, May 10

Final examinations

Monday, May 13

Senior and graduate student grades due at noon

Sunday, May 19: Commencement (<http://www.smith.edu/commencement/>)

Commencement Weekend is Smith's final chance to honor its graduating seniors and to observe such traditions as Ivy Day and Illumination Night. The weekend culminates on Sunday when families, friends and seniors gather for the awarding of diplomas.

Monday, May 20

Non-senior grades due at noon

Thursday, May 23–Sunday, May 26 (tentative)

Second Reunion Weekend

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

The Academic Program

Smith: A Liberal Arts College

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

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

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

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

The Curriculum

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

1. Literature, either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2. Historical studies, either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;

3. Social science, because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4. Natural science, because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
5. Mathematics and analytic philosophy, because they foster an understanding of the nature and use of formal, rational thought;
6. The arts, because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7. A foreign language, because it frees one from the limits of one’s own tongue, provides access to another culture and makes possible communication outside one’s own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Expectations and Requirements

In the course of their educations, Smith students are expected to become acquainted with—to master, as far as they are able—certain bodies of knowledge, but they are also expected to integrate that knowledge with their experience outside the classroom. The list below summarizes those curricular and co-curricular expectations. While acknowledging that education can never be defined by a listing of skills, the faculty believes that such a listing may usefully contribute to the planning of an education, and it offers the list below in that spirit, as an aid to students as they choose their courses and assess their individual progress, and to advisers as they assist in that process. The college’s student learning goals, or the essential capacities, are the following:

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

The Writing Requirement

Each first-year student is required, during their first or second semester at Smith, to complete at least one Writing Intensive (WI) course with a grade of C- or higher. Based on their level of proficiency, students will be directed toward particular writing courses. Ada Comstock Scholars and transfer students are also required to complete at least one Writing Intensive course, with a grade of C- or higher, during their first two semesters at Smith. The Writing Intensive requirement can be satisfied before matriculation based on transcript review by the registrar, in conjunction with the Committee on Writing and Public Discourse.

Why Have a Writing Intensive Requirement?

Writing Intensive (WI) courses embrace the responsibility to prepare students for the writing tasks they will encounter as their intellectual careers at Smith unfold. Accordingly, first-year students in WI courses learn how to ask questions; to observe closely; to interrogate assumptions; to gather, analyze and present evidence; and to make careful, evidence-based arguments through writing. They hone these skills by engaging in a process of drafting and revising facilitated by timely, discriminating feedback from peers and instructors. Students can expect their WI courses to help them to:

- articulate a thesis or central argument, or to create a description or report, with an orderly sequence of ideas, effective transitions, and a purpose that is clear to the intended audience;
- support an argument or enrich an explanation with evidence;
- compose paragraphs that are focused and coherent;
- develop an awareness of library-supported research tools, and an ability to search for and evaluate relevant primary and secondary sources for scholarly work;
- incorporate the work of others (by quotation, summary or paraphrase) concisely, productively, and with attention to the models of citation of the various disciplines and with respect for academic integrity;
- and edit work until it forcefully and persuasively communicates its meanings.

The Structure of Writing Intensive Courses

While there is no one way to learn to think deeply and write powerfully, students can count on WI courses to:

- be small enough to permit meaningful and consistent attention to the writing process (no WI course or WI section of a larger course may have more than 20 students, and most will have fewer);
- offer an array of discrete writing assignments and opportunities during the course of the semester (rather than a single, longer paper or project);
- and offer significant opportunities to revise work, guided by feedback from both instructors and peers.

Beyond these shared commitments, students may find that their WI course will employ a variety of pedagogical strategies (informal writing, writing workshops, etc.); that the writing opportunities it provides may be shaped by the intellectual values and practices of a particular academic discipline; and that the course may offer opportunities to write in the public-facing genres (e.g., the op-ed, the position paper, the blog post) or for the array of media platforms (e.g., the podcast, the website, the video essay) where writing does its work today.

The required WI course is the beginning, not the culmination of a student's writing life at the college. Just as one's thinking and learning is never finished, so working on the writing that enables that thinking and learning will continue across each student's years at Smith, whether within the major or in the curriculum at large.

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

The Major

A student's program requires a minimum of 36 earned credits in a departmental or interdepartmental major. For the bachelor of arts degree, one-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course that is explicitly listed in the catalogue as required for or counting toward fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. Prerequisite, dual-prefixed and cross-listed courses are also considered to be inside the major. Approved exceptions to the 64-credit rule include the following:

- 100-level prerequisites that do not count directly toward major requirements (i.e., are below the level eligible to fulfill a major requirement) are not counted as inside the major.
- In programs that are broadly *interdivisional*, cross-listed courses taken in excess of those used to fulfill major requirements may be exempted from the inside-of-major credit count.
- Students pursuing departmental honors are required to take at least 56 credits, rather than 64 credits, outside of the department or program in which they are honors candidates.

The requirements for each major are described before the course listings for each major department and program. Students should refer to the semester's schedule of course sections for the most current information on cross-listed and dual-prefixed courses.

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

Major programs are offered in the following academic units:

Africana Studies
 American Studies
 Anthropology
 Art
 Astronomy
 Biochemistry
 Biological Sciences
 Chemistry
 Classical Languages and Literatures
 Computer Science
 Dance
 East Asian Languages and Cultures
 Economics
 Education and Child Study
 Engineering
 English Language and Literature
 Environmental Science and Policy
 Film and Media Studies
 French Studies
 Geosciences
 German and Italian
 Government
 History
 Jewish Studies
 Latin American and Latino/a Studies
 Mathematical Sciences
 Medieval Studies
 Middle East Studies
 Music

Neuroscience
 Philosophy
 Physics
 Psychology
 Religion
 Russian, East European and Eurasian Studies
 Sociology
 Spanish and Portuguese
 Statistical and Data Sciences
 Study of Women and Gender
 Theatre
 World Literatures

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. Information on student-designed interdepartmental majors may be found below.

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

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates. In addition, the college will recognize the completion of no more than one concentration for each student. Normally, only three courses from any one major may count toward both the student's major and the concentration. No minor or second major may be in the same department or program as the first major.

Departmental Honors

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

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments. The minor may not be in the same department or program as the student's major. No more than two courses may be counted for both the major and the minor.

Concentrations

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

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

The college currently offers the following concentrations: the **archives** concentration connects students with the Sophia Smith Collection, the College Archives and other archives and is designed to make our histories public through research projects and professional training; **book studies** connects students with the exceptional resources of the Mortimer Rare Book Room and the wealth of area book artists and craftspeople; the **collaborative innovation** concentration connects students to the Wurtele Center for Leadership, the Design Thinking Initiative, the Conway Innovation and Entrepreneurship Center, and the Narratives Project and helps students build skills for working effectively with others to understand and address complex challenges across any discipline; the **community engagement and social change** concentration connects students to the Jandon Center for Community Engagement and helps students expand their understanding of local, national and global issues that affect communities and to develop the skills and values necessary to collaborate with communities as citizens and leaders; **global financial institutions** connects students to the Center for Women and Financial Independence and provides a course of study that combines academic courses, research and fieldwork to deepen knowledge of global financial markets; the **interdisciplinary making** concentration connects students to the Design Thinking Initiative and other making spaces at Smith to help students contextualize making as a form of learning through, and between, disciplinary practices; the **journalism** concentration connects students with the Jacobson Center for Writing, Teaching and Learning and to public writers at Smith and beyond, enabling students to build a journalistic portfolio, hone public writing skills and consider the role of journalism in society; the **museums** concentration connects students to the Smith College Museum of Art and other museums and gives students a foundation in the history of museums and the critical issues they engage; the **poetry** concentration connects students to the Boutelle-Day Poetry Center at Smith College and provides a course of study designed to allow students to pursue work on and about poetry through a range of experiences and courses; the **environmental** concentration connects students to the Center for the Environment, Ecological Design and Sustainability (CEEDS) and integrates knowledge in support of environmental decisions and actions; **translation studies** offers students studying foreign language and culture an opportunity to refine their knowledge of the language through translation.

Other academic concentrations are under development.

Each concentration offers:

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

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum

of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project. Examples of self-designed majors include linguistics, exercise science and logic.

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

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are October 15, February 1 and March 15. Proposals for minors may be submitted to the Subcommittee on Honors and Independent Programs at any time after the major has been declared but no later than the end of the first semester of the senior year.

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

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

Five College Certificate Programs

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

Advising

Liberal Arts and Major Advisers

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

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs. It is the joint responsibility of both student and adviser to plan a course program that will lead to successful completion of all degree requirements.

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

Minor Advisers

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

Engineering Advising

Students who are interested in engineering should consult the faculty listed in the online course catalog under the Engineering "About" section.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Lazarus Center for Career Development, which provides information and advice about all career fields and graduate training. Students are encouraged to meet with the Lazarus Center's assistant director of graduate and professional school advising to discuss their plans and preparation for business school.

Health Professions Advising

Preparation for a career in the health professions is neither a major nor a minor at Smith but is part of a larger plan of exploration and preparation that includes major and prerequisite coursework and cocurricular and extracurricular activities. Students should follow any major that excites them and aligns with their interests and goals within and beyond their chosen healthcare field. Consult the information and resources available on the Health Professions Advising Program (<https://www.smith.edu/about-smith/lazarus-center/health-professions-advising/>) website and schedule an appointment with a health professions (prehealth) adviser.

Prelaw Advising

Law schools accept students from any major; there is no set prelaw curriculum or prerequisite courses. There are many courses at Smith that will prepare students for the critical reading, analysis and reasoning needed to excel in law school. Students interested in pursuing a law degree are encouraged to meet with the Lazarus Center's assistant director of graduate and professional school advising to discuss their plans and preparation for law school.

Academic Honor System

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

Special Programs

Accelerated Degree Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two

of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student may not accelerate until the record for the first year is complete and a major has been declared; acceleration petitions should be submitted no sooner than the beginning of the fall semester of the sophomore year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), prematriculation, interterm and summer school session and/or online credits. Consult the Academic Rules and Procedures section for maximum credit limits in each category. Students whose acceleration plans include courses to be taken during interterm should be aware that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation. A student who intends to study away from campus during the junior year should file her acceleration proposal at the beginning of the sophomore year.

The Ada Comstock Scholars Program

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

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

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least 48 transferable credits. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

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

For more information about the Ada Comstock Scholars Program, go to the "How to Apply" page for Ada Comstock Scholars (<http://smith.edu/adacomstock/apply/>) or the Ada Comstock Scholars Program (<http://smith.edu/adacomstock/>) page.

Community Auditing: Nonmatriculated Students

Members of the local community who have earned a high school diploma are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to

nonmatriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Official academic records of audits are not maintained.

Five College Interchange

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

Smith Scholars Program

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

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

Study Abroad Programs

Smith College offers a wide variety of study abroad opportunities, from Smith's own programs in Western Europe to Smith consortial and other approved programs all over the world.

All students who wish to study abroad must obtain approval from the Office for International Study. Students applying to Smith's own programs in Florence, Geneva, Hamburg and Paris apply directly via an online program application accessible via the Office for International Study website. Students interested in all other approved study abroad programs submit an online study abroad credit approval application with the Office for International Study; students must also submit an application for acceptance in addition to a separate application to their program of choice. The deadline for fall, spring and full-year programs is in February of each year, with a few exceptions for some spring semester options. Students should contact the Office for International Study for information on deadlines and procedures.

In order to be approved to study abroad students must be in good standing in academic and student conduct matters with a minimum grade point average (GPA) of 3.0, have a declared major and have no shortage of credit at the time of application.

All students are encouraged to seek advice, beginning in their first year, regarding their interest in study abroad as there may be required sequences of courses in the language of the country in which they wish to study. Students who spend all or part of the junior year abroad may apply for admission to the departmental honors program at the beginning of the senior year. Any student wishing to spend any part of the senior year abroad must petition the Administrative Board through the class dean. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

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

Students are responsible for international travel expenses, including visa fees where applicable, and any personal travel during program breaks and vacations. They are also responsible for incidental personal expenses while on the program. Such expenses vary according to individual tastes and lifestyles, and funds for such expenses are not covered by the comprehensive fee.

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

In all instances, Smith reserves the right to approve, retract or deny a student's participation on study abroad. Normally, students who withdraw from a Study Abroad Program are withdrawn from Smith and may not return to the college the following semester. Please refer to the Institutional Refund Policy for additional information regarding institutional charges and financial aid adjustments.

Smith Programs Abroad

The Smith Programs Abroad provide students in a variety of disciplines the opportunity for study in foreign countries. Smith faculty direct or advise the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). Student accommodations vary per program and information about housing can be found in the program descriptions. During vacations the college assumes no responsibility for participants in the Smith programs, and students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Students in Florence, Geneva and Hamburg have single semester and yearlong options of study. The Smith in Paris program is a full-year academic program only. On all Smith Programs Abroad, students normally receive 16–18 credits per semester or a total of 34 credits for the academic year.

Florence

The fall, spring and full-year Smith in Florence program options begin with two weeks of intensive study in Italian language and culture, history and art history. Students enroll in one or two courses at the *Università di Firenze* in the humanities, natural sciences, political science, or education in addition to courses at the Smith Center. University course options are also available in other subjects. Students live in private homes selected by the college. Other housing options (apartments or student residence halls) are also available. Classes in Florence are conducted entirely in Italian: students are expected to have an excellent command of the language and maintain a language pledge.

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

Geneva

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

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

- A. Geneva International Internship Program
Intern at an international organization for three or four days per week, study French, take the core Humanitarianism course at the Smith Center and enroll in one university course. Available for fall or spring; can be combined with Track B or C for a yearlong option. No French required for fall. At least one semester of college-level French is required for spring.
- B. University Studies Program
Enroll in four or five Smith Center and university courses each semester, including French language. Available spring or academic year. Requires 3.0 GPA. Two years of college-level French required for the full-year program. One year of college-level French required for spring.
- C. International Relations Program
Enroll in at least two courses at the Graduate Institute and two additional courses at the Smith Center, including French language. Most academic courses are taught in English; students with advanced French language may enroll in courses taught in French. Available fall or spring; can be combined with Track A or B for a year-long option. No French required for fall. At least one semester of college-level French required for spring.

Hamburg

The Hamburg program offers opportunities for enrollment in the *Universität Hamburg*, as well as a practicum track. The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a four-week vacation during which students are free to travel.

During the academic year, the students are fully matriculated at the *Universität Hamburg*. They attend regular courses offered by the university, special courses arranged by Smith and tutorials to support their university course work. The program is open to students in every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, environmental science, history, history of science and technology, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology.

Students follow one of two tracks:

A. University Studies Program

The program begins with a cultural orientation, intensive language study and excursions. Students enroll courses based on their language ability, including a German language course, university courses taught in German or English, and optional program courses in German history and culture. Students can combine their academic work with a practical experience. Available for academic year or spring. Two years of college-level German required for the full-year program. At least three semesters of college-level German required for spring.

B. Practicum Program

Students pursue a practicum project, which may be either an internship, voluntary work, or a research project. Students earn credit through a practicum course, a German language course and two additional courses at the Smith Center. Available for fall; can be combined with Track A for a year-long option. At least two semesters of college-level German required for fall.

Paris

The Paris Program welcomes students from every discipline in the Humanities, Social Sciences, and Sciences. The program begins with a one-week orientation devoted to intensive language study, supplemented by courses, lectures and excursions. Once the French academic calendar formally starts in September, students in the Paris Program are free to choose their courses according to their interests and majors, which they may take at the Smith Center, along with our partners in the Three College Consortium—Smith, Hamilton and Middlebury Colleges—and/or at one of our partner French universities—the *Sorbonne Université* or *Université de Paris*. Students majoring in Psychology may take a yearlong course at the *École des Psychologues Praticiens*. Students majoring in Government or Economics may take two of their courses at the prestigious *Institut d'études politiques de Paris*, also known as "Sciences Po." Studio Art and Architecture students may study at the *École Normale Supérieure d'Architecture Paris Val-de-Seine*. Students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language.

Les Sciences à Paris is a yearlong program in Paris designed explicitly to support students in the sciences, mathematics and engineering. Coursework, research opportunities, and tutoring are combined into a customized curriculum enabling science students to experience the rich scientific traditions of France, acquire competence in French and experience the practice of science in an international context. Students with at least one year of college-level French or equivalent are invited to apply.

Smith Consortial and Approved Study Abroad Programs

Smith consortial and other approved programs are available in all regions of the world, including Latin America, Asia, the Middle East, Oceania, Africa, the United Kingdom and Europe. Smith consortial and approved study-abroad programs are selective but generally open to students with a strong academic background, sufficient preparation in the language and culture of the host country and a minimum GPA of 3.0. In order to earn credit for study abroad on these programs, students must apply to the program for admission and also to the Office for International Study for approval to earn study abroad credit. Grades for courses completed on consortial and other approved programs appear on the Smith transcript but are not calculated in a student's GPA.

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

Programs with a Smith consortial affiliation include the following:

Associated Kyoto Program (AKP)

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

Intercollegiate Center for Classical Studies in Rome (ICCS)

This program in Rome, Italy, was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to over 100 and includes Smith. Interested students should consult with the faculty in classical languages and literatures.

Programa de Estudios Hispánicos in Córdoba (PRESHCO)

Smith partners with Wellesley College to deliver the semester or yearlong programs in Córdoba, Spain. Interested students should consult faculty in Spanish and Portuguese Studies, or the Office for International Study.

Off-Campus Study in US

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester, providing juniors and seniors in government and related majors an opportunity to intern in Washington and study the process by which public policy is made and implemented at the national level. The program is described in detail on the government website (<https://www.smith.edu/academics/government/>). Students participating in this program are not considered to be in residence at Smith College.

Smithsonian Internship Program

The American Studies Program offers a one-semester fall internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students work with some of the finest museum and archival collections in the United States. The program is described in detail on the American studies website (<https://www.smith.edu/academics/american-studies/>). Students participating in this program are not considered to be in residence at Smith College.

Twelve College Exchange Program

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

be enrolled at Smith during the same academic year. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange.

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

Additional information about eligibility requirements and application procedures are available on the Twelve College Exchange web page (<http://smith.edu/about-smith/class-deans/12-college-exchange/>) on the class deans' website. Students participating in this program are not considered to be in residence at Smith College.

Princeton-Smith Engineering Exchange

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

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

Additional information and applications are available in the engineering office and on the Picker Engineering Program website (<https://www.smith.edu/academics/engineering/opportunities/>). Students participating in this program are not considered to be in residence at Smith College.

The Student Body

Summary of Enrollment

Undergraduate Students

Student Type	Seniors ¹	Juniors ²	Sophomores ³	First-years ⁴	Ada Comstock Scholars	Totals
Northampton area ⁵	572	530	685	658	36	2481
Not in residence	10	32				42
Five College course enrollments at Smith:						
First semester	281					
Second semester	301					

¹ Seniors - Class of 2023

² Juniors - Class of 2024

³ Sophomores - Class of 2025

⁴ First Years - Class of 2026

⁵ Guest students are included in the above counts.

Graduate Students

Student Type	Full-time degree candidates	Part-time degree candidates	Special students
In residence	55	9	3

Smith Students Studying in Off-campus Programs

Student Type	Florence	Geneva	Hamburg	Paris
Smith students	2	8	4	9
Guest students		1	1	1

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 2016 was 89 percent by May 2022. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence

United States

Location	Number of Students
Alabama	3
Alaska	5
Arizona	51
Arkansas	5
Armed Forces Pacific	1
California	235
Colorado	27
Connecticut	107
Delaware	6
District of Columbia	18
Florida	35
Georgia	25
Hawaii	7
Idaho	5
Illinois	60
Indiana	8
Iowa	9
Kansas	4

Kentucky	6
Louisiana	8
Maine	49
Maryland	70
Massachusetts ¹	468
Michigan	17
Minnesota	40
Mississippi	1
Missouri	13
Montana	4
Nebraska	4
Nevada	4
New Hampshire	34
New Jersey	114
New Mexico	9
New York	347
North Carolina	29
North Dakota	1
Ohio	29
Oklahoma	6
Oregon	29
Pennsylvania	65
Puerto Rico	2
Rhode Island	27
South Carolina	6
South Dakota	1
Tennessee	9
Texas	76
Utah	5
Vermont	46
Virginia	39
Washington	73
West Virginia	4
Wisconsin	11
Wyoming	3

¹ This includes Ada Comstock Scholars and graduate students who move to Northampton for the purpose of their education.

Foreign Countries

Location	Number of Students
Bangladesh	4
Brazil	2
Burundi	1
Cameroon	1
Canada	15
Cayman Islands	1
Chile	2
Congo, Democratic Republic of the	1
Costa Rica	1
Dominican Republic	1
Egypt	1
Ethiopia	1

France	5
Germany	3
Ghana	4
Greece	2
Hong Kong	4
India	9
Italy	2
Jamaica	3
Japan	8
Jordan	1
Kazakhstan	1
Kenya	7
Kyrgyzstan	1
Lebanon	2
Mexico	1
Mongolia	4
Morocco	4
Myanmar	2
Nepal	2
Netherlands	1
Nigeria	1
Pakistan	5
Palestine	1
Paraguay	2
People's Republic of China	154
Peru	2
Philippines	3
Republic of Korea (South)	10
Republic of Singapore	4
Romania	2
Russian Federation	2
Rwanda	5
Saudi Arabia	2
Senegal	1
Sierra Leone	1
Somalia	2
South Africa	2
Spain	2
Switzerland	1
Taiwan	2
Thailand	1
Tunisia	2
Turkey	2
Ukraine	3
United Kingdom	4
Uruguay	2
Vietnam	6
Zambia	2
Zimbabwe	4

Majors

Major	Seniors ¹	(Honors)	Juniors ²	Ada Comstock Scholars	Totals
Psychology	76	4	73	5	154
Government	59	1	43	2	104
Statistical and Data Sciences	61	1	37	1	99
Biological Sciences	47	12	46	1	94
English Language and Literature	45	3	42	3	90
Computer Science	39	5	45		84
Engineering Science	24	2	43		67
Neuroscience	29	8	26		55
Education and Child Study	29		21	2	52
Quantitative Economics	31		21		52
Study of Women and Gender	34	2	16	1	51
Sociology	28	1	18		46
History	20	2	19	3	42
Mathematics	20	1	20		40
Chemistry	15	6	22	1	38
Economics	17	2	20		37
Environmental Science and Policy	20	2	17		37
Biochemistry	20	10	16		36
Art: Studio	15		15		30
Film and Media Studies	15	1	14		29
Art: History	15	1	12		27
East Asian Language and Cultures	10		17		27
Anthropology	16		10		26
Spanish	15		8		23
Philosophy	10		8	1	19
Theatre	8		11		19
Africana Studies	7		8	2	17
Geosciences	8	1	9		17
American Studies	7	1	8	1	16
Physics	8	3	8		16
French Studies	9		6		15
Russian, East European, Eurasian Studies	7		6		13
Astronomy	8		4		12
World Literatures	6		6		12
Art: Architecture & Urbanism	9		2		11
Italian Studies	6		5		11
Music	5		6		11
Dance	3		5		8
Latin American Studies	5	2	3		8
Jewish Studies	4	2	3		7
Mathematical Statistics	3		4		7
Middle East Studies	3		4		7

Student Designed Program	3		4	7
Classical Studies	3		3	6
Religion	5	1	1	6
Engineering Arts	4		1	5
German Studies	1		3	4
Medieval Studies	1	1	3	4
Portuguese-Brazilian Studies	2		2	4
Linguistics	3			3
Classics	1		1	2
Cultural Geography	1			1
Dance Kinesiology	1			1
Logic	1			1
Speech and Language Science	1			1

¹ Seniors - Class of 2023

² Juniors - Class of 2024

Recognition for Academic Achievement

Academic Achievements

Smith College encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance. Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin honors are awarded to eligible graduating seniors on the basis of the cumulative GPA for a minimum of 48 graded credits earned during the sophomore, junior and senior years. (For the purposes of Latin honors, spring 2020 semester courses with mandatory Satisfactory/Unsatisfactory grading will count as graded credits but will not calculate into the GPA.) Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Programs Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one or more semesters of her sophomore through senior years away from Smith (with the exception of the Smith Programs Abroad), the grades from the remaining semesters will be used. Grades from the first year are never counted. For transfer students and Ada Comstock scholars, the Latin honors GPA is the same as the cumulative GPA.

The minimum GPA for Latin honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded cum laude, magna cum laude or summa cum laude on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (literature, historical studies, social science, natural science, mathematics and analytical philosophy, the arts, and foreign language). Course listings in this catalog indicate in curly brackets which area(s) of knowledge a given course covers.

Please note that one year of an introductory language course or one course at a higher level satisfies the foreign language Latin honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two four-credit courses in the English department or writing and public discourse program at the 100 level (or one four-credit course at a higher level in the English department, the world literatures program or classics in translation) to satisfy the "foreign language" part of the Latin honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Nonnative speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Some eligible students may receive their Latin honors designation after graduation because of unreported grades due to differences in academic calendars within the Five College Interchange, extensions or other considerations. Eligibility for Latin honors may be affected by the decisions of the Honor Board.

Departmental Honors

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

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

The Dean's List

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

Phi Beta Kappa

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

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

Elections are held once a year. At the end of the spring semester, seniors are elected based on their complete academic record. For questions about election criteria, students and faculty are urged to consult with the president or secretary of the chapter. More information about the Phi Beta Kappa Society, its history, publications and activities can be found at pbk.org (<http://pbk.org>).

Society of the Sigma Xi

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

Fellowships

Major International and Domestic Fellowships

Students with high academic achievement and strong community service or leadership experience are encouraged to apply for international and domestic fellowships and prestigious scholarships through the college. The Fellowships and Postgraduate Scholarship Program (<https://www.smith.edu/fellowships/>) advises students applying for various fellowships.

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

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

For fellowship information and application advising for eligible candidates, contact the Fellowships and Postgraduate Scholarships Program at fellowships@smith.edu.

Fees, Expenses and Financial Aid

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

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

We realize that financing a college education is a complex process, and we encourage applicants and their families to communicate directly with us. Our friendly and professional educational financing staff in the Office of Student Financial Services is available to work with you. Inquiries may be made by calling 413-585-2530 from 10 a.m. to noon and 1:30 p.m. to 3:30 p.m. (Eastern time), Monday through Friday. Send email to SFS@smith.edu or visit the SFS website portal (<https://www.smith.edu/sfs/portal/>).

Your Student Account

Smith College considers the student to be responsible for ensuring that payments—whether from loans, grants, parents, or other third parties—are received in a timely manner. Initial statements detailing semester fees are available online on or about July 15 and December 15. Email notifications will be sent to all students on or about the 15th of each month in which there is activity on the account. *Important:* no paper bills are mailed.

The college's comprehensive fees associated with the beginning of the semester are due and payable in full by specific deadline dates, well in advance of the beginning of classes. The payment deadline for fall is August 10. For spring, the payment deadline is January 10. Payment must be received by these dates to avoid late payment fees being assessed.

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

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

Important Note: Payments for each month's bill must be received by the Office of Student Financial Services by the payment due date. If paying by mail, please allow at least five to seven business days for mail and processing time. If paying in person, payment should be made before 4 p.m. on the payment due date. Electronic ACH payments made through

our online billing service are credited immediately. Checks should be made payable to Smith College and include the student's name and ID number on the front.

The college expects the student to fulfill her financial responsibility and reserves the right to place limitations on the student for failure to do so. The consequences of nonpayment include possible loss of housing assignment, and prevention of:

1. registration for future semester courses,
2. receipt of academic transcripts,
3. receipt of diploma at commencement,
4. approval for a leave of absence or study-abroad program, and
5. participation in leadership training opportunities.

The college also reserves the right to have the student administratively withdrawn and may refer such account for collection in her name. Students and parents are welcome to contact the Office of Student Financial Services for assistance in meeting payment responsibilities.

Most credit balance refunds are issued on request, by direct deposit into the account the student has on file with the payroll office. Credit balances that result from a PLUS loan are generally issued to the parent borrower, unless that parent has authorized that refunds go to the student.

Fees

2023–24 Comprehensive Fee (required institutional fees)

Fee	Fall Semester	Spring Semester	Total
Tuition	\$30,630	\$30,630	\$61,260
Housing and Food¹	10,655	10,655	21,310
Student activities fee	154	154	308
Comprehensive fee	\$41,439	\$41,439	\$82,878

¹ Housing and Food will be billed as a combined charge.

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

Fee for Nonmatriculated Student

Cost	Fee
Per credit	\$1,910

Fees for Ada Comstock Scholars

Credits	Fee
Tuition per semester	
1–7 credits	(per credit) \$1,910
8–11 credits	\$15,280
12–15 credits	\$22,920
16 or more credits	\$30,630

Student Activities Fee

The \$308 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2023–24 Optional Fees

Student Medical Insurance

The Student Medical Insurance fee for 2023–24 is \$3,148. The Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. January graduates are covered only through January 14 in their senior year. Massachusetts law requires that each student have comprehensive health insurance; Smith College offers a medical insurance plan through Gallagher Insurance (<http://www.gallagherstudent.com/>) for those students not otherwise insured. Details about the insurance are mailed during the summer. Students are automatically billed for this insurance unless they follow the waiver process outlined in the insurance mailing. Students must waive the insurance coverage by August 10 in order to avoid purchasing the annual Smith Plan. For students who are admitted for spring semester, the charge has not yet been set for 2023–24. For 2022–23, the spring only insurance charge was \$1,684.

Other Fees and Charges

Enrollment Deposit—\$500

Admitted students pay an enrollment deposit of \$500 in order to reserve a place in the incoming class. High need students may have the enrollment deposit amount reduced or waived, as determined by the Offices of Admission and Student Financial Services. The full amount of the deposit paid will be applied to the student's first semester fees.

Fee for Riding Classes—per semester

Riding lessons are available to all students at the college. The lessons are held at Muddy Brook Farms in Hadley. The barn is on the PVT A bus route. Smith College has vans available for driver certified students to use. The Smith riding team uses this facility for practice and some horse shows. The fee for each semester is determined prior to the beginning of the fall semester. Questions can be directed to the athletics department at 585-2706.

Continuation Fee—\$60 per semester

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

Overdue Balance Fee

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

Insufficient Funds Fee

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

Incorrect Account Number Fee

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

Early Arrival Fee—\$150

Late Registration Fee—\$35

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—\$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—\$5 per item

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

Institutional Refund Policy

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

Adjustment of Institutional Charges and Institutional Aid

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

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

If a student should withdraw from an off-campus program, which is billed by Smith (for example: Study Abroad, Picker and Smithsonian Programs), the normal college refund policies apply as long as all payments can be recovered by the college. If payments made on behalf of the student to other entities cannot be recovered by the college, the student is responsible for unrecoverable costs.

Students who withdraw from study-abroad programs that are approved, but not administered by Smith College will have a proration of charges and aid based on the enrollment dates of the program, rather than those of Smith College. After the 60 percent point of the program term, the student is not entitled to a refund of charges and is also responsible for unrecoverable costs.

Students Receiving Title IV Federal Aid

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

Other Charges

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

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

Contractual Limitations

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

Payment Plans and Loan Options

Smith College does not include student loans as part of our financial aid awards. Most parents and students are however, eligible to borrow under the educational federal loan programs. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid. Smith also offers a monthly payment plan. Please see the financing section of our website for additional information about the payment plan, and federal loan terms and application procedures. Details on loan options and the payment plan can be found at the SFS website portal (<http://www.smith.edu/sfs/portal/>).

Financial Aid

We welcome women from all economic backgrounds. No woman should hesitate to apply to Smith because of an inability to pay the entire cost of her education. Smith College offers both merit and need-based financial aid for those who qualify. Merit awards are awarded solely by the Office of Admission prior to enrollment. Need-based aid eligibility is determined by the Office of Student Financial Services according to established college and federal policies and is generally comprised of grant and work study. Need-based financial aid is not available for students who do not meet the published application deadlines.

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

To enable the college to determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that data be sent to Smith. Both forms are completed on-line. The FAFSA can be accessed at FAFSA® Application | Federal Student Aid (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (Smith College code is 002209) and the PROFILE can be accessed at www.collegeboard.com (<http://www.collegeboard.com>) (Smith College code is 3762).

We also require signed copies of parent and student tax returns or non-filer forms, including all schedules and W-2's. Other forms and documents may be required, based on each family's circumstances. Once we receive a completed application, we review each student's file individually. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. For international applicants, the CSS Profile and an official income statement, income tax return, or non-filer form are required to determine financial and eligibility.

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

The college makes the final decision on the level of need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at admission will have it renewed each year she attends according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may vary from year to year depending on changes in college fees and in the family's financial circumstances. The work component of the award increases after the first year, in accordance with federal and college policies. Instructions for renewing aid are made available to all students in December. Please note: Undocumented students will have their family contribution determined prior to their first year at Smith and do not need to reapply each year. Traditional students (not Ada Comstock Scholars) are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs or in circumstances involving medical withdrawal.

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

Unless the administrative board decides that mitigating circumstances warrant an exception, no financial aid will be available to a student who is not making satisfactory progress toward the degree.

First-Year Applicants (U.S. Citizens, Permanent Residents, and Undocumented U.S. Residents)

Any student who needs or may need help in financing her education should apply for financial aid by the published deadlines, prior to admission. Students must not wait until they have been accepted for

admission to apply for aid. Each student's file is carefully reviewed to determine eligibility for need-based aid. Since this is a detailed process, the college expects students to follow published application guidelines and to meet the appropriate application deadlines. Students and parents are encouraged to contact Student Financial Services via email at sfs@smith.edu or by phone (413-585-2530) with questions. Detailed information on the application process and deadlines is available on the SFS website portal (<https://www.smith.edu/sfs/portal/>).

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

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

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

Transfer Students

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

Ada Comstock Scholars

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

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

International Applicants

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

The international undergraduate applicant regular decision deadline is January 25.

Non-U.S. citizens eligible for aid have a family contribution calculated prior to admission. This family contribution will remain the same throughout the student's tenure at Smith. Any increases in tuition in fees will be covered by an increase in the grant and work amounts so that the calculated family contribution will remain the same each year. For application deadlines and details, please check the SFS website (<https://www.smith.edu/sfs/>).

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

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

U.S. citizens and permanent residents must reapply for aid each year.

Policy for Review and Appeal of Need-Based Financial Aid Awards

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

Domestic Students

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

International Students

International students seeking a financial aid adjustment after they have accepted an offer of admission must consult with Student Financial Services (SFS) to review the situation and discuss available options. The financial aid budget for international students is fully allocated each year as of the time of admission, therefore only very limited additional resources are made available to meet extraordinary circumstances. International students may appeal only when there has been a significant life-changing event. Examples of significant life-changing events include the death of a parent or extremely high medical expenses. For those already receiving financial aid or those who applied in their first year but were determined ineligible, enrollment of a sibling in a U.S. college or university may also be considered as a situation where an exception may be granted. If you wish to appeal your financial aid award, please begin by contacting Student Financial Services.

Process

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

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

Need-Based Financial Aid Awards

Smith College need-based financial aid awards are made up of grants and campus job opportunities (work study).

Grants

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. Federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Work Study

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

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

Outside Aid

Outside aid based on student merit or parent employment will first reduce or replace the campus job component of an award. If the outside aid exceeds the campus job portion of your award, the aid can go toward a one-time computer purchase or toward the cost of the on-campus health insurance plan. If you do not purchase or have already purchased

a computer, and if you do not accept the on-campus health insurance plan, or if your outside aid exceeds these costs, outside aid in excess of campus work awards will replace Smith Grant on a dollar-for-dollar basis.

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

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

State and Federal Assistance

State and federal grants reduce Smith Grant eligibility dollar for dollar. Educational benefits from state and federal agencies will reduce the campus work component of the award. Need-based loans from state or outside agencies can be used to replace dollar for dollar campus work award. Amounts in excess of the campus work award will replace Smith Grant dollar for dollar.

ROTC

Air Force ROTC is available at most colleges and universities in western Massachusetts, including Smith College. Air Force ROTC offers two-, three- and four-year enlistment scholarships to qualified new and continuing college students. For more information, call 413-545-2437, send email to afrotc@acad.umass.edu or visit the Air Force ROTC website (<http://umass.edu/afrotc/>).

Veterans Benefits

Please see the SFS website portal (<https://www.smith.edu/sfs/portal/>) for information on our treatment of veterans benefits. We proudly sponsor the Yellow Ribbon Program.

Section 103 Veterans Benefits and Transition Act of 2018

- A "covered individual" is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill® benefits.
- Smith College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
- Smith College permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the education institution a certificate of eligibility for entitlement to education assistance under chapter 31 or 33 a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website—eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes and ending on the earlier of the following dates:
 - The date on which payment from VA is made to the institution.
 - 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.

GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill/>.

Merit-Based Financial Aid

Please see our the SFS website portal (<https://www.smith.edu/sfs/portal/>) for information on Smith's merit-based awards.

This information is accurate as of April 2023. Please see our website for the most up-to-date information.

Admission

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

Each year we enroll a first-year class of approximately 600 motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from 50 states and 74 countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission staff, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, the recommendations from her school, her essay and any other available information.

As part of the college's commitment to access, affordability and equity, Smith has eliminated loans from its undergraduate financial aid packages for those students receiving institutional need-based aid, replacing those funds with institutional grants. The college will meet the full documented need, as determined by college policy, of all admitted students who apply for aid by the published deadlines. Further information about financial planning for a Smith Education and about Financial Aid is available in the section on Fees, Expenses and Financial Aid.

Graduate Admission

This section focuses on undergraduate programs. Prospective graduate program students should refer to the section on Graduate and Special Programs (p. 38).

Secondary School Preparation

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

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

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

Smith College will accept college-level work completed prior to matriculation as a degree student, provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International

Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures (p. 31) section for further information regarding eligibility for and use of such credit.

Entrance Tests

SAT or ACT scores are optional for U.S. citizens and U.S. permanent residents and undocumented and Deferred Action or Childhood Arrivals (DACA) students. Smith has adjusted the testing policy for international citizens in response to the COVID 19 pandemic. Submission of the SAT or ACT scores are optional.

International citizens applying for admission to Smith are required to demonstrate English proficiency. International citizens whose primary language is not English or have not attended a school at which English is the primary language of instruction will be required to submit TOEFL, IELTS, PTE or the Duolingo English Test/*DET*. Applicants may be exempt from this requirement based on their educational background.

Please refer to the How to Apply (<https://www.smith.edu/admission-aid/how-apply/>) webpage for more information. If a student wishes to submit a score or is required to do so, they should take the exams in their junior year to keep open the possibility of Early Decision. All examinations taken through December of the senior year are acceptable. The results of examinations taken after December arrive too late for us to include them in the decision-making process.

The College Board code number for Smith College is 3762. The ACT code is 1894.

Applying for Admission

A high school student interested in Smith has three options for applying—Early Decision I, Early Decision II and Regular Decision. Information about requirements and deadlines can be found on the How to Apply (<https://www.smith.edu/admission-aid/how-apply/>) page on the Smith website.

Early Decision

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

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

Regular Decision

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

A student interested in Smith should apply using either the Common Application or the Apply Coalition with SCOIR Application. Smith does not have a preference for one application over the other; both

of these application types will receive equal consideration in our admission process. Please visit the Common Application (<https://www.commonapp.org/>) or the Coalition for College Access (<https://www.coalitionforcollegeaccess.org/>) for all required forms and instructions.

First-year students apply for financial aid at the same time as they apply for admission. The Tuition and Financial Aid (<https://www.smith.edu/admission-aid/tuition-aid/>) webpage for first-year applicants details deadlines and the materials required to complete the aid application. If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures (p. 31) section of the catalog for information governing eligibility for and use of Advanced Placement credit.

International Baccalaureate

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

Interview

A personal interview is optional for first-year and transfer applicants. Interviews are required for students applying for admission the Ada Comstock Scholars program. The interview allows candidates to become better acquainted with Smith and to exchange information with a representative of the Office of Admission. Please refer to the Virtual Interviews, Info Sessions and Programs (<https://www.smith.edu/admission-aid/virtual-interviews/>) webpage for more information and instructions on how to register for an interview.

Deferred Entrance

An admitted first-year, Ada Comstock Scholar or transfer applicant who has accepted Smith's offer of admission and paid the required deposit may defer their entrance in order to work, travel or pursue a special interest if they make this request in writing by May 15 to the dean of admission, who will review the request and notify the student within two weeks.

Deferred Entrance for Medical Reasons

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

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another accredited institution. The student must have, at minimum, transfer credits equal to one semester of full-time work but not more than 64 credits.

For January or September entrance, consult our How to Apply (<https://www.smith.edu/admission-aid/how-apply/transfer/>) webpage for transfer applicants where you will find a list of required forms and deadlines, as well as descriptions for each required material.

Smith admits transfer students in the same way as we admit first-year students. We expect a strong academic record with evidence of rigor and focus and involvement in the community. The applicant must be in good standing at the institution they are attending. We consider both the transfer applicant's recent college record and their secondary school record.

Transfer students apply for financial aid at the same time as they apply for admission. The Apply for Aid (<https://www.smith.edu/admission-aid/financial-aid/transfer/apply-for-aid/>) webpage for transfer students details deadlines and the materials required to complete the aid application.

If they have applied for financial aid by the published deadlines, candidates will be notified of financial aid decisions at the same time as the admission decision.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time they typically complete 64 credits. A transfer student who starts in the junior class must complete their remaining 64 credits on campus and may not study in an off-campus program.

International Students

We welcome applications from qualified international students. Information on the application process, required materials and admission deadlines, is available on the How to apply (<https://www.smith.edu/admission-aid/how-apply/international/>) webpage for international students.

Visiting Year Programs

For up-to-date information about the Visiting Year Program please visit the How to Apply (<https://www.smith.edu/admission-aid/how-apply/visiting-year/>) webpage for visiting year applicants.

Readmission

See the Withdrawal and Readmission section.

Ada Comstock Scholars Program

Information about the admission process for the Ada Comstock Scholars program can be found on our How to Apply (<https://www.smith.edu/admission-aid/how-apply/ada-comstock-scholars/>) webpage for Ada Comstock Scholar applicants. In the admission process, particular emphasis is placed on academic achievement, an autobiographical essay and the required interview. A candidate should schedule their interview appointment before submitting their application prior to the application deadline.

Ada Comstock Scholars are expected to have completed approximately 48 transferable liberal arts credits before matriculation at Smith. On average, Ada Comstock Scholars transfer in with 48–50 college-level liberal arts credits. Students who have completed little or no college-level work are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. The Ada Comstock Scholars program is open to those who meet the federal definition of an independent student: they must be at least 24 years old by December 31 of the academic year they enter Smith, or have veterans status or have a dependent other than a spouse. Normally, an applicant admitted as a student of traditional age will not be permitted to change their class status to Ada Comstock Scholar until five years after they withdraw as a student of traditional age. Such applicants will be considered only if the College has determined they are eligible for readmission.

A brief description of the Ada Comstock Scholars Program (<https://www.smith.edu/about-smith/ada-comstock-scholars-program/>) is available on the Smith College website and in the Academic Program (p. 7) section of the catalog. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by email may be addressed to the Office of Admission (admission@smith.edu).

Academic Rules and Procedures

Requirements for the Degree

The requirements for the degree from Smith College are completion of 128 credits of academic work and satisfactory completion of a major. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and satisfactory completion (grade of C- or higher) of a writing intensive course in the first two semesters of enrollment.

Students earning a bachelor of arts degree must complete at least 64 credits outside the department or program of the major. Consult the "Academic Program" section for additional detail and exceptions. The requirements for the bachelor of science degree in engineering are listed in the courses of study section under "Engineering."

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. Courses taken through the Five College Interchange count toward the 64-credit academic residence requirement. A student on a Smith Programs Abroad, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

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

Course Load

The normal course load for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course load for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester will be administratively withdrawn by the Administrative Board at the end of that semester. In such cases, the student must remain away from the college for at least one semester and may then apply to return to Smith.

Approved summer session or interterm credit may be used to supplement a minimum 12-credit load or to make up a shortage of credits. Please see "Transfer Credit Limits" and related sections below for detailed information regarding transfer credit policies and maximums.

A student enters her senior year after completing a maximum of six semesters and earning at least 96 Smith College or approved transfer credits. A student may not enter the senior year with fewer than 96 credits: exceptions require a petition to the administrative board prior to the student's return to campus for her final two semesters.

A student in residence may carry no more than 24 credits per semester unless approved by the administrative board.

Admission to Courses

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

Permissions

Some courses require permission of the instructor and/or chair of the department concerned for the student to register.

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

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

Seminars

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

Special Studies

The deadline for submission of the special studies application is the fifth day of classes in the semester. Permission of the instructor is required prior to registration for special studies. Special studies are open only to qualified sophomores, juniors and seniors. First-year students need approval from the dean of the first-year class. A maximum of 16 credits of special studies may be counted toward the degree.

Auditing

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

Auditing by Nonmatriculated Students

A nonmatriculated (non-degree) student who has earned a high school diploma and who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Official academic records of audits are not maintained.

Course Registration

Early Registration

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

Adding and Dropping Courses

During the first 10 class days of a semester, a student may add or drop a course with the approval of the adviser and after consultation with the instructor. During this period, a student may register for up to 24 credits. Courses may be added online during the first five class days only. From the 6th to the 10th day students may add courses with the permission of the instructor; from the 11th through the 15th day of class, a student may add a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester under the following conditions:

1. after discussion with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits.
(This provision does not apply to Ada Comstock Scholars.)

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

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

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

A course dropped for reasons of health after the fifth week of classes will be recorded on the transcript with a grade of “W,” unless the student has the option of a free drop. A student may not drop a course after being reported to the Honor Board.

A student normally registers for an interterm course in November, with the approval of her adviser. In January, a student may drop or add an interterm course within the published add/drop period. (See the registrar’s office website for registration and add/drop deadlines.) Otherwise, the student who registers but does not attend will receive a “U” (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in the Five College Interchange may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published online by the registrar’s office.

Fine for Late Registration

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

Course Work and Class Attendance

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

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

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the

written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

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

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the instructor, the registrar and the student. Five College students taking courses at Smith must also adhere to Smith’s policies for extensions. An individual instructor, without authorization by the class dean, may grant extensions on work due during the semester through the end of the final exam period.

Pre-Examination Period

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

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during the official exam period. Exams are picked up at designated distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. A student may start the exam at any time during scheduled examination hours; however, a student who picks up an exam after the last published check-out time may write for the remaining time in the examination period but may not have additional time. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. Exams that involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

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

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

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

Five College Course Enrollments

Students planning to enroll in a course at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts may submit their requests online. Five College course requests should be submitted during the period for advising and registration of courses for the coming semester. Course information is available online through the Five College online course guide or at the individual websites of the other four institutions. Free bus transportation to and from the institution is available for Five College students. Students in good standing are eligible to take a course at one of the other institutions. First-semester first-year students must obtain the permission of the class dean. Second-semester first-year students may take a course within the Five College system provided the student has earned a GPA of 3.0 or better in the first semester. A second-semester first-year who wishes to enroll in two Five College courses needs permission from the first-year class dean. A traditional student must enroll in a minimum of 8 credits at Smith in any semester; an Ada Comstock Scholar may take no more than half of her course program off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline (the first two weeks of the semester). Students must adhere to the registration procedures and deadlines of their home institution.

The registrar's office encourages students to request prior approval by submitting a course description or syllabus for review. Normally only those courses falling within the scope of Smith's liberal arts curriculum will be approved. Courses offered through their continuing education, extension or other nondegree programs are not part of the Five College Interchange. Students may not receive transfer credit for such courses completed while in residence at Smith College, but may receive transfer credit for those offered during interterm and summer.

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

Academic Credit

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

Most Smith courses carry four semester credits. Partial credit, normally one or two semester credits, may be awarded for half-semester courses, performance, special studies, approved components to full-credit courses that require a substantial degree of additional investment of students (e.g., laboratories) and other approved courses. As used in the Catalog, the term "course" means a four-credit course, as distinguished from partial-credit courses.

Grading System

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

Grades at Smith indicate the following:

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

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

Satisfactory/Unsatisfactory Option

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

1. the instructor approves the option;
2. the student declares the grading option for Smith courses by the end of the ninth week of classes. Students enrolled in Five College courses must declare the option at the host campus and follow the deadlines of that institution, with the exception of the University of Massachusetts, which must be declared on the home campus by the published deadline. The fall deadline also applies to yearlong courses designated by a "D" in the course number. In yearlong courses designated by a "Y" students may elect a separate grading option for each semester. Students electing the satisfactory/unsatisfactory (S/U) option for both semesters of a yearlong course must do so each semester.

Within the 128 credits required for the degree, a maximum of 16¹ credits (Smith or other Five College) may be taken with optional S/U grading, regardless of how many graded credits students are enrolled in per semester. S/U credit maximums are prorated for Ada Comstock Scholars and transfer students. Such students may elect the S/U grading option for four credits out of every 32 that taken at Smith College.

Some departments will not approve the S/U grading option for courses counting toward the major or minor. Credits earned in courses with a mandatory S/U grading option, including all spring 2020 semester courses, are not counted toward the 16¹-credit limit. Due to exceptional circumstances, all spring 2020 semester courses were converted to mandatory S/U grading and thus do not count toward the 16¹-credit limit. S/U grades do not count in the grade point average.

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

¹ Note: Students were allowed an additional 12 optional S/U credits for use during the 2020–21 academic year. A student may not carry these additional credits into future academic years, and students who elected to take more than 12 optional S/U credits in 2020–21 drew on the 16 credits provided by the policy above.

Repeating Courses

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

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

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the "Academic Units" section under the appropriate departments (dance, exercise and sport science, and music). Excess performance credits are included on the transcript but do not count toward the degree and are not calculated in the term or cumulative GPA.

Shortage of Credits

A shortage of credits incurred by failing, dropping or withdrawing from a course may be made up by an equivalent amount of work carried above the normal 16-credit load or with approved summer session or interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or withdrawing from a course for reasons of health, a shortage may be filled with a student's available Advanced Placement or other prematriculation credits. Any student with more than a two-credit shortage may be required to make up the shortage before returning for classes in a subsequent semester.

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

Transfer Credit Limits

A student may apply up to 64 transfer credits towards the Smith degree. An overall maximum of 32 credits of combined summer, interterm, Advanced Placement and other pre-matriculation credits may be applied toward the Smith degree, subject to the following limits:

- Summer session: maximum of 12 credits, including pre-matriculation summer credits
- Interterm: maximum of 12 credits taken at Smith or elsewhere
- Pre-matriculation (e.g., Advanced Placement, A-Level, International Baccalaureate or qualifying college courses): maximum of 16 credits

Refer to the sections below for additional detail on specific transfer credit types.

Transfer Credit Approval

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

1. should make plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
2. should review on the registrar's office website the guidelines for transferring credit and submit a transfer credit application. Official transcripts should be sent directly to the registrar from the other institution;
3. must, if approved to study abroad, have the program approved in advance by the Committee on Study Abroad.

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

A student may not receive credit for work completed at another institution while in residence at Smith College, except for courses taken on the Five College Interchange (fall and spring terms) or interterm courses that do not overlap with Smith's terms.

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

Summer Session Credit

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

Interterm Credit

The college may offer courses for credit during the interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for-credit academic interterm courses taken at other institutions for transfer credit. The number of credits accepted for each interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution.

Any interterm course designated as 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, interterm, AP and other pre-matriculation credits. Normally, students may not take more than 4 credits during any one interterm at Smith or elsewhere. For transfer students, interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

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

College Credit Earned Before Matriculation

Smith College will accept college credit with a grade of B- or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Course work must be taken on the college or university campus with matriculated degree students and must be taught by a regular member of the college or university faculty. The course may not be listed on the high school transcript as counting toward high school graduation. Pre-matriculation credits may be used in the same manner as Advanced Placement (AP) credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin honors or the writing intensive requirement. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree. A maximum of one semester (16 credits) of AP, International Baccalaureate (IB), other diploma and pre-matriculation credit may be counted towards the degree.

Advanced Placement

Smith College participates in the Advanced Placement (AP) administered by the College Entrance Examination Board. AP credit may be used with the approval of the administrative board only:

1. to make up a shortage of credits incurred through failure;
2. to make up a shortage of credit incurred as a result of withdrawing from a course for reasons of health;
3. to undertake an accelerated degree program.

AP credit may not be added to a student's record to make up for a failing grade received as a result of an Honor Board sanction.

Credit is recorded for scores of 4 or 5 on most AP examinations. The course equivalency for each examination is determined by the individual department. A maximum of one semester (16 credits) of AP and other approved pre-matriculation credit may be counted toward the degree.

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

The individual departments will determine placement in or exemption from Smith courses and the use of AP credit to fulfill major requirements. No more than 8 credits will be granted toward the major in any one department.

AP credit may be used to count toward the 64 credits outside the major department or program but may not be used to fulfill the distribution requirements for Latin honors or the writing intensive requirement.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate (IB) and some 13th-year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin honors or the writing intensive requirement. A maximum of one semester (16 credits) of AP, IB, other diploma and pre-matriculation credit may be counted toward the degree.

Academic Standing

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

Academic Probation

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

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

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition:

1. for students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters;
2. for Ada Comstock Scholars, at least 75 percent of all credits attempted in any academic semester must be completed satisfactorily.

Students not meeting this criterion may be placed on academic probation or required to withdraw; if students are receiving financial aid, they will be placed on financial aid warning and may become ineligible for financial aid if the probationary period exceeds one year. Further information is available from the class deans' office and the Office of Student Financial Services.

Absence from Classes

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

Separation from the College

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

Administrative Board

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

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

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

Student Academic Grievances

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

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

Privacy and the Age of Majority

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

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

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

Leaves, Withdrawal and Return

There are two ways in which a student can be separated from Smith:

1. Leave of Absence:

Reasons to take a leave of absence:

- Personal reasons (i.e., full-time employment, family circumstances, volunteer, etc.)
- Off-campus study (i.e., study abroad programs, study elsewhere in the US)

The request for a leave of absence can be for a semester or an academic year. However, such request needs to happen on:

- June 1 for the fall semester or academic year
- December 1 for the spring semester

Students in good academic standing can consult with their class dean for exceptions to these deadlines. Please note these exceptions are subject to a \$500 administrative processing fee.

All students expected to earn academic while on leave need to have coursework pre-approved by the Office of the Registrar (see smith.edu/about-smith/registrar/transfer-credit (<http://smith.edu/about-smith/registrar/transfer-credit/>)). Those planning to apply any credit toward the major must consult with the appropriate academic department as well.

A student who transferred to Smith with 38 or fewer credits may study abroad for a semester or a year; however, a student who transferred between 39 and 54 credits may study abroad for only one semester. In both instances the student needs to work closely with the Office of the Registrar and the class dean to ensure that credits have been properly applied to the

Smith record and residency requirements have been met. For further information, please refer to the "Transfer Admission" and "Requirements for the Degree" sections in this catalog.

2. Withdrawal During the Semester

Reasons to withdrawal:

- Personal reasons (i.e., full-time employment, family circumstances, volunteer, etc.)
- Medical reasons (i.e., health and safety, policy on required medical withdrawal (<http://smith.edu/about-smith/offices/student-affairs/student-handbook/withdrawal-and-return-college/>) found in the Student Handbook)
- Academic reasons (i.e., poor academic record, the administrative board may require you to withdraw before the semester starts)
- Conduct (i.e., sanctions from conduct board or honor board)
- Administrative withdrawal

A student who withdraws from the college within the first five weeks of the semester may be allowed to repeat the semester to complete their degree. This must be approved by the administrative board. Normally, a student loses the semester if they withdraw after the fifth week. The administrative board will not typically allow an extra semester at Smith to complete the degree if a student withdraws after week five.

3. Withdrawal Between Semesters:

A student planning to withdraw from the college between semesters should notify their class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit (\$100) is refunded. Official confirmation of the withdrawal will be sent to the student by the class dean.

Returning from withdrawal:

Students returning from any withdrawal, taken for any reason, must apply to return, detailed information about the process is detailed in the class deans website.

For the return from medical withdrawal policy please visit the Student Handbook.

Special Circumstances—Short-Term Leave During the Semester

A student who is away from campus for an extended period of time during the semester (one to two weeks) may be placed on a short-term leave status by health services or by the class dean. When students return from a short-term leave they must meet with their class dean to plan for the remainder of the semester.

Changes to Academic Records

Smith College academic records are sealed 30 days following graduation, withdrawal or other separation (non-enrollment) from Smith College. No changes or additions to a student's undergraduate or graduate transcript will be permitted after this date, except to correct administrative errors or as provided for by approved policies. These include, but are not limited to, grade changes; course registration changes; changes to majors, minor, concentration or Five College certificate; additional transfer credits; or additional courses taken at Smith following graduation or separation from the college.

Additional Information

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

Graduate and Special Programs

Introduction

Smith College offers men and women graduate work leading to the degrees of master of arts in teaching, master of fine arts and master of science. The one-year post-baccalaureate program in mathematics is designed for women who need additional preparation before applying to graduate programs in mathematics. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in interdisciplinary studies. In addition, master of arts and doctoral programs are offered in the School for Social Work. Each year more than 100 men and women pursue such advanced work.

Smith College is noted for its superb facilities, bucolic setting and distinguished faculty who are recognized for their scholarship and interest in teaching. Moreover, graduate students can expect to participate in small classes and receive personalized attention from instructors.

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

Admission

To enter a graduate degree program, a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber, and acceptance by the department concerned. Applicants who wish to be considered for financial aid must submit all required application materials by the deadline date for their programs of interest. (Refer also to the Financial Assistance section.) The deadline for fall entry varies by program: master of biological sciences and master of fine arts in theatre, January 15; master of fine arts in dance, January 4; master of science in exercise and sport studies and post-baccalaureate/mathematics, March 15; and master of arts in teaching, rolling admission beginning November 1 and ending April 15. The master of fine arts in theatre, master of arts in teaching, and post-baccalaureate/mathematics programs offer spring admission when space is available.

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

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

Residence Requirements

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

Leaves of Absence

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

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

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

Degree Programs

Grade requirements vary, depending on the program. The master of science in biological sciences, master of fine arts in dance, and master of fine arts in theater require that all work to be counted toward the degree (including the thesis) must receive grades of at least B-, but the degree will not be awarded to a student who has no grade above this minimum. Students in the master of science in exercise and sport studies are expected to maintain a grade point average of 3.0 or higher throughout the program, and the master of arts in teaching requires a student to have at least a 3.0 grade point average at the time of graduation in order to have earned the degree. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described below are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

Master of Science in Biological Sciences

The Department of Biological Sciences maintains an active graduate program leading to the master of science in biological sciences. The program of study emphasizes independent research supported by advanced course work. Candidates are expected to demonstrate a strong background in the life sciences and a clear commitment to independent laboratory, field and/or theoretical research. The department offers opportunities for original work in a wide variety of fields, including

animal behavior, biochemistry, cell and developmental biology, ecology, environmental science, evolutionary biology, genetics, marine biology, microbiology, molecular biology, neurobiology, plant sciences and physiology. Students pursuing the M.S. degree are required to participate in the Graduate Seminar (BIO 507) and are expected to undertake a course of study, designed in conjunction with their adviser, that will include appropriate courses both within and outside the department.

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

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women's intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 20 to 25 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport that a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 52 credits. For more information, contact:

Department of Exercise and Sport Studies
Smith College
Northampton, MA 01063
413-585-3971

Master of Arts in Teaching

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

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

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

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

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

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

Master of Fine Arts in Dance

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

An audition is required for entrance into the program. Interested students may consult the Smith College dance (<http://smith.edu/dance/>) and Five College Dance (<https://www.fivecolleges.edu/academics/dance/>) websites, or contact the dance department directly:

Dance Department
Smith College
Northampton, MA 01063
phone 413-585-3232

Master of Fine Arts in Playwriting

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

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

Interested students may consult the graduate adviser:

Leonard Berkman
Department of Theatre
Smith College
Northampton, MA 01063
413-585-3206
email: lberkman@smith.edu

Master/Ph.D. of Social Work

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

Nondegree Studies

Certificate of Study

Under special circumstances we may award the Certificate of Study to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study at Smith College under the direction of a committee on graduate study. This program must include at least 24 credits completed with a grade point average of 2.7 or better. At least five courses should be above the intermediate level.

Diploma in Interdisciplinary Studies

This is a highly competitive, interdisciplinary program open only to international students of advanced undergraduate or graduate standing who are interested in one year of study and research at Smith College. Candidates should have a bachelor's degree or at least three years of university-level work or the equivalent in an approved foreign institution of higher learning and must furnish satisfactory evidence of mastery of spoken and written English (TOEFL or IELTS). Applications must be submitted by January 15.

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

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

Post-Baccalaureate Program: The Center for Women in Mathematics at Smith College

The Post-Baccalaureate Program is for women strongly considering graduate school in the mathematical sciences but who did not major in mathematics or whose mathematics major was light. It provides an opportunity to study mathematics intensively at the advanced undergraduate level.

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

Admission to this two-semester program is competitive but open to all women who have graduated from college with coursework in mathematics that includes some upper-level mathematics (usually, at least Linear Algebra and Vector Calculus).

Requirements

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

Applications and Contact Information

For more information, or to request application materials, please contact:

Julianna Tymoczko
Department of Mathematics and Statistics
Smith College
Northampton, MA 01063
telephone: 413-585-3775
email: math-chair@smith.edu

Financial Aid

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

To apply

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

The deadline for September entrance is March 15. Late applications may be considered if space and funding are available. Spaces are sometimes available for January entrance. The deadline for consideration for January is October 15. Applications are processed through the Office of Graduate and Special Programs.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing degree and date awarded. Applications can be obtained from the Graduate and Special Programs office. The application deadline is August 1 for the fall semester and December 1 for the spring semester. Tuition must be paid in full before a nondegree student is allowed to register. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester

and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

A non-degree student who later wishes to enroll as a part-time or full-time degree candidate must apply through the regular admission process. Credit for Smith course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Health Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with mostly single bedrooms and shared kitchen, living room, and bathrooms. Included is a room furnished with a bed, chest of drawers, desk and chair. Students provide their own board, though if interested, students may purchase blocks of meal 'tickets' to have occasional meals in on-campus houses. For further details, send email to gradstdy@smith.edu.

For individuals wishing to check the local rental market, go to marketplace.gazettenet.com (<http://marketplace.gazettenet.com>), offcampushousing.umass.edu (<https://offcampushousing.umass.edu/>) or westernmass.craigslist.org (<http://westernmass.craigslist.org>). It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program.

Finances

Tuition and Other Fees

Cost	Amount
Application fee	\$60
Full tuition, for the year	\$61,260
16 credits or more per semester	
Part-time tuition	
Fee per credit	\$1,910
M.A.T. summer session	\$2,500
Continuation fee, per semester	\$60
Room only for the academic year	\$10,700
Health insurance estimate	
(Academic year)	\$3,200
(June 15 through academic year)	\$3,700

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

Deposit

A general deposit of \$100 is required from each student upon admittance. This one-time deposit will be applied to the student's account at the start of the first semester of enrollment. It is not refunded should the student withdraw prior to enrollment.

Refunds

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

Financial Assistance

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

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

Fellowships

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

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

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

Scholarships

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

Loans

Loans are administered by Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants for loans must meet all federal guidelines and must agree to begin monthly payments soon after completion of their work at Smith College.

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

Changes in Course Registration

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

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

After the 10th day of classes, a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester):

1. after consultation with the instructor; and
2. with the approval of the adviser and the director of graduate and special programs.

Instructions and deadlines for registration in Five College courses are distributed by the registrar's office.

Policy Regarding Completion of Required Course Work

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

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M.F.A. University of Illinois at Urbana-Champaign

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Ph.D. Brown University

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Ph.D. Wesleyan University

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Professor Statistical & Data Sciences

Ph.D. CUNY Graduate School and University Center

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Professor of Chemistry

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M.F.A. University of California, Irvine

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Ph.D. Tulane University of Louisiana

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Professor of Exercise and Sport Studies

Ed.D. Columbia University in the City of New York

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Ph.D. Claremont Graduate University

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Ph.D. SUNY at Albany

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Programs of Study

Majors/Minors/ Concentrations	Designation	Academic Division
Interdepartmental Minor in African Studies	AFS	I/II
Major and Minor in the Department of Africana Studies	AFR	I
Interdepartmental Major in American Studies	AMS	I/II
Interdepartmental Minor in Ancient Studies	ANS	I/II
Major in Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Concentration in Archives	ARX	
Majors and Minors in the Department of Art		
Major and Minor: History of Art	ARH	I
Major and Minor: Studio Art	ARS	I
Major and Minor: Architecture and Urbanism	ARU	I
Minor: Graphic Art	ARG	I
Minor in Arts and Technology	ATC	I/III
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Minor in Astrophysics	APH	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Concentration in Book Studies	BKX	

Interdepartmental Minor in Buddhist Studies	BUS	I/II
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures		
Major and Minor: Classics	CLS	I
Major and Minor: Greek	GRK	I
Major and Minor: Latin	LAT	I
Major: Classical Studies	CST	I
Concentration in Collaborative Innovation	CIX	
Concentration in Community Engagement and Social Change	CCX	
Majors and Minors in the Department of Computer Science		
Major and Minor: Computer Science	CSC	III
Minor: Digital Art	CDA	III
Minor: Digital Music	CDM	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Cultures*	EAC	I
Majors and Minor in the Department of Economics		
Major and Minor: Economics	ECO	II
Major: Quantitative Economics	QEC	II
Major and Minor in the Department of Education and Child Study	EDC	II
Major and Minor in the Department of Engineering		
Major and Minor: Engineering Science	EGR	III

Major and Minor in the Department of English Language and Literature	ENG	I	Major: Latin American Studies	LAS	I/II
Environmental Concentration	ENX		Minor: Latino/a Studies	LATS	I/II
Interdepartmental Major and Minor in Environmental Science and Policy	ENV	I/II/III	Interdepartmental Minor in Linguistics	LNG	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III	Interdepartmental Minor in Marine Science and Policy	MSC	III
Major and Minor in the Department of Film and Media Studies	FMS	I/II	Majors and Minor in the Department of Mathematical Sciences		
Major in the Department of French Studies	FRN	I	Major and Minor: Mathematics	MTH	III
Major and Minor in the Department of Geosciences	GSC	III	Major: Mathematical Statistics	MST	III
Majors and Minors in the Department of German and Italian			Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor: German Studies	GST	I	Interdepartmental Major and Minors in Middle East Studies		
Major and Minor: Italian Studies	ITL	I	Major and Minor: Middle East Studies	MES	I/II
Concentration in Global Financial Institutions	GFX		Minor: Arabic	ARA	I
Interdepartmental Minor in Global South Development Studies	GSD	I/II	Concentration in Museums	MUX	
Major and Minor in the Department of Government	GOV	II	Major and Minor in the Department of Music	MUS	I
Major and Minor in the Department of History	HST	I	Interdepartmental Major and Minor in Neuroscience	NSC	III
Interdepartmental Minor in History of Science and Technology	HSC	I/II/III	Major and Minors in the Department of Philosophy		
Concentration in Interdisciplinary Making	IMX		Major and Minor: Philosophy	PHI	I
Interdepartmental Major and Minor in Jewish Studies	JUD	I/II	Minor: Ethics	ETH	I
Concentration in Journalism	JNX		Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Landscape Studies	LSS	I/II/III	Concentration in Poetry	PYX	
Interdepartmental Major in Latin American Studies and Latino/a Studies			Major and Minor in the Department of Psychology	PSY	III
			Interdepartmental Minor in Public Policy	PPL	II/III
			Major and Minor in the Department of Religion	REL	I
			Interdepartmental Major and Minor in Russian, East European and Eurasian Studies	RES	I/II
			Major and Minor in the Department of Sociology	SOC	II

Interdepartmental Minor in South Asian Studies	SAS	I/II
Majors and Minors in the Department of Spanish and Portuguese		
Major and Minor: Spanish	SPN	I
Major and Minor: Portuguese-Brazilian Studies	SPB	I
Interdepartmental Major and Minors in Statistical and Data Sciences		
Major and Minor: Statistical and Data Sciences	SDS	II/III
Minor: Applied Statistics	STS	II/III
Major and Minor in the Department of Theatre	THE	I
Concentration in Translation Studies	TSX	
Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Study of Women and Gender	SWG	I/II/III
Interdepartmental Major and Minor in World Literatures	WLT	I

Key

- Division I The Humanities
- Division II The Social Sciences
- Division III The Natural Sciences

* East Asian Languages and Cultures includes Chinese (CHI), Japanese (JPN), Korean (KOR) and East Asian Studies (EAS)

Areas of Study

Majors/Minors/ Concentrations	Designation	Academic Division
First-Year Seminars	FYS	I/II/III
Interdepartmental Courses	IDP	
Writing and Public Discourse	WRT	I

Key

- Division I The Humanities
- Division II The Social Sciences
- Division III The Natural Sciences

Five College Certificates and Major

Majors/Minors/ Concentrations	Designation	Academic Division
Five College Certificate in African Studies	AFC	
Five College Certificate in Asian/Pacific/American Studies	APA	
Five College Certificate in Biomathematical Sciences	BMC	
Five College Certificate in Buddhist Studies	BDHC	
Five College Certificate in Coastal and Marine Sciences	MSCC	
Five College Certificate in Cognitive Neuroscience	CNC	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in Ethnomusicology	ETM	
Five College Film Studies Major	FLS	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Logic	LOGC	
Five College Certificate in Middle East Studies	MEC	
Five College Certificate in Native American and Indigenous Studies	NAIS	
Five College Certificate in Queer, Trans and Sexuality Studies	QSS	
Five College Certificate in Russian, East European and Eurasian Studies	REES	
Five College Certificate in Reproductive Health Rights and Justice	RHR	

Course Numbering

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

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

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

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

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

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, normally by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll.

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

Latin Honors

Major fields of knowledge course designation. Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved. Students who wish to become eligible for Latin honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge. If a course is fewer than four credits but designated for Latin honors, this will be indicated. Following is a listing of the major fields of knowledge; courses may have multiple designations. Latin honors designations appear in curly brackets at the end of the course description.

Abbreviation	Meaning
L	Literature
H	Historical Studies
S	Social Science
N	Natural Science
M	Mathematics and Analytic Philosophy
A	The Arts
F	Foreign Language

Other Symbols and Abbreviations

Abbreviation	Meaning
AP	Advanced Placement
(E)	An experimental course approved by the Committee on Academic Priorities to be offered not more than once or twice
S/U	Satisfactory/Unsatisfactory
WI	Writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course with a grade of C- or higher.

African Studies

Department website (<https://www.smith.edu/academics/african-studies/>)

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

The wide array of courses on Africa offered at Smith and at the other Five College campuses ensures that students, whether focusing on literature, art, history, politics, or social and economic issues, have an unusual opportunity to customize their program both topically and geographically.

Faculty

African Studies Committee

Jeffrey S. Ahlman, Ph.D., Professor of History, *Chair*
 Colin Hoag, Ph.D., Associate Professor of Anthropology
 Aaron Kamugisha, Ph.D., Ruth J. Simmons Professor of Africana Studies
 Caroline M. Melly, Ph.D., Associate Professor of Anthropology
 Katwiwa Mule, Ph.D., Professor of Comparative Literature
 Anna Mwaba, Ph.D., Assistant Professor of Government
 Camille Washington-Ottombre, Ph.D, Associate Professor of Environmental Science and Policy
 Gregory White, Ph.D., Mary Huggins Gamble Professor of Government

Lecturers and Visiting Faculty, 2023-24

Kuukuwa Andam, Ph.D., Gwendolen Carter Postdoctoral Fellow in African Studies

Minor Advisers

Jeffrey Ahlman, Colin Hoag, Aaron Kamugisha, Caroline Melly, Katwiwa Mule, Anna Mwaba, Camille Washington-Ottombre, Gregory White.

Please see **Five College Academic Departments, Majors, and Certificate Programs (p. 502)** for information on the Five College African Studies Certificate.

Study Abroad

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

African Studies Minor

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

Requirements

Six semester courses on Africa

1. One course from arts, literature and humanities
2. One course from historical studies
3. One course from the social sciences
4. Three electives

Minor Requirement Details

- No more than two courses from a student's major may be counted toward the minor.
- Equivalent courses at other colleges may be substituted for Five College courses, with permission of the minor adviser.
- Students interested in African studies are encouraged to study French, Portuguese or an African language.
- Intermediate-level competence in an African language may count as one of the required courses in the field of arts, literature and humanities, with permission of the minor adviser.

Courses

AFS 113 Themes in African Studies (1 Credit)

This one-credit, eight-week course will ask the question of what it means to study Africa. As the world's second largest and most linguistically and culturally diverse continent, Africa is also one of the world's least understood historically, politically, socially, and culturally. This course thus aims to challenge conventional representations of the continent. In doing so, it also aims to introduce students to the broader interdisciplinary and multidisciplinary study of the continent. S/U only.

Fall

AFS 222 Colloquium: Fanta Faces and Coca Cola Bodies: Popular Culture, Gender and Sexuality in Africa (4 Credits)

This course uses popular culture as a tool to analyze gender and sexuality issues in Africa. It discusses relevant issues in gender and sexuality across the continent, using selected African songs and movies, which feature these issues as centralized themes. It also examines the lived experiences of African actors, musicians and artistes, both historical and modern, as a means of discussing social norms on gender and sexuality and their subversion. Enrollment limited to 18. (E) {S}

Fall, Spring, Variable

Crosslisted Courses

AFR 202aa Topics in Africana Studies-Anthropology and the African Diaspora (4 Credits)

The African continent's place as the cradle of humanity has made it central to Anthropology. However, Anthropology's imperial origins have long put it at odds with the people of the African Diaspora. This course examines the complexities of the relationship between Anthropology and the African Diaspora. The course explores the African Diaspora as space, place and identity; critically examines Anthropology's history; explores the discipline's core theories and thinkers; broadens students' thinking of the discipline's canon; and examines key ethnographies of and from the African diaspora. Enrollment limited to 50. {S}

Fall, Spring, Variable

AFR 210 Colloquium: Black Political Economy-From Slavery to Reparatory Justice (4 Credits)

What constitutes the field of study called Black Political Economy? This course excavates a radical tradition of political economy in African diaspora studies, a tradition which has sheltered some of the most thoroughly insightful perspectives on Black oppression in the Americas over the last 500 years. The course takes a wide-ranging and interdisciplinary approach which draws on several fields, including Africana intellectual history, political economy, sociological studies and cultural studies in its presentation of the field of study termed Black political economy. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

AFR 345 Seminar: Classic Black Texts (4 Credits)

This course looks closely at a series of canonical black texts. The intention is to examine these texts in their specific historical context with careful attention to their place within Africana intellectual history. This course either focuses on a series of intensive investigations of a set of major texts within Africana studies, or it operates thematically. A thematic treatment of the course involves taking one leading critical figure within the field – for example Frantz Fanon, Toni Morrison, Aimé Césaire, Paule Marshall or Kamau Brathwaite – and constructing the course around a reflection on their work and influence on the field of Africana studies. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Annually

ANT 229 Africa and the Environment (4 Credits)

In Western discourses, African environments are defined by violence, famine and degradation. These characteristics are depicted as symptoms of an African resistance to Western values such as private property, democracy and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science and more. Discussions covered include gender, race, land grabbing, indigenous knowledge, the commons, the cattle complex, desertification, oil, dams and nationalism. {H}{N}{S}

Fall, Spring, Variable

ENV 326 Seminar: Environmental Justice and Natural Resource Management (4 Credits)

This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Annually

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean (4 Credits)

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. The study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. Basis for the major. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Prerequisite: FRN 220. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film (4 Credits)

From Paris to Fort-de-France, Montreal to Dakar, this class studies how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Course taught in French. {F}

Fall, Spring, Variable

FRN 262 After Algeria: Revolution, Republic and Race in Modern France (4 Credits)

From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, this class explores a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: FRN 230, or equivalent. Course taught in French. {F}{L}{S}

Fall, Spring, Variable

FRN 380tw Topics in French Cultural Studies:Travel Writing and Self-Discovery (4 Credits)

A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting different geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F}{L}

Fall, Spring, Variable

FYS 112 #FlipTheScript: Hot Topics in African Feminism(s) Today (4 Credits)

Does affirmative action in politics improve human rights conditions for African women or lead to tokenism? Are the decisions of religious African feminists to submit to their husbands or wear head coverings, choices that display female agency or choices steeped in oppression? This course considers some of the most controversial and hotly debated topics relevant to feminism in Africa today. In doing so, it aims to teach students how to identify both the core issues and points of divergence underpinning these debates and to be able to analyze and articulate their own positions on controversial issues. Enrollment limited to 16 first-years. WI {S}

Fall, Spring, Variable

FYS 165 Childhood in African Literature (4 Credits)

A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngugi wa Thiongo's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

GOV 227 Contemporary African Politics (4 Credits)

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Designation: Comparative. Enrollment limited to 35. {S}

Spring

GOV 233 Problems in Political Development (4 Credits)

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 247 International Relations in Africa (4 Credits)

This course provides an introduction to the international relations of contemporary Africa. It explores how Africa has redefined our understanding of international relations and its role as a global actor. Core themes include the politics of post-independence international alignments, the external causes and effects of authoritarian rule, and the continent's role in the global political economy. The course concludes with a consideration of pressing current issues on the African continent, including state failure, health interventions, issues of peace and security, and China's growing economic and political influence. Designation: International Relations. {S}

Fall, Spring, Variable

GOV 257 Colloquium: Refugee Politics (4 Credits)

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere "in between." Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the "position" of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and "foreignness." Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Designation: International Relations. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 258 Colloquium: African Security (4 Credits)

This course serves as an introduction to the field of security studies with a focus on Africa. It provides an overview of the major theories, concepts and debates in security studies and explores current trends in political violence and conflict across Africa, key drivers of insecurity and the current and future security challenges facing African states. It tackles questions such as: What is "security" and how should it be studied? What are some of the most pressing security challenges facing the continent? How have these challenges evolved over time? What new types of conflict may future economic and social stressors create? When should states employ force? How can the international community assist African governments and institutions with harnessing future changes to result in peace and security? How can states begin to truly secure their borders? Designation: International Relations. Prerequisites: Gov 227, GOV 241, GOV 242 or GOV 247. (E) {S}

Spring, Variable

GOV 347cr Seminar: Topics in International and Comparative Politics-Comparative Regionalization (4 Credits)

This course investigates the role of international organizations as global actors and their involvement in the domestic politics of, and beyond, their member states. Areas of intervention include efforts in democracy promotion, economic development, peace and security, and regional integration. This course moves beyond the focus on the traditional, Western actors, like the United Nations and European Union, and incorporates the processes undertaken by the African Union, the Association of Southeast Asian Nations, Organization of American States, among others. The goal of this course is to understand how these continental and regional organizations navigate the complexities of international and domestic politics. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347na Seminar: Topics in International and Comparative Politics-North Africa in the International System (4 Credits)

This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and political change. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

HST 157 Africa and the Making of the Modern World (4 Credits)

Often seen as peripheral to the modern world, Africa and African peoples are often ignored in both popular and scholarly world histories traversing the last several centuries. This course aims to turn these narratives on their head by not only injecting African histories into world historical narratives, but by using these histories to detail Africa's centrality to understanding the world. In doing so, the course examines the development of and African experiences with the varying forms of capitalism and trade that developed out of both the Atlantic and Indian Ocean trade networks, the genealogical roots of European imperialism and the ways in which African peoples navigated, resisted and transformed these broader global phenomena in the construction of the world around them. This course is open to all students and assumes no prior knowledge. Enrollment limited to 40. (E) (H)(S)

Fall, Spring, Variable

HST 234 Colloquium: Global Africa (4 Credits)

This course interrogates how scholars have engaged the "transnational" and "global" in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. Enrollment limited to 18. (H)

Fall, Spring, Variable

HST 235 Independent Africa: A Social and Cultural History (4 Credits)

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. Enrollment limited to 40. (H)(S)

Fall, Spring, Alternate Years

HST 258 Modern Africa (4 Credits)

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. (H)(S)

Fall, Spring, Alternate Years

HST 259dc Colloquium: Topics in African History-Decolonization: A People's History (4 Credits)

Recently, talk of "decolonization" seems to be everywhere. Yet, absent from much of the contemporary discourse on decolonization is a reflection on the experiences and perspectives of those who lived through this era of upheaval, uncertainty and, for many, hope. Focusing on African history from approximately 1945-1980, this course centers such perspectives as it traces how activists, youth, political leaders, everyday women and men, and many others understood and articulated their hopes, ambitions and struggles in their attempts to construct a world after empire. This course is open to all students and assumes no prior knowledge of African history. Enrollment limited to 18. (E) (H)(S)

Fall, Spring, Variable

HST 259dd Colloquium: Topics in African History-Discourses of Development (4 Credits)

This course interrogates and historicizes the problem of "development" in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western "modernities," and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called "underdeveloped world." Enrollment limited to 18. (H)

Fall, Spring, Variable

HST 259fm Colloquium: Topics in African History-Femininities, Masculinities and Sexualities in Africa (4 Credits)

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. Enrollment limited to 18. (H)

Fall, Spring, Variable

HST 259sp Colloquium: Topics in African History-Sport in Modern Africa (4 Credits)

This course explores the social and cultural history of sport in nineteenth- and twentieth-century Africa. Key subjects covered will be how a focus on sport helps us rethink African colonial encounters, the popular politics of the postcolonial state, and pan-Africanism. We will also reflect on how African sports history challenges us to think more deeply about African ideas of work, gender, and social mobility. (H)

Fall, Spring, Variable

HST 276rj Colloquium: Topics-Historians Read the News-Race, Democracy and Reproductive Justice (4 Credits)

This course interrogates the intersection between current events and historical research. Exploring topics including race, debt, citizenship, democracy and reproductive justice, the course offers a comparative and transnational perspective of how historians and other historically focused scholars have approached topics that have dominated the recent news cycle, while thinking through the challenges and possibilities of doing historical research on subjects of contemporary importance. Enrollment limited to 18. (H)(S)

Fall, Spring, Variable

WLT 100cw Introduction to World Literatures-Cannibals, Witches, Virgins (4 Credits)

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *No Telephone to Heaven*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L}

Fall, Spring, Variable

WLT 205 Contemporary African Literature and Film (4 Credits)

A study of the major writers and diverse literary traditions of Africa, with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngugi, Dangarembga, Bâ, Ndebele and Aidoo. Films: *Tsotsi*, *Softie* and *Blood Diamond*. {L}

Fall, Spring, Variable

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature (4 Credits)

An examination of race, identity, and resistance in African, Caribbean, and African American literatures through the lens of coming-of-age novels. This course will enable students to critically engage the political and aesthetic imperatives of black writing by interrogating the thematics and legacies of slavery, colonialism, and racism. How do writers of Africa and the African diaspora appropriate the Bildungsroman as a literary form in their constructions of identity, freedom, and citizenship? What makes this genre particularly useful for the liberatory project of black imagination? Writers include Ngugi, Dangarembga, Wicomb, Cliff, Kincaid, Morrison and Wright. {L}

Fall, Spring, Variable

WLT 266md Colloquium: Topics in South African Literature and Film (4 Credits)

A study of South African literature and film with a focus on adaptation of literary texts to the screen. The course pays particular attention to the ways in which the political, economic and cultural forces of colonialism and apartheid have shaped contemporary South African literature and film: for what purposes do South African filmmakers adapt novels, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate our understanding racial, political and gender-based violence in South Africa? Enrollment limited to 18. {L}

Fall, Spring, Variable

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel (4 Credits)

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L}

Fall, Spring, Variable

Africana Studies

Department website (<https://www.smith.edu/academics/africana-studies/>)

The Department of Africana Studies investigates the social, historical, cultural and aesthetic works and practices of populations of African descent throughout the diaspora. A multidisciplinary endeavor, our interrogations begin not with race as an assumed concept but as a site of profound social formation that must be considered in relation to gender, class, nation, ethnicity, religion and sexuality. We understand our mandate to be two-fold: to provide a coherent, grounded body of knowledge for our majors and minors as well as to serve the broader academic and co-curricular needs of the college. In all of these endeavors, we emphasize the need for students to develop their analytic capacities.

A student in our department is first a critical thinker, one who learns to ask questions, seek connections, unpack what is invisible or ignored. Our courses emphasize close reading, research and writing, and our curriculum expects students to think about the Caribbean, Africa and diaspora communities in Europe and elsewhere. In support of this expectation, we encourage students to travel abroad.

- An Africana studies major will have experience studying closely classic texts or figures or historical periods or movements
- Considering the aesthetic principles undergirding 19th- and 20th-century African American culture
- Engaging texts, movements or events from many disciplinary standpoints
- Considering the impact of gender, class, nation, sexuality on African American culture
- Thinking intellectually about the diaspora
- A major is also strongly encouraged to study abroad as well as to take courses in all seven areas of Latin distribution.

Faculty

Aaron Kamugisha, Ph.D., Ruth J. Simmons Professor of Africana Studies, *Chair*

Daphne M. Lamothe, Ph.D., Professor

Samuel Galen Ng, Ph.D., Assistant Professor

Traci-Ann Wint, Ph.D., Assistant Professor

Lecturers and Visiting Faculty, 2023-24

Karla Zelaya, Ph.D., Visiting Assistant Professor in Africana Studies

Major and Minor Advisers

Aaron Kamugisha, Daphne Lamothe, Samuel Ng, Traci-Ann Wint

Honors Director

Daphne Lamothe

Study Abroad Adviser

Aaron Kamugisha

Africana Studies Major

Requirements

Eleven courses (44 credits)

1. Three core courses: AFR 111, AFR 117 and AFR 201
2. Four courses with a general focus
 - a. Three courses at the 100- or 200-level
 - b. One course at the 100- or 200-level with a primary focus on the African diaspora
3. Three courses with an advanced focus organized in one of five areas or pathways: history, literature/cultural studies, social science, black women's studies or diaspora studies
 - At least one course must be at the 300-level
 - At least one course must have a primary focus on the African diaspora
4. The designated capstone seminar, taken in the junior or senior year and required of all majors, including honors thesis students.

Honors

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

Africana Studies Minor

Requirements

Six courses (24 credits)

1. Two of the three core courses: AFR 111, AFR 117 and AFR 201
2. Four electives
 - At least one course with a primary focus on the African diaspora
 - At least one seminar or 300-level course

Courses

AFR 111 Introduction to Black Culture (4 Credits)

An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus is on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to Black culture. {S}

Fall, Spring, Variable

AFR 117 History of African American People to 1960 (4 Credits)

An examination of the broad contours of the history of African American people in the United States from ca. 1600 to 1960. Particular emphasis is given to how African Americans influenced virtually every aspect of U.S. society, slavery and Constitutional changes after 1865, debates on the meaning of freedom and citizenship, and the efforts to contest discrimination, segregation and anti-Black violence. {H}

Fall, Spring, Variable

AFR 155 Introduction to Black Women's Studies (4 Credits)

This course examines historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course draws from the 19th century to the present, but focuses on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on Western and global feminisms. Central to our exploration is the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory. {S}

Fall, Spring, Variable

AFR 170/ ENG 235 Survey of African American Literature 1746–1900 (4 Credits)

Offered as AFR 170 and ENG 235. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnut, Frederick Douglass and Phillis Wheatley. {L}

Fall, Spring, Variable

AFR 175/ ENG 236 African American Literature 1900 to the Present (4 Credits)

Offered as AFR 175 and ENG 236. A survey of the evolution of African American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L}

Fall, Spring, Variable

AFR 201 Colloquium: Methods of Inquiry in Africana Studies (4 Credits)

Designed to introduce students to the methods of inquiry used for research in Africana Studies. Through intensive study of a single topic (past examples: Toni Morrison's *Beloved*, the American South, The Black Seventies) students will consider the formation of the field, engage canonical texts, attend lectures and learn from scholars whose work is based in a variety of disciplines. Focus will be on the challenges and opportunities made possible by doing multi- and interdisciplinary research: how and why scholars ask and approach research questions and have conversations with each other. Students may explore and develop their own research project. {S}

Fall, Spring, Variable

AFR 202aa Topics in Africana Studies-Anthropology and the African Diaspora (4 Credits)

The African continent's place as the cradle of humanity has made it central to Anthropology. However, Anthropology's imperial origins have long put it at odds with the people of the African Diaspora. This course examines the complexities of the relationship between Anthropology and the African Diaspora. The course explores the African Diaspora as space, place and identity; critically examines Anthropology's history; explores the discipline's core theories and thinkers; broadens students' thinking of the discipline's canon; and examines key ethnographies of and from the African diaspora. Enrollment limited to 50. {S}

Fall, Spring, Variable

AFR 202am Topics in Africana Studies-Art, Activism and Media (4 Credits)

Black artist-activists have long used art and media as a means of chronicling, demanding and inducing change. Examining film, photography, visual art, theater, literature and social media, among other forms, this course considers the work of Black artists and activists, their relationship to the political and the reception of their work. The course critically engages performances and representations of Blackness to explore Black subjectivity and think through how artists and activists craft space for Black agency. The work is animated by key questions surrounding the relationship between art and politics, media and activism, and Black art and survival. Enrollment limited to 50. {A}{L}

Fall, Spring, Variable

AFR 202ba Topics in Africana Studies-The Black Archive (4 Credits)

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limited to 20. {H}

Fall, Spring, Variable

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora (4 Credits)

This interdisciplinary course explores over two decades of work produced by and about Black Queer Diasporic communities throughout the circum-Atlantic world. While providing an introduction to various artists and intellectuals of the Black Queer Diaspora, this course examines the viability of Black Queer Diaspora world-making praxis as a form of theorizing. We will interrogate the transnational and transcultural mobility of specific Black Queer Diasporic forms of peacemaking, erotic knowledge productions, as well as the concept of "aesthetics" more broadly. Our aim is to use the prism of Blackness/Queerness/Diaspora to highlight the dynamic relationship between Black Diaspora Studies and Queer Studies. {A}{H}{S}

Fall, Spring, Variable

AFR 203 Colloquium: The Black Archive (4 Credits)

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limited to 20. {H}

Fall, Spring, Variable

AFR 210 Colloquium: Black Political Economy-From Slavery to Reparatory Justice (4 Credits)

What constitutes the field of study called Black Political Economy? This course excavates a radical tradition of political economy in African diaspora studies, a tradition which has sheltered some of the most thoughtfully insightful perspectives on Black oppression in the Americas over the last 500 years. The course takes a wide-ranging and interdisciplinary approach which draws on several fields, including Africana intellectual history, political economy, sociological studies and cultural studies in its presentation of the field of study termed Black political economy. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

AFR 212 Family Matters: Representations, Policy and the Black Family (4 Credits)

In this course we examine contemporary African American families from both a sociocultural and socioeconomic perspective. We explore the issues facing African American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. {S}

Fall, Spring, Variable

AFR 215 Topics in Africana Studies-Caribbean Political Thought and the Quest for Freedom (4 Credits)

How have the history and geography of the Caribbean shaped the political claims of its thinkers in the quest for freedom from domination? This course tracks their contribution to issues fundamental to societal formation in the Caribbean, expressed in the aspiration for national independence and self-determination. The ideas of revolutionaries and intellectuals are counterposed with manifestos, constitutional excerpts, speeches and modes of creative expression to provide a survey of the range of political options, challenges and the immense choices that have faced the region's people over the last 500 years. Enrollment limited to 40. {A}{H}{S}

Fall, Spring, Variable

AFR 223 Caribbean Cultural Thought: The Plantation, Diaspora and the Popular (4 Credits)

The course introduces students to the main theoretical interpretations of culture in the Caribbean, and gives an overview of Caribbean cultural history. Students will be expected to analyze the impact of colonialism, race, class, gender and sexuality in the formation of Caribbean cultural practices, and to interpret cultural expression in its broadest political sense. Key theoretical terms that are central to any understanding of Caribbean cultural thought – the plantation, diaspora, creolization – will be addressed in detail in the course. These key terms in Caribbean cultural thought are mobilized in order to give students the analytical tools to consider a wide variety of Caribbean cultural practices, identity formations, and ways of interpreting social reality in the region. {H}{S}

Fall, Spring, Variable

AFR 243 Black Autobiography (4 Credits)

This course examines the U.S. Black autobiographical tradition from the eighteenth century to the present. "Autobiography" is constituted broadly to include slave narratives, memoirs, travelogues, poems, speeches, sketches and essays. The class explores questions of form, genre, publication history, narrative voice, language, audience and other literary markers. Students examine the narratives' socio-political, historical and economic milieus. And students explore the tradition, they consider how Black autobiographers engage Carolyn Rodgers' meditation-cum-query in, Breakthrough: "How do I put my self on paper/ The way I want to be or am and be/ Not like any one else in this/ Black world but me.". {H}{S}

Fall, Spring, Variable

AFR 245/ ENG 282 The Harlem Renaissance (4 Credits)

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in African American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {L}

Fall, Spring, Variable

AFR 249 Black Women Writers (4 Credits)

How does gender matter in a black context? That is the question this course asks and attempts to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L}

Fall, Spring, Variable

AFR 289 Colloquium: Race, Feminism and Resistance in Movements for Social Change (4 Credits)

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first years. Enrollment limited to 25. {H}

Fall, Spring, Variable

AFR 319 Seminar: The Black Radical Tradition (4 Credits)

What is the nature of the Black radical imagination? This course on the Black Radical Tradition draws on the thought and marronage emblematic of the Black experience of New World coloniality, through speech acts, poetry, essays, historical studies and cultural criticism, students will immerse themselves in an intensive examination of the meaning of Blackness at the beginning of the third decade of an unsettled century. Enrollment limited to 12. Juniors & Seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Annually

AFR 333 Seminar: Writing Blackness- A Calderwood Seminar in Writing for the Public Sphere (4 Credits)

Learn how to bring your expertise in black history and culture into the public sphere. This Calderwood Seminar challenges students in an intimate workshop setting to grow as writers. Throughout the semester, students will build a writing portfolio that might include op-eds, book reviews, journal article reviews, coverage of public talks, movie reviews, and interviews with Africana studies scholars. Classes will include collaborative editing workshops, guest lectures from expert writers, and activities to build a strong writing foundation. You have learned how to write for college, now learn how to write for life. Prerequisite: At least one course in Africana studies. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. WI {H}{L}

Fall, Spring, Variable

AFR 335 Seminar: Free Blacks in the U.S. Before 1865 (4 Credits)

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses a neglected theme in the history of the Afro-American experience that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. {H}

Fall, Spring, Variable

AFR 345 Seminar: Classic Black Texts (4 Credits)

This course looks closely at a series of canonical black texts. The intention is to examine these texts in their specific historical context with careful attention to their place within Africana intellectual history. This course either focuses on a series of intensive investigations of a set of major texts within Africana studies, or it operates thematically. A thematic treatment of the course involves taking one leading critical figure within the field – for example Frantz Fanon, Toni Morrison, Aimé Césaire, Paule Marshall or Kamau Brathwaite – and constructing the course around a reflection on their work and influence on the field of Africana studies. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Annually

AFR 360/ ENG 323 Seminar: Toni Morrison (4 Credits)

Offered as AFR 360 and ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

AFR 366bb Seminar: Contemporary Topics in Africana Studies-Blackness, Being and Becoming (4 Credits)

This class uses canonical literature, as well as cultural productions and critical theory, in order to explore blackness as a modern racial formation (i.e. an idea with material consequences) and an identity. Beginning with the 19th century slave narrative tradition, and moving through the 20th and 21st centuries, we will explore how African Americans use written, sonic and visual languages to resist Eurocentric projections of otherness onto black bodies. Using theoretical frames—such as fugitive and unmoored subjectivity, demonic grounds, and the black interior—students will critically engage representational works that meditate on “blackness” not only in terms of nonbeing, but also in terms of becoming. In other words, we will treat the black imagination as a critical site of inquiry because of its construction of racialized subjectivity as varied, complex, and evolving. Examples from sonic and visual culture will be drawn from multiple sources. {H}{S}

Fall, Spring, Variable

AFR 366rs Seminar: Contemporary Topics in Africana Studies-Race, Sex & Tourism (4 Credits)

Tourism is often lauded as the key to economic development for many countries. However, scholarly work has shown that historical relationships to imperialism and colonialism impact how people and places experience tourism. This course introduces students to debates, methods and conceptual frameworks in the study of race, sex and tourism. Through a review of scholarly texts, tourism paraphernalia, films and travelogues, the course examines the social, political and ethical considerations inherent in multiple forms of tourism including eco-tourism, wellness or health, sun-sand-sea, heritage, dark and voluntourism in locales ranging from the Caribbean and the Americas to Africa and Europe. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {S}

Fall, Spring, Variable

AFR 367 Seminar: The Politics of Grief (4 Credits)

What role has grief played in the black freedom struggle? How have conceptions of race and gender been articulated, expanded and politicized through public performances of collective mourning? This seminar explores the ways in which post-emancipation black politics developed through efforts, often led by women, to not only challenge but to also embody and inhabit trauma. The course considers a range of theoretical texts alongside historical documents from the late nineteenth century to today. The course is structured around addressing two major questions: what is the politics of grief and is there such a thing as a particularly black politics of grief? Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

AFR 370 Seminar: Modern Southern Africa (4 Credits)

In 1994 South Africa underwent a peaceful revolution with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948 to 2000. {H}{S}

Fall, Spring, Variable

AFR 399 Seminar: Black Latinx Americas-Movements, Politics & Cultures (4 Credits)

This course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on “racial democracy,” the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from “transnational” and “diaspora” perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

AFR 400 Special Studies (1-4 Credits)

By permission of the department, for junior and senior majors.

Fall, Spring

AFR 430D Honors Project (4 Credits)

Fall, Spring

AFR 431 Honors Project (8 Credits)

Fall, Spring, Annually

Crosslisted Courses

AFR 175/ ENG 236 African American Literature 1900 to the Present (4 Credits)

Offered as AFR 175 and ENG 236. A survey of the evolution of African American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L}

Fall, Spring, Variable

AFR 245/ ENG 282 The Harlem Renaissance (4 Credits)

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in African American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {L}

Fall, Spring, Variable

AFR 360/ ENG 323 Seminar: Toni Morrison (4 Credits)

Offered as AFR 360 and ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

AFS 222 Colloquium: Fanta Faces and Coca Cola Bodies: Popular Culture, Gender and Sexuality in Africa (4 Credits)

This course uses popular culture as a tool to analyze gender and sexuality issues in Africa. It discusses relevant issues in gender and sexuality across the continent, using selected African songs and movies, which feature these issues as centralized themes. It also examines the lived experiences of African actors, musicians and artistes, both historical and modern, as a means of discussing social norms on gender and sexuality and their subversion. Enrollment limited to 18. (E) {S}

Fall, Spring, Variable

ANT 229 Africa and the Environment (4 Credits)

In Western discourses, African environments are defined by violence, famine and degradation. These characteristics are depicted as symptoms of an African resistance to Western values such as private property, democracy and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science and more. Discussions covered include gender, race, land grabbing, indigenous knowledge, the commons, the cattle complex, desertification, oil, dams and nationalism. {H}{N}{S}

Fall, Spring, Variable

ARH 290cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is "colonial" about art or architecture? Focusing on recent scholarship, this course addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of "colonial studies," the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

DAN 142wa Topics: Dance Forms of the African Diaspora: West African Dance (2 Credits)

This course introduces West African dance, music and song as a traditional mode of expression in various West African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A}

Fall, Spring, Variable

DAN 146 Beginner Hip Hop Dance (2 Credits)

Hip hop is a popular form of Afro-diasporic cultural production and, for many, a lifestyle. In this studio course for beginner dancers, students learn movements from the poppin', lockin', house and breakin' dance techniques. This study of movement vocabulary is contextualized in analyses of hip hop's history, culture and current trends. May be taken three times for a total of six credits. Enrollment limited to 30. {A}

Fall, Spring

DAN 242 Dance Forms of the African Diaspora Intermediate (2 Credits)

This studio course offers intermediate level technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Enrollment limited to 30. {A}

Spring

DAN 246 Intermediate Hip Hop (2 Credits)

This course journeys through time and allows students to experience in their own bodies the evolution of Hip hop from its social dance roots to the contemporary phenomenon of commercial choreography that Hip hop has become. Using film and text in addition to studio work, this class creates a framework from which to understand and participate in the global culture of Hip hop dance. May be taken twice for a total of four credits. Enrollment limited to 30. {A}

Spring

ECO 222 Economics of Race, Policy, and Mass Incarceration (4 Credits)

The United States has the world's highest incarceration rate at more than five times the global median. This country is regrettably distinguished by significant racial-ethnic and gender disparities in its carceral population. This course uses the tools of economic analysis to address three main questions: First, how did the United States become the world's leader in incarceration? Second, what are the economic implications and collateral consequences of racialized mass incarceration? Finally, can economic tools be used to examine the efficacy of criminal justice reform? Prerequisite: ECO 150. {S}

Fall, Spring, Annually

EDC 243 Multicultural Education (4 Credits)

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

ENG 241 The Empire Writes Back: Postcolonial Literature (4 Credits)

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories and address dominant notions of race, class, gender and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; and global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid and others. {L}

Fall, Spring, Variable

ENG 308im Seminar: One Big Book-Ralph Ellison's Invisible Man from Jim Crow to Black Lives Matter (4 Credits)

Ralph Ellison's groundbreaking *Invisible Man* (1952) occupies a central position for thinking about America and the American novel. In this seminar, we will trace Ellison's influence as a writer and public intellectual, from Jim Crow to Black Lives Matter. We will begin by identifying *Invisible Man's* central themes, metaphors, and narrative strategies in the context of the historical moment in which it appeared. We will then look at moments in which Ellison's novel—and his most important essays—have come to mediate major postwar debates about race, integration, democracy, and art. We will conclude by reading Percival Everett's *Erasure* (2001), a contemporary re-writing of *Invisible Man*. {L}
Fall, Spring, Variable

ENG 309 Seminar: Black Prison Intellectuals (4 Credits)

This course traces the role of black prison writings in the development of American political and legal theory, interrogating theories of intellectualism, including Antonio Gramsci's notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy. From 18th-century black captivity narratives and gallows literature through to the work of 20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}
Fall, Spring, Variable

ENG 333ca Seminar: Topics: A Major Writer in English-Chimamanda Ngozi Adichie (4 Credits)

Nigerian American fiction-writer, feminist, and public intellectual Chimamanda Ngozi Adichie is well-known for her TED talks, "The Danger of a Single Story" and "We Should All Be Feminists." She is also internationally acclaimed for her short stories and novels, which have attracted "a new generation of young readers to African literature," inspired countless young African writers, and prompted much critical scholarship. This course will focus on this brilliant 21st century Anglophone writer's fiction and non-fiction, and include some recent social media debates. Supplementary readings include postcolonial and feminist theory, history, and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}
Fall, Spring, Variable

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean (4 Credits)

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. The study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. Basis for the major. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Prerequisite: FRN 220. Course taught in French. WI {F}{L}
Fall, Spring, Variable

FRN 380af Topics in French Cultural Studies-Les Annees Folles (4 Credits)

We enter "les années folles" in Paris in this advanced culture class, taught in French. During the Roaring Twenties, jazz sizzled, Montmartre shimmied, and Joséphine Baker's *Danse sauvage* mesmerized crowds at the Music-Hall des Champs Elysées. Song, literature, dance, poetry, painting, the arts aligned to form an (in)coherent, (inter)national cultural proclamation. How might we interpret this riveting period today? The class will discuss the roles of women, writers, soldiers, African Americans and others in "modern" French society at the end of the Great War. Students will be expected to complete twelve hours of reading and written reflection per week. {F}{H}{L}
Fall, Spring, Variable

FYS 182 Fighting the Power: Black Protest and Politics Since 1970 (4 Credits)

This course examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-years. WI {H}
Fall, Spring, Variable

GOV 227 Contemporary African Politics (4 Credits)

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Designation: Comparative. Enrollment limited to 35. {S}
Spring

HST 157 Africa and the Making of the Modern World (4 Credits)

Often seen as peripheral to the modern world, Africa and African peoples are often ignored in both popular and scholarly world histories traversing the last several centuries. This course aims to turn these narratives on their head by not only injecting African histories into world historical narratives, but by using these histories to detail Africa's centrality to understanding the world. In doing so, the course examines the development of and African experiences with the varying forms of capitalism and trade that developed out of both the Atlantic and Indian Ocean trade networks, the genealogical roots of European imperialism and the ways in which African peoples navigated, resisted and transformed these broader global phenomena in the construction of the world around them. This course is open to all students and assumes no prior knowledge. Enrollment limited to 40. (E) {H}{S}
Fall, Spring, Variable

HST 235 Independent Africa: A Social and Cultural History (4 Credits)

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

HST 258 Modern Africa (4 Credits)

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S}

Fall, Spring, Alternate Years

HST 259dd Colloquium: Topics in African History-Discourses of Development (4 Credits)

This course interrogates and historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 259fm Colloquium: Topics in African History-Femininities, Masculinities and Sexualities in Africa (4 Credits)

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 265 Race, Gender and US Citizenship, 1776-1865 (4 Credits)

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 266 Emancipation and the Afterlife of Slavery (4 Credits)

Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. {H}

Fall, Spring, Annually

HST 270sr Colloquium: Topics in American History-Anatomy of a Slave Revolt (4 Credits)

During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn't U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, truancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 276rj Colloquium: Topics-Historians Read the News-Race, Democracy and Reproductive Justice (4 Credits)

This course interrogates the intersection between current events and historical research. Exploring topics including race, debt, citizenship, democracy and reproductive justice, the course offers a comparative and transnational perspective of how historians and other historically focused scholars have approached topics that have dominated the recent news cycle, while thinking through the challenges and possibilities of doing historical research on subjects of contemporary importance. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA Interviews (4 Credits)

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

IDP 102 Thinking Through Race (1 Credit)

This course offers an interdisciplinary, historical and critical examination of race in the United States. Although race is no longer held by scientists to have any biological reality, it has played a central role in the formation of legal codes, definitions of citizenship, economics, culture and identities. Where did the concept of race come from? How has it changed over time? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts where racial distinctions and identities have been constructed and contested, this class presents students an understanding of how and why race matters. S/U only.

Fall, Spring, Variable

PSY 263 Colloquium: Psychology of the Black Experience (4 Credits)

The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, PSY 201, or permission of instructor. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

SOC 243 Race, Gender and Mass Incarceration (4 Credits)

This course introduces students to the historical roots of mass incarceration and how it shapes multiple aspects of life and society. Students focus on the particular experiences of currently and formerly incarcerated women, with an emphasis on the overrepresentation of Black women; the major social, political and economic factors that have contributed to the rise of mass incarceration in the United States; the primary ways mass incarceration alters the lives of people and communities; and why eliminating racial oppression cannot be disentangled from eliminating mass incarceration. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 350 Seminar: Caribbean Feminisms (4 Credits)

This course will introduce students to the history and sociology of feminisms in the Cuba, the Dominican Republic, Haiti, Puerto Rico and the broader Caribbean. Course materials will include primary documents, secondary sources and historical fiction in English. However, students who are able to read Spanish will have the option of engaging with texts in that language. Prerequisite: SOC 101, LAS 150 or SWG 150. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. (E){H}{S}

Variable

SPN 252 Spanish Colonialism in Africa (4 Credits)

This course examines Spanish colonialism and its aftermath in Morocco and Equatorial Guinea. Topics include the development of Spanish imperialism, the Rif War of resistance (1919-26), the Civil War (1936-39), African immigration, the rise of Spanish right-wing populism, and the so-called "War on Terror" in Spain and in the rest of Europe. {F}{H}{L}

Fall, Spring, Variable

SWG 235 Colloquium: Black Feminism (4 Credits)

An in-depth discussion of the history, debates, theory, activism and poetics of Black Feminism. Students study the conversations, ruptures and connections produced in dominant feminist scholarship by black feminist theory. The class reads foundational and emergent work in the field. Students learn the history of those scholarly interventions and examine the pervasive ways of knowing that are being disrupted through black feminist scholarship. Students develop an understanding of the relationship between black feminism, feminism, women of color feminism and queer theory. Topics covered using theoretical texts, works of cinema and popular culture. Students examine cultural texts alongside theory to practice close reading as a methodological tool. Students finish with the analytical and methodological skills to identify and critique structures of power that govern everyday experiences of gender, the body, space, violence and modes of resistance. Prerequisite: SWG 150. Enrollment limited to 25.

Fall, Spring, Variable

WLT 205 Contemporary African Literature and Film (4 Credits)

A study of the major writers and diverse literary traditions of Africa, with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngugi, Dangarembga, Bâ, Ndebele and Aidoo. Films: Tsotsi, Softie and Blood Diamond. {L}

Fall, Spring, Variable

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature (4 Credits)

An examination of race, identity, and resistance in African, Caribbean, and African American literatures through the lens of coming-of-age novels. This course will enable students to critically engage the political and aesthetic imperatives of black writing by interrogating the thematics and legacies of slavery, colonialism, and racism. How do writers of Africa and the African diaspora appropriate the Bildungsroman as a literary form in their constructions of identity, freedom, and citizenship? What makes this genre particularly useful for the liberatory project of black imagination? Writers include Ngugi, Dangarembga, Wicomb, Cliff, Kincaid, Morrison and Wright. {L}

Fall, Spring, Variable

WLT 266md Colloquium: Topics in South African Literature and Film (4 Credits)

A study of South African literature and film with a focus on adaptation of literary texts to the screen. The course pays particular attention to the ways in which the political, economic and cultural forces of colonialism and apartheid have shaped contemporary South African literature and film: for what purposes do South African filmmakers adapt novels, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate our understanding racial, political and gender-based violence in South Africa? Enrollment limited to 18. {L}

Fall, Spring, Variable

WRT 291wb Topics: Lakes Writing Workshop- Writing, Because (4 Credits)

The world we inhabit is volatile, contingent, unsettled. Many of the hegemonic certitudes and convictions we took for granted (or were resigned to accept) have been overturned or are under erasure. In the wake of such radical change, how do we process and write the present? How can we create vivid documents of contemporary life that will resonate across cultural, spatial and temporal limits? Participants will engage these questions in a series of think pieces and conversations organized around essays by paradigmatic and heterodox writers. A selection of these writers will also give talks either in person, or via Zoom. Enrollment limited to 12. Instructor permission required. {L}

Spring

Goals for Majors in Africana Studies

- Ability to study interdisciplinarily and multidisciplinarily.
- Use close reading as evidence for argument.
- Write a critical research paper.
- Ability to study blackness/race intersectionally (that is, in regard to gender, class, nation and sexuality).
- Ability to study blackness/race in regard to the Diaspora.
- Experience studying closely classic texts or figures or historical periods or movements.
- Experience considering the aesthetic and theoretical principles undergirding 19th-, 20th- and 21st-century African American culture.

American Studies

Department website (<https://www.smith.edu/academics/american-studies/>)

American Studies at Smith is an interdisciplinary program that studies the history, culture and society of the diverse peoples who inhabit the contested and complex geographical, political and cultural space(s) named "America." Majors in the program develop critical tools for analyzing cultural texts (visual arts, literature, music, fashion, advertising, social media, buildings, objects, bodies, etc.) in relation to political, social, economic, and environmental contexts. Students have wide latitude to choose courses that most interest them, but they must fulfill the three-course core sequence and identify a primary focus that they will explore in at least four courses. Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and adviser is crucial to the planning of the major.

Faculty

Christen Mucher, Ph.D., Associate Professor of American Studies, Director of the Smithsonian Program

Kevin L. Rozario, Ph.D., Associate Professor of American Studies

American Studies Committee

Carrie N. Baker, J.D., Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women and Gender
Walter Lane Hall-Witt, M.A., Lecturer and Director, Interdisciplinary Studies Diploma Program

Evangeline Heiliger, Ph.D., Visiting Assistant Professor of American Studies

Jennifer C. Malkowski, Ph.D., Associate Professor of Film and Media Studies

Christen Mucher, Ph.D., Associate Professor of American Studies, Director of the Smithsonian Program

Samuel Ng, Ph.D., Assistant Professor of Africana Studies

Melissa Parrish, Ph.D., Assistant Professor of English Language and Literature

Kevin L. Rozario, Ph.D., Associate Professor of American Studies

Andrea Stephanie Stone, Ph.D., Associate Professor of English

Steve Waksman, Ph.D., Elsie Irwin Sweeney Professor of Music, *Chair*

Frazer D. Ward, Ph.D., Professor of Art

Lecturers and Visiting Faculty, 2023-24

Evangeline Heiliger, Ph.D., Visiting Assistant Professor

Anne Richter, Ph.D., Lecturer

Russ Rymer, Joan Leiman Jacobson Writer-in-Residence

Major Advisers

Carrie Baker, Floyd Cheung, Rosetta Cohen, Michael Gorra, Jennifer Malkowski, Christen Mucher, Samuel Ng, Melissa Parrish, Kevin Rozario, Andrea Stone, Steve Waksman, Frazer Ward.

Honors Director

Christen Mucher

Smithsonian Institution Internship Program

Christen Mucher, *Director*

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar in Washington, a tutorial on research methods and an independent research project. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art and the use of infant baby formula in the antebellum South. Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were residing in Northampton. The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Students are encouraged to consult with their advisers about the possibility of earning credit toward their major. Applications are available at the beginning of the second semester.

American Studies Major

Requirements

Ten courses (40 credits)

1. Three core courses: AMS 201, AMS 202 and a topic of AMS 340.
2. Seven elective courses that meet the following distribution requirements:
 - a. Two courses with an AMS prefix
 - b. One course that studies the past and explores change over time. (Such courses can be found in a wide variety of departments including American studies, history, Africana studies, English, art history, film and media studies, and government.)
 - c. One course that studies culture and society from a transnational/diasporic/global/comparative perspective.
 - d. Three courses, chosen in consultation with the student's advisor, that engage one or more of the analytic fields below. Students must cover at least three different analytical fields to complete the major:
 - Race/ethnicity
 - Citizenship/sovereignty
 - Dis/ability
 - Gender/sexuality
 - Class
 - Popular culture
 - Media
 - Visual arts
 - Music/sound
 - Literature
 - Political economy
 - Critical science/technology studies
 - Empire/settler colonialism
 - Native American and Indigenous studies*
 - Asian/Pacific/American studies*
 - Environmental studies

- History and historicity
- Material culture/museums
- Knowledge production/education/epistemology

*We highlight these fields because they are connected to Five College certificate programs closely associated with American studies at Smith.

Although the American studies department emphasizes interdisciplinary study, by the end of their senior year students should be able to name an area of focus in which they have taken four courses to identify their personalized pathway through the major. As a reference point, previous examples include popular culture, race and ethnicity, and museums and public history, but we emphasize that each student will construct and name their own focus in consultation with their adviser.

Note that any single course can fulfill multiple distribution requirements.

Honors

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

Courses

AMS 201 Introduction to American Studies (4 Credits)

This course provides an introduction to American Studies through the interdisciplinary study of American history, life and culture. Students develop critical tools for analyzing cultural texts (including literature, visual arts, music, fashion, advertising, social media, buildings, objects and bodies) in relation to political, social, economic and environmental contexts. The course examines the influence of race, ethnicity, class, gender, sexuality and transnationality on conceptions of citizenship, and struggles over what it means to be an “American,” and how this has shaped the distribution of power, resources and wellbeing in the United States. {H}{L}

Spring

AMS 202 Methods in American Studies (4 Credits)

This course introduces some of the exciting and innovative approaches to cultural analysis that have emerged over the last three decades. Students apply these methods to a variety of texts and practices (stories, movies, television shows, music, advertisements, clothes, buildings, laws, markets, bodies) in an effort to acquire the tools to become skillful readers of American culture, and to become more critical and aware as scholars and citizens. Prerequisite: AMS 201 is recommended but not required. {A}{H}

Fall

AMS 205 Introduction to Native American and Indigenous Studies (4 Credits)

This course is designed to introduce students to the interdisciplinary field of Native American and Indigenous Studies. This course looks at the diverse histories of Indigenous nations across North America, as well as histories of shared experiences with ongoing colonialism, legacies of resistance and connections to place. The class focuses on Indigenous perspectives, intellectual traditions and critical interventions across time through the work of historians, anthropologists, philosophers, literary scholars, Indigenous knowledge keepers, poets, writers and activists. This course is required for a Native American and Indigenous Studies focus for American Studies majors. {H}{L}

Fall, Spring, Alternate Years

AMS 215ir Topics in Contemporary Native/Indigenous Studies-Indigenous Climate Resiliency (4 Credits)

It is often noted in mainstream news media that Indigenous peoples are “on the front lines” of the climate crisis, while providing little explanation as to why this is. Narratives of inherent Indigenous vulnerability obscure the ways in which Indigenous communities have mobilized to navigate environmental change, not only in the face of contemporary global warming, but historically, as settler colonial incursions radically transformed landscapes and constrained Indigenous knowledge practices that have provided tools for adaptation for thousands of years. This course considers how Indigenous climate vulnerability is largely a product of settler colonialism—not only a process and system, but also a particular way of understanding and relating to the nonhuman environment. (E) {H}

Fall, Spring, Variable

AMS 220dm Colloquium: Topics in American Studies-Dance, Music, Sex, Romance (4 Credits)

Since the 1950s rock ‘n’ roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to “straight” desires over “queer.” This course examines how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

AMS 225 Colloquium: Corporate Capitalism, Media and Protest in America (4 Credits)

The U.S. Constitution recognizes a free press as the lifeblood of democracy with a mandate to inform citizens and hold the powerful accountable. But there is widespread distrust of the media in American society today. This course analyzes the transformation of the press into a corporate enterprise over the past 150 years, and the opposition this has provoked. Examining key developments (the creation of multinational media conglomerates as well as new digital media alternatives) and focusing on case studies such as Occupy Wall Street, Black Lives Matter, and the 2016 Elections, we examine the influence of the media on American political, economic, and cultural life. {H}{S}

Fall, Spring, Variable

AMS 227 Trade and Theft in Early America (4 Credits)

A seventeenth-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c1500-1800) through the themes of trade, theft, representation and perspective. {H}{L}

Fall, Spring, Variable

AMS 229 Native New England (4 Credits)

In this course we interrogate the space now known as New England by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England, for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post-contact period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H}{L}{S}

Fall, Spring, Alternate Years

AMS 230cc Colloquium: Topics on the Asian-American Experience-Chinese Diasporic Communities in the US and the World (4 Credits)

The course examines the histories of different Chinese diasporic communities in the world, including the United States as they relate to themes of race, empire, ethnicity, gender, globalization, and nationalism. Enrollment limited to 20. (E)

Fall, Spring, Variable

AMS 230ih Colloquium: Topics on the Asian-American Experience-US Imperialism and Hawai'i (4 Credits)

This course examines the history of U.S. occupation of Hawai'i as a case study of U.S. imperialism. The class examines the history of the rise and fall of the Hawaiian Kingdom, the illegal overthrow of the Hawaiian monarchy, the establishment of Hawai'i as a U.S. territory and the current status of Hawai'i as the 50th state in the United States. The class looks at the role of missionaries in introducing capitalist economy in Hawai'i, Native Hawaiian resistance to American annexation, indigenous land struggles as a result of urbanization and U.S. military expansion, Asian settlers in Hawai'i, revitalization of Hawaiian language and contemporary Native Hawaiian sovereignty movements for self-determination. (E) {H}

Fall, Variable

AMS 234 Living on Turtle Island: an Introduction to Indigenous and Settler Studies (4 Credits)

In this course we will focus on situating ourselves on Turtle Island—North America. We will prioritize the Indigenous histories of our shared home, the Northeast, while also considering histories of other peoples and places across the continent. Our aim will be to develop habits of thought to help us move beyond the reflexes and limitations of settler colonialism and to consider indigeneity in our everyday lives. Interdisciplinary readings will foreground indigeneity, race, feminist and decolonial analyses. This course is open to all students. Previous knowledge of Native American or Indigenous topics is welcome but not assumed. {H}{S}

Fall, Spring, Variable

AMS 235 American Popular Culture (4 Credits)

This course offers an analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to read popular culture, even as we study specific artifacts from a variety of pop culture sources, from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. {H}{S}

Fall, Spring, Alternate Years

AMS 238 Only Joking: Race, Gender, and Comedy in American Culture (4 Credits)

Comedy has been a primary site for enacting and contesting citizenship in the United States. This course presents a history of comedy from the nineteenth century to the present to analyze the role of humor in shaping racial and gender stereotypes, as well as expressions of solidarity, resistance, and joy among marginalized groups. Case studies include blackface minstrelsy, stand up comedy, sit-coms, satirical news, social media posts, and cancel culture debates. The course applies cultural studies, affect theory, media studies, feminist studies, and critical race studies to analyze the social, political, psychological, and emotional work of comedy. {A}{H}{S}

Fall, Spring, Variable

AMS 239 Colloquium: The Culture Wars (4 Credits)

This course places the "Culture Wars" – U.S. political battles waged over issues such as race, gender, sexuality, the family, abortion, education, guns, climate change and even the "non-partisan" COVID-19 pandemic – into the context of recent U.S. history. The goal of the course is to invite students to think critically about the workings of the Culture Wars within America's democratic political system and about the impact of the Culture Wars on the broader sweep of life in the U.S. The course pays particular attention to the ways power relationships are manifested, and contested, through the Culture Wars. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

AMS 240 Colloquium: Introduction to Disability Studies (4 Credits)

This course serves as an introductory exploration of the field of disability studies. It asks: how do we define disability? Who is disabled? And what resources do we need to properly study disability? Together, students investigate: trends in disability activism, histories of medicine and science, conceptions of normal embodiment, the utility of terms like "crippled" or "disabled" and the representation of disability in culture. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

AMS 245 Feminist & Indigenous Science (4 Credits)

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

Fall, Spring, Variable

AMS 267/ SWG 267 Colloquium: Queer Ecologies: Race, Queerness, Disability and Environmental Justice (4 Credits)

Offered as AMS 267 and SWG 267. What is learned by reading Queer Ecologies alongside Butler's *Lilith's Brood*, or *Over the Hedge* as environmental racism? The class considers what it means to have a racialized and sexualized identity shaped by relationships with environments. How is nature gendered, racialized and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? How are conceptions of "disability" and "health" taken up in environmental justice movements? Students investigate the discursive and practical connections made between marginalized peoples and nature, and chart the knowledge gained by queering our conceptions of nature and the natural. Enrollment limited to 20. (E) (H)(S)

Fall, Spring, Variable

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (A)(H)

Spring

AMS 340cc Seminar: Capstone in American Studies-Culture and Crisis (4 Credits)

According to a growing number of social theorists, and pretty much everybody else, this is an age of crisis. One of the critical tasks is to develop interdisciplinary tools to analyze how environmental conditions, economic systems, technological developments and political ideologies have sent humans on a path of catastrophes: climate change, resource exhaustion, inequality, social fragmentation and political repression. This course examines how these conditions have shaped American culture (asking why news broadcasts, the entertainment industry and social media respond to crises with distraction, disinformation, fear-mongering and scapegoating), and explore efforts of artists and activists to theorize and devise creative and just alternatives in visual arts, fiction, essays, comedy, movies and music. American Studies Majors only. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (H)(S)

Fall, Spring, Variable

AMS 340nd Seminar: Topics-Capstone in American Studies-New Directions in American Studies (4 Credits)

This seminar engages new scholarship in American Studies, with a focus on critical disability studies, critical race studies, queer ecologies, and feminist science & technology studies. This course presents an occasion to rethink approaches to interdisciplinarity, intersectionality, ethnic studies, and media & cultural studies. Likely texts include works by Alexis Pauline Gumbs, Theri A. Pickens, Sami Schalk, Harlan Weaver, Cutcha Risling Baldy, Aurora Levins Morales, Ron Chew, La Marr Jurelle Bruce, Moya Bailey, Candace Fujikane, Sylvia Wynter, and M. Remi Yergeau. Limited to American Studies Majors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (H)(S)

Fall, Spring, Variable

AMS 351np/ ENG 384np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography (4 Credits)

Offered as AMS 351np and ENG 384np. A creative nonfiction writing workshop where students improve their writing using photography as muse, guide, foil and inspiration. Students write long, creative nonfiction pieces about current issues in American life using photography as a method for inspiring, analyzing and improving the prose. Students take photos, report and write, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help with the essentials of narrative prose. Stories range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if students' photography improves as a result, that is a happy accident. No prior experience with photography required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. (A)(L)(S)

Fall, Spring, Variable

AMS 355 Seminar: Tiny Homes in America: Salvaging the Material (4 Credits)

This seminar combines historical, theoretical, and material cultural sources about housing justice, and housing injustice, in the United States. A significant component of the course involves teaching students how to build a tiny house, while critically considering scholarly and popular cultural sources engaging the present, past, and (potential) future roles of small homes in America. In the class, we will pay particular attention to cultural-historical trends in home size and location as a way to better understand race, class, disability, settler colonialism, gender, age, sexuality, "the urban," nature, sustainability, nation, and other analytics key to cutting-edge American Studies scholarship. Enrollment limited to 10. Juniors and seniors only. Instructor permission required. (E)(A)(S)

Fall, Spring, Variable

AMS 400 Special Studies (1-4 Credits)

Admission by permission of the instructor and the program director.

Fall, Spring

AMS 410 Tutorial on Research Methods at the Smithsonian (4 Credits)

Individual supervision by a Smithsonian staff member. Given in Washington, D.C. (H)(S)

Fall

AMS 412 Research Project at the Smithsonian Institution (8 Credits)

Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. (H)(S)

Fall

AMS 431 Honors Project (8 Credits)

Fall, Spring

Crosslisted Courses

AMS 351np/ ENG 384np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography (4 Credits)

Offered as AMS 351np and ENG 384np. A creative nonfiction writing workshop where students improve their writing using photography as muse, guide, foil and inspiration. Students write long, creative nonfiction pieces about current issues in American life using photography as a method for inspiring, analyzing and improving the prose. Students take photos, report and write, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help with the essentials of narrative prose. Stories range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if students' photography improves as a result, that is a happy accident. No prior experience with photography required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. {A}{H}{L}{S}

Fall, Spring, Variable

ARX 340 Seminar: Taking the Archives Public (4 Credits)

This seminar brings together a cohort of archives concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The readings focus on case studies and the challenges in preservation, access and interpretation of archival materials. The class analyzes how these materials become part of a meaningful and usable past for general audiences while taking into account the dynamics of national and collective identity formation, trauma, memorialization, social justice, and the changing digital landscape in the fields of public history and cultural heritage work. Enrollment limited to 15. Juniors and seniors only. {H}

Spring

FYS 188 Indigenous Peoples and the Environment: Myth and Reality (4 Credits)

This course examines the stereotype of the "ecological Indian"—a racial trope that has perpetuated the idea that Native North Americans are naturally closer to nature or are natural conservationists. The class looks at how this stereotype has shaped non-Native ideas about Indigenous peoples in what is now the United States and has affected Indigenous sovereignty and self-determination. This course also examines the varied ways Indigenous peoples have thought about ecological relationships and the strategies they developed to live in relation with the environment. The class critically examines the relationship between settler colonialism and the environment and considers contemporary and historical case studies in which Indigenous peoples have fought to protect and care for their lands and waters in the face of the ongoing violence of settler colonialism. Enrollment limited to 16 first-years. WI {H}

Fall, Variable

JUD 260 Colloquium: Yiddish Literature and Culture (4 Credits)

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L}

Fall, Spring, Alternate Years

THE 213 American Theatre and Drama (4 Credits)

This course discusses issues relevant to theatre history and practices, as well as dramatic literature, theories and criticism in 18th-, 19th- 20th- and 21st centuries United States of America, including African American, Native American, Hispanic American and Latinx, Asian American, LGBTQ +, the American musical, political, feminist and contemporary theatre and performance. Lectures, discussions and presentations are complemented by video screenings of recent productions of some of the plays under discussion. {A}{H}{L}

Spring

Goals for Majors in American Studies

American studies at Smith is an interdisciplinary program that studies the history, culture and society of the diverse peoples who inhabit the contested and complex geographical, political and cultural space(s) named "America." The program brings together faculty and students from a variety of academic fields, including history, English, music, art, film and media studies, indigenous studies, Asian American studies, African American studies, politics, education, women and gender studies, critical disability studies, material culture and museum studies. Thoughtfully choosing among and combining these approaches, we seek a complex and nuanced understanding of American culture that will enable students to become deliberative, critically engaged participants in the United States and the world.

Students majoring in American studies are expected to:

- Interpret culture critically, attentive to the politics and aesthetics of cultural forms, and to the social construction of taste, pleasure, desire and anxiety.
- To understand how power shapes and disguises common#sense or taken#for#granted practices, assumptions and modes of expression.
- Understand how to read ideologically.
- Study history in order to understand the origins of present systems, values, desires.
- Become attentive to the different reading and interpretive strategies required of different cultural forms: textual, visual, auditory, material objects, technologies, built environments and more.
- Engage theory, through reading and writing about theoretical texts.
- Approach problems and questions from a variety of disciplinary perspectives.
- Conduct original, contextualized and independent research, which requires the student to:
 - Identify and locate primary sources for cultural analysis.
 - Navigate archives effectively.
 - Describe—in terms of content and form—primary sources.
 - Interpret primary sources by reading them for indications of their expression of broad cultural values, anxieties and desires.
 - Formulate a research question in light of issues currently debated in the field and learn how to conduct independent research.
 - Identify and locate scholarly and critical materials relevant to research questions.
 - Understand and critique scholarly and critical arguments in the field.
 - Situate research in ongoing debates in the field.
 - Communicate persuasive and well#grounded arguments orally and in writing.

Ancient Studies

Department website (<https://www.smith.edu/academics/ancient-studies/>)

The minor in ancient studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

Faculty

Ancient Studies Committee

Joel S. Kaminsky, Ph.D., Morningstar Professor of Jewish Studies and Professor of Religion

Barbara A. Kellum, Ph.D., Professor of Art, *Chair*

Susan Levin, Ph.D., Roe/Straut Professor in the Humanities and Professor of Philosophy

Richard Lim, Ph.D., Professor of History

Minor Advisers

Joel Kaminsky, Barbara Kellum, Susan Levin, Richard Lim

Ancient Studies Minor

Requirements

Six courses, in no fewer than three departments, selected from the list of courses crosslisted in ancient studies. Other courses may count toward the minor with permission of the minor adviser.

Crosslisted Courses

ARH 212 Ancient Cities and Sanctuaries (4 Credits)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. The class probes how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 285pm Topics: Great Cities-Pompeii (4 Credits)

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. {A}{H}

Fall, Spring, Variable

ARH 290fs Colloquium: Topics in Art History-The Visual Culture of Freed Slaves in the Roman Empire (4 Credits)

Many ancient Roman houses and tombs belonged to freed slaves who had established themselves and their families in the world. Assessed through the lens of elite authors who disparaged freed people, these monuments have often been judged as lesser, imperfectly emulating lost aristocratic models. On the contrary, as a close reading of these houses and tombs themselves demonstrate, freedmen and freedwomen celebrated their transformation from being things to being persons of means by finding visual means to celebrate their industry, their wealth, their ambition and their identification with mythological figures who had once been enslaved. Enrollment limited to 20. {A}{H}

Spring, Alternate Years

CLS 150 Roots: Greek and Latin Elements in English (2 Credits)

Sixty percent of all English words are derived from Greek and Latin roots, yet most speakers of English are unaware of the origins and true meaning ("etymology") of the words they use to communicate with others every day. This course aims to fill that gap, with an eye to sharpening and expanding English vocabulary and enhancing understanding of the structures of language in general. Combines hands-on study of Greek and Latin elements in English with lectures and primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. S/U only; one evening meeting per week. {L}

Fall, Spring, Alternate Years

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Dante's Divine Comedy." Enrollment limited to 20. WI {L}

Fall

GOV 261 Ancient and Medieval Political Theory (4 Credits)

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, warfare faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include: Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas and Marsilius. Designation: Theory. {S}

Fall, Spring, Alternate Years

HST 201 The Silk Road and Premodern Eurasia (4 Credits)

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H}

Spring

HST 202 Ancient Greece (4 Credits)

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. The class examines the relationship between mythology, archaeology and historical memory; the evolution of the city-state; games and oracles; colonization, warfare and tyranny; city-states Sparta and Athens and their respective pursuits of social justice; wars with Persia; cultural interactions with non-Greeks; Athens' naval empire and its invention of Democracy; family and women; traditional religions and forms of new wisdom; and the trial and death of Socrates in 399 B.C. Enrollment limited to 40. {H}

Fall, Spring, Variable

HST 203 Alexander the Great and the Hellenistic World (4 Credits)

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. {H}

Spring, Variable

HST 204 The Roman Republic (4 Credits)

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H}

Fall, Spring, Alternate Years

HST 205 The Roman Empire (4 Credits)

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. The class traces how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. Enrollment limited to 40. {H}

Fall, Spring, Variable

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

JUD 238 Sacred Space in Jewish Antiquity (4 Credits)

This course examines archaeological and textual evidence to explore how diverse Jewish groups in antiquity constructed sacred spaces, and ultimately Jewish identity, through art, architecture, and ritual. (E) {A}{H}

Fall, Variable

LAT 212 Introduction to Latin Prose and Poetry (4 Credits)

Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100Y or equivalent. {F}{L}

Fall

LAT 330om Topics: Advanced Readings in Latin Literature-Ovid's Metamorphoses (4 Credits)

A study of Ovid's transmission and adaptation of Greek myths in the Metamorphoses. Attention is paid to Ovid's Augustan milieu and to the extraordinary afterlife of the Metamorphoses, particularly in Renaissance art. Prerequisites: two courses at the 200 level or equivalent. {F}{L}

Fall, Spring, Variable

PHI 124 History of Ancient and Medieval Western Philosophy (4 Credits)

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H}{M}

Fall

REL 110hl Colloquium: Topics in Thematic Studies in Religion- Jerusalem and the Holy Land (4 Credits)

This course will examine the religious and historical legacy of the city of Jerusalem and the Holy Land in Judaism, Christianity, and Islam. It will explore the ways Jerusalem and the Holy Land have been sanctified in scripture, art, architecture, literature, poetry, and film. It will also explore how rulers tapped into this sanctity and significance to promote their own legitimacy and agendas. In this respect, the course emphasizes Jerusalem and the Holy Land as a common, shared heritage to the three monotheistic traditions, yet how it has inspired religious and political conflict in the past and today. Enrollment limited to 20. {H}

Fall, Spring, Variable

REL 112 Introduction to the Bible I (4 Credits)

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L}

Fall, Spring, Annually

REL 211 What Is the Good Life? Wisdom from the Bible (4 Credits)

Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L}

Fall, Spring, Variable

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer? (4 Credits)

Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

Anthropology

Department website (<https://www.smith.edu/academics/anthropology/>)
Smith's anthropology offerings ask what it means to be human by considering the diversity of the human experience. We challenge our students' assumptions about their cultures by examining the lives of others, whether across the globe or down the road. We show how anthropology's distinctive method of ethnography can be used to address pressing contemporary challenges associated with climate change, public health, technology, social inequality, and more.

Faculty

Fernando Armstrong-Fumero, Ph.D., Associate Professor
Suzanne K. Gottschang, Ph.D., Professor
Colin B. Hoag, Ph.D., Associate Professor
Pinky Hota, Ph.D., Associate Professor
Elizabeth A. Klarich, Ph.D., Associate Professor, *Chair*
Caroline M. Melly, Ph.D., Associate Professor

Lecturers and Visiting Faculty, 2023-24

Patricia Mangan, Ph.D., Lecturer
China Sajadian, Ph.D., Eveillard Postdoctoral Fellow

Major Advisers

Fernando Armstrong-Fumero, Suzanne Gottschang, Colin Hoag, Pinky Hota, Elizabeth Klarich, Caroline Melly

Honors Director

Elizabeth Klarich

Study Abroad Advisers

Africa: Colin Hoag and Caroline Melly; *East Asia:* Suzanne Gottschang; *Latin America:* Fernando Armstrong-Fumero and Elizabeth Klarich; *South Asia:* Pinky Hota. Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. Students planning to study abroad should take at least one, but preferably two courses in anthropology during their sophomore year. Students should discuss study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Anthropology Major Requirements

Eleven courses

1. ANT 130, ANT 200 and ANT 233
2. One senior seminar in anthropology taken at Smith.
3. Four additional anthropology courses.
4. Three related courses which may be in anthropology or in fields linked to the student's interests, such as language, history or STEM with approval of adviser.
 - Students must demonstrate competency in a foreign language equivalent to four semesters of college-level courses.
 - A maximum of two language courses may count toward the three related courses for the major.
 - Students who wish to focus on biological anthropology may replace the language requirement with two courses in mathematics or natural science above the 100-level if they serve as an essential foundation for advanced work in this sub-field.

- Any alternative for the language requirement should be developed in consultation with an adviser and must be part of an overall plan of studies approved by the entire department.

Honors

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

Courses

Students are strongly encouraged to complete ANT 130 before enrolling in intermediate courses.

ANT 130 Introduction to Cultural Anthropology (4 Credits)

What does it mean to be human? What is culture, and how does it shape the way humans see the world? Why are some forms of cultural difference tolerated, while others are not? As the holistic study of the human experience, cultural anthropology addresses these questions in a world shaped by human migration, climate change, capitalist extraction and global inequality. This course provides an overview of the discipline's history, its distinctive method of ethnography and the breadth of topics it addresses, including public health, race, the environment, gender, language, nationalism, software design, the body, music, cities, government and more. First-years and sophomores only. Enrollment limited to 25. {S}

Fall, Spring

ANT 135/ ARC 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ANT 200 Colloquium: Research Methods in Anthropology (4 Credits)

This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Normally taken in the spring of the sophomore or junior year. Anthropology majors only. Prerequisite: ANT 130. Enrollment limited to 20. Instructor permission required. {S}

Fall, Spring, Variable

ANT 212 On Botanophilia (4 Credits)

There are many ways to love plants. Home gardeners design with them, healers study their properties to treat patients with them, field botanists learn ornate vocabularies to identify them, poets sound their symbolic depths. What do these different forms of botanophilia say about the human condition and its interspecies intimacies? Living amidst our planet's sixth mass extinction event, more botanophilia is needed and needed yesterday. Putting love, joy and community forward as urgent political affairs, this course asks how students might go about cultivating plant love for earthly survival. Enrollment limited to 30. {S}

Fall, Spring, Alternate Years

ANT 215 Ethnographic Mapping: Place, Body and Landscape (4 Credits)

This course considers theories and practices of reinterpreting landscape through the lenses of indigeneity, transnational feminism and decoloniality. Through a broad range of theoretical and creative works, students explore alternative ways of knowing and relating to places—thinking across space and time, built structures and material absences, borders, embodiment and networks of relations. Discussions engage several ethnographic case studies across the Americas that closely examine the intersections of place, body and landscape. Students apply critical spatial practices by designing a digital project using textual, sonic and visual modes to remap a selected site based on ethnographic research. Enrollment limited to 30. (E) {S}

Fall, Spring, Variable

ANT 217 Sensory Anthropology (4 Credits)

This course examines sensory perception as a mode of carrying out ethnographic research and a focus of inquiry. Through course readings, students engage with how anthropologists have understood the senses—sight, taste, touch, smell and hearing—as an area of shared, cultural knowledge. Bridging anthropology with sensory related works, students tackle ongoing scholarly concerns and move beyond the legacy of a hierarchical model of the five senses to consider how the senses work together and intertwine with other domains of experience. By analyzing the role of the senses in cultural formations—that is, everyday practices, relations of power, meaning creation and social processes, students ask how are the senses mobilized in collective life? What can the interplay of the senses offer us as a way of understanding social experience?

Enrollment limited to 30. (E) {S}

Fall, Spring, Variable

ANT 219 Space, Materiality and Power (4 Credits)

This course bridges theories of space and materiality in anthropology, considering how a range of ethnographic case studies engage intersections of place, race, gender, class, migration, diaspora, labor and governance, and what they afford for understanding social spaces. From built forms and infrastructures to housing and public zones, the class explores how discussions focused on the material objects and qualities of space contribute to the study of sociocultural experience. Discussions address questions of human spatiality across geographies and regional contexts, theoretical foundations, the making of physical spaces, the spatial tactics of social actors, the qualities of the built environment, and environmental debris and regeneration. Enrollment limited to 30. (E) {S}

Fall, Spring, Variable

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology (4 Credits)

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach.

Fall, Spring, Alternate Years

ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia (4 Credits)

Same as EAS 223. What happens when states focus on their citizen's potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. {S}

Fall, Spring, Variable

ANT 224/ ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis (4 Credits)

Offered as ANT 224 and ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes the human is far from straightforward. This course examines the changing ways that Anthropos is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism and the Anthropocene concept. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 225 Language and Culture (4 Credits)

This course surveys the social and cultural contexts of languages throughout the world. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. The course focuses on topics such as identity, social factors of language use, language vitality, language politics and issues of globalization. Each language is a repository of history and knowledge, as well as the culture, of a group of speakers. Languages and cultures from around the world are discussed, with special focus on endangered languages. Enrollment limited to 40. (E) {S}

Fall, Spring, Variable

ANT 226 Archaeology of Food (4 Credits)

This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago, and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses on the types of archaeological data and analytical methods used to understand the agricultural revolution. Case studies from both centers and noncenters of domestication are used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food across the globe. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 227 Othering: Race & Racisms (4 Credits)

If othering is intrinsic to human constitutions of self and identity, are othering discourses and practices universal across different human groups in different time periods? Does othering have the same political, economic and social consequences for all those othered by a particular group? These questions are examined through a focus on one set of othering discourses and practices: race. In what ways have constructions of racial hierarchies in different parts of the world intersected with other global political, economic and social processes: capitalism, slavery, nationalism, colonization, imperialism, neoliberalism? Readings draw on anthropological, historical and philosophical scholarship. (E) {S}

Fall, Spring, Variable

ANT 229 Africa and the Environment (4 Credits)

In Western discourses, African environments are defined by violence, famine and degradation. These characteristics are depicted as symptoms of an African resistance to Western values such as private property, democracy and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science and more. Discussions covered include gender, race, land grabbing, indigenous knowledge, the commons, the cattle complex, desertification, oil, dams and nationalism. {H}{N}{S}

Fall, Spring, Variable

ANT 233 History of Anthropological Theory (4 Credits)

This course reviews the major theoretical approaches and directions in cultural anthropology from the late 19th century to the present. These approaches include social organization and individual agency; adaptation and evolution of human culture; culture and personality, economic behavior, human ecology; the anthropology of development and change; and postmodern interpretation. The works of major anthropologists are explored, including Franz Boas, Bronislaw Malinowski, Margaret Mead, Evans-Pritchard, Claude Levi-Strauss, Marvin Harris, Eric Wolf, Clifford Geertz, Sherry Ortner and others. Prerequisite: ANT 130 or equivalent. Not open to first years. {S}

Spring

ANT 234 Culture, Power and Politics (4 Credits)

This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples are drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. {S}

Fall, Spring, Alternate Years

ANT 237 Monuments, Materials and Models: The Archaeology of South America (4 Credits)

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. The course focuses on how archaeologists use data collected during settlement surveys, site excavations and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Discussions also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies and nationalist projects. {N}{S}

Fall, Spring, Alternate Years

ANT 238 Anthropology of the Body (4 Credits)

Anthropology vitally understands bodies as socially meaningful, and as sites for the inculcation of ethical and political identities through processes of embodiment, which break down divides between body as natural and body as socially constituted. This course engages these anthropological understandings to read how bodies are invoked, disciplined and reshaped in prisons and classrooms, market economies and multicultural democracies, religious and ethical movements, and the performance of gender and sexuality, disease and disability. Through these accounts of the body as an object of social analysis and as a vehicle for politics, students learn fundamental social theoretical and anthropological tenets about the embodiment of power, contemporary politics as forms of "biopolitics" and the deconstruction of the normative body. {S}

Fall, Spring, Alternate Years

ANT 242 Cook, Drink and Eat: The Anthropology of Food (4 Credits)

Drawing on a holistic, multidisciplinary perspective, this course considers food as a lens through which to examine issues of identity such as gender, family, community, nationality, religion and class. Food and drink are further considered in terms of how they sustain human life. The class explores the journey of food production, preparation, distribution and consumption as well as food scarcity, security and sovereignty. Local, national and global networks are examined in an attempt to better understand the cultural and nutritional importance of food and the role it plays in socioeconomic and political relationships. Ethnographic research will be conducted in the local community. {S}

Fall, Spring, Variable

ANT 248 Medical Anthropology (4 Credits)

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Not open to first years. Enrollment limited to 30. {N}{S}

Fall, Spring, Alternate Years

ANT 249 Visual Anthropology (4 Credits)

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 250 The Anthropology of Reproduction (4 Credits)

This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and culture shape biological experiences of reproduction. We also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others. {S}

Fall, Spring, Variable

ANT 255 Dying and Death (4 Credits)

Death, "the supreme and final crisis of life" (Malinowski), calls for collective understandings and communal responses. What care is due to the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Enrollment limited to 30. {H}{S}

Fall, Spring, Variable

ANT 257 Urban Anthropology (4 Credits)

This course considers the city as both a setting for anthropological research and as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges and limitations that are posed by urban anthropology. We consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. {S}

Fall, Spring, Alternate Years

ANT 258/ MUS 258 Performing Culture (4 Credits)

Offered as MUS 258 and ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A}{S}

Fall, Spring, Alternate Years

ANT 267 Contemporary South Asia (4 Credits)

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over tradition and modernity. In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. {S}

Fall, Spring, Annually

ANT 269 Indigenous Cultures and the State in Mesoamerica (4 Credits)

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. {S}

Fall, Spring, Alternate Years

ANT 272 Colloquium on Anthropology of Popular Cultures and Social Movements (4 Credits)

This course explores conjunctures of popular culture and social protest at a time when digital technologies have come to saturate everyday life. From the Arab Spring to youth-led revolutions in Hong Kong and Taiwan and populist outbursts across Iran, Lebanon, Cuba, Russia, and the US, social media has been hailed as turnkey in catalyzing confrontations between people and states. But play could turn political, the political could turn playful, or messages could go awry. Building from theories of mass media and youth subcultures, this course interrogates media, mediation, and meaning at the nexus of pop cultures and popular dissent. {S}

Fall, Spring, Variable

ANT 274 The Anthropology of Religion (4 Credits)

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S}

Fall, Spring, Annually

ANT 300 Ethnographic Design (4 Credits)

This course harnesses students' current and previous coursework to address a real life ethnographic design problem. Working in conjunction with students enrolled in ANT 200, students will help to design and carry out a qualitative research project led by an anthropology faculty member and will gain insight into anthropology's practical applications. Students are expected to take leadership roles, think creatively and concretely, work well collaboratively and see projects through to completion. Enrollment limited to 10. Instructor permission required.

Fall

ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature (4 Credits)

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US West, invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limited to 12. {N}{S}

Fall, Spring, Alternate Years

ANT 333 Calderwood Seminar: Nature/Culture and Public Anthropology (4 Credits)

Is it nature or culture that makes humans themselves? This question continues to provoke heated debates in American life, and anthropology has played a crucial role in them since Margaret Mead's groundbreaking account of her 1925 fieldwork on Samoan adolescents. The stakes for understanding the nature/culture dichotomy are high, as this course assesses human impacts on the environment, how new reproductive technologies reconfigure family relations or how race is a cultural not a biological construct. In a workshop setting, anthropology majors develop a portfolio of public writing as they contribute to contemporary conversations about the nature/culture divide. Cannot be taken S/U. Prerequisites: course work in Anthropology. Enrollment limited to 12. Juniors and senior Anthropology majors only. Instructor permission required. (E) {S}

Fall, Spring, Variable

ANT 340af Seminar: Topics in Anthropology- Anthropology of the Future (4 Credits)

In a landscape transformed by the pandemic, climate change, tightening borders, and surveillance and artificial intelligence technologies, what form will anthropology assume and what role will it play in the near future? In this seminar, we focus on three major forces – health, climate change, and technology – to show how the discipline is being transformed by them. We also examine how anthropology is, in turn, responding by treading a delicate balance between domestic and international issues, and specialist knowledge and non-specialist audiences in these domains to rearticulate its relevance for future societies. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 340et Seminar: Topics in Anthropology-Ethnographic Writing (4 Credits)

Anthropological writing must convey the life-worlds of people and the textures of ethnographic encounters and fieldwork, and refine anthropological theories. How can writing do all of this at once? And as we craft a narrative, what do we leave out? Do we really describe ethnographic "reality" or do we create anthropological fictions? Why then do we look to ethnographic accounts to understand societies and cultures? Anthropological writing has dealt with these questions and more since its inception but most profoundly since the 1980s. In this class, we read pieces that reflect on and innovate with writing as anthropological praxis, and related issues of fact versus fiction, the politics of representation, narrative style, writing as a form of political action and the role of theory in the creation of knowledge. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 342bb Seminar: Topics in Anthropology-Biopower, Biopolitics and Governance (4 Credits)

The obesity epidemic, personalized cancer treatments, and the commercialization of surrogate pregnancy represent manifestations of Foucault's conception of biopower or the regulation of the lives of individuals and populations. While institutions like law, medicine, and public health can make visible state interests in bodies and population, more indirect social processes operate to the same ends. For example, advertising and consumer products indirectly shape norms and ideals convergent with government interests. This seminar explores the workings and limitations of biopower, biopolitics, and governance through case studies drawn from anthropology. Enrollment limited to 12. Juniors and seniors only. Instructor permission only.

Fall, Spring, Variable

ANT 347iw Seminar: Topics in Anthropology-How We Inhabit the World (4 Credits)

Making a place of one's own entails occupying and consuming what the place consists of. Human inhabitation of the planet can be seen as simultaneously productive and destructive, of both the inhabited space and its inhabitants. Drawing on concepts commonly considered "economic"; i.e. production, consumption, exchange, and property the following questions will be explored in this course: i) Does anthropological research confirm the universality of these concepts in human communities across history and geography as assumed by political and economic philosophers? ii) In what ways are the experiences, and hence understandings of, production, consumption, exchange, and property being transformed by the processes termed "neoliberalism"? How are these changes shaping the ways in which older and newer dispossessed groups may or may not inhabit the world? Readings for the course will include philosophical and anthropological texts. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 347pp Seminar: Topics in Anthropology-Pondering Pottery (4 Credits)

Pottery— both fragments and whole vessels— is ubiquitous in the archaeological record and provides insights into technological choices, shifting styles, food-related practices, economic relationships, and many other aspects of past lifeways. In this course we will focus on how archaeologists collect, analyze, interpret, and present information about pottery from diverse contexts across the globe. Students will have the opportunity to conduct independent research on fragmentary and complete pottery vessels and we will also utilize ethnographic and historical studies of potters to expand our understanding of these practices today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 352eu Seminar: Topics in Anthropology-Eugenics at Smith College (4 Credits)

This course is a research seminar based on the history of the eugenics movement and other forms of racial pseudo-science in the United States.

After completing some general readings on the history of American eugenics, students will develop individual research projects based on the rise, decline and lingering impacts of the movement. The focus in developing these projects will be on materials stored in the Smith College Archives, which range from the papers of Harris Hawthorne Wilder, Morris Steggerda and other faculty who were involved in eugenics research to ephemeral materials that document the participation of Smith students in this research from the 1910s to the late 1930s. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 353cc Seminar: Topics in Anthropology-Cannabis as Catalyst (4 Credits)

Once maligned as a dangerous "gateway drug" and as a troubling sign of social decay, cannabis is increasingly regarded as a potent and future-focused remedy for a range of medical and social ills. This course considers this rapid and dramatic cultural, legal and political transformation and what it has to teach us about much broader social shifts and tensions. The study of cannabis is a starting point for thinking about a variety of crucial anthropological topics, including human-plant relations, legality and illegality, race and (in)justice, pharmaceuticals and botanical treatments, kinship and care, science and expertise, and disability activism. {S}

Fall, Spring, Variable

ANT 353dd Seminar: Topics in Anthropology-Disability and Difference (4 Credits)

Disability is both a universal human reality and a profoundly embodied, contested, and situated experience. This course explores this tension from a range of methodological and theoretical perspectives, with an emphasis on innovative ethnographic work. Our approach will be insistently transnational and intersectional, taking into account how disabled selves and communities are shaped by geographical and historical context, racial and ethnic identity, class background, gender, and sexuality. We will consider concepts and themes such as embodiment, citizenship and belonging, access and visibility, creativity, medicalization and diagnosis, politics and advocacy, and virtuality and technology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 400 Special Studies (2-4 Credits)

By permission of the department, for junior and senior majors.

Fall, Spring

ANT 404 SPECIAL STUDIES (4 Credits)

Fall, Spring

ANT 430D Honors Project (4-8 Credits)

Fall, Spring, Annually

ANT 432D Honors Project (6 Credits)

Fall, Spring, Annually

Crosslisted Courses

ANT 135/ ARC 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ANT 224/ ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis (4 Credits)

Offered as ANT 224 and ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes the human is far from straightforward. This course examines the changing ways that Anthropos is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism and the Anthropocene concept. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 258/ MUS 258 Performing Culture (4 Credits)

Offered as MUS 258 and ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A}{S}

Fall, Spring, Alternate Years

Goals for Majors in Anthropology

Students should have:

- an understanding of the breadth of the subfields of cultural anthropology and/or archeology
- knowledge of the research methods used by anthropologists

- an understanding of the concept of culture and how cultural processes work in the production of meaning
- knowledge of the theoretical foundations of the discipline
- knowledge of the ethical implications of research
- the ability to apply their training to real-world situations both inside and outside of academia

Student Learning Outcomes

All majors in anthropology are expected to demonstrate:

- The ability to communicate in writing and in oral presentations in classrooms and other settings
- The ability to conduct library or document based research
- The ability to read and interpret professional publications in anthropology
- Understanding of the links among anthropological data, method and theory
- Understanding of the possible impacts of anthropological knowledge on broader questions of policy, political participation, and the allocation of diverse tangible and intangible resources

Archaeology

Department website (<https://www.smith.edu/academics/archaeology/>)
The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

Faculty

Archaeology Committee

Bosiljka Glumac, Ph.D., Dwight W. Morrow Professor of Geosciences
Yanlong Guo, Ph.D., Assistant Professor of Art
Joel S. Kaminsky, Ph.D., Morningstar Professor of Jewish Studies and Professor of Religion
Barbara A. Kellum, Ph.D., Professor of Art
Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology, *Chair*
Richard Lim, Ph.D., Professor of History
Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature
Rebecca Worsham, Ph.D., Assistant Professor of Classical Languages and Literatures

Minor Advisers

Bosiljka Glumac, Yanlong Guo, Joel Kaminsky, Barbara Kellum, Elizabeth Klarich, Richard Lim, Thalia A. Pandiri, Rebecca Worsham

Archaeology Minor

Requirements

Six courses

1. ARC 135/ ANT 135
2. Five additional courses chosen in consultation with the student's minor adviser. (If the archaeological project, below, carries academic credit, only four additional courses are required.) We encourage students to choose courses from at least two different departments, and to study both Old World and New World materials. A list of approved courses is available on the program website at www.smith.edu/arch (<http://www.smith.edu/arch/>).
3. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the minor adviser. The project may be done in a variety of ways and places; for example, it may be excavation (fieldwork), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests. This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the advisory committee, it may count as one of the six courses required for this minor.

Minor Requirement Details

- No more than two courses counting toward the student's major program may be counted toward the archaeology minor.
- Only four credits of a language course may be counted toward the minor.

Courses

ARC 135/ ANT 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ARC 400 Special Studies (2-4 Credits)

By permission of the Archaeology Advisory Committee, for junior or senior minors.

Fall, Spring

Crosslisted Courses

ANT 135/ ARC 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology (4 Credits)

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach.

Fall, Spring, Alternate Years

ANT 226 Archaeology of Food (4 Credits)

This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago, and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses on the types of archaeological data and analytical methods used to understand the agricultural revolution. Case studies from both centers and noncenters of domestication are used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food across the globe. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 237 Monuments, Materials and Models: The Archaeology of South America (4 Credits)

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. The course focuses on how archaeologists use data collected during settlement surveys, site excavations and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Discussions also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies and nationalist projects. {N}{S}

Fall, Spring, Alternate Years

ANT 347pp Seminar: Topics in Anthropology-Pondering Pottery (4 Credits)

Pottery—both fragments and whole vessels—is ubiquitous in the archaeological record and provides insights into technological choices, shifting styles, food-related practices, economic relationships, and many other aspects of past lifeways. In this course we will focus on how archaeologists collect, analyze, interpret, and present information about pottery from diverse contexts across the globe. Students will have the opportunity to conduct independent research on fragmentary and complete pottery vessels and we will also utilize ethnographic and historical studies of potters to expand our understanding of these practices today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ARH 200 China in Expansion (4 Credits)

During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things and the discourses around art underwent significant shifts, not only responding to but also mapping out the "Chinese-ness" in visual and material culture. This course of early Chinese art investigates diverse media bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Counts for ARU. {A}{H}

Fall, Spring, Alternate Years

ARH 204 Inkas, Aztecs and Their Ancestors (4 Credits)

What is antiquity in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research especially about the Inka, the Aztec, and their ancestors, but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 207 Translating New Worlds (4 Credits)

In this class we ask how travel to and through the New World was imagined, described and lived by Indigenous residents as well as those who came to the Americas from across the Atlantic and the Pacific oceans. Our focus rests upon the ways in which geographies, anthropologies, material objects, and pictorial and written records shaped colonial ambitions and experiences. Among the objects we will consider: books and painted images, dyes and metals, feathers, and urban buildings. Case studies will be drawn from across the Americas, including Canada, Mexico, Ecuador, Haiti, and the United States. We will also discuss contemporary cultural practices that seek to explain, interpret, and redress colonial encounters and settlements in the Americas. Group A, Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 212 Ancient Cities and Sanctuaries (4 Credits)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. The class probes how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 216 The Art and Architecture of the Ancient Roman World (4 Credits)

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 217/ CLS 217 Greek Art and Archaeology (4 Credits)

Offered as CLS 217 and ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. {A}{H}

Fall, Spring, Alternate Years

ARH 285pm Topics: Great Cities-Pompeii (4 Credits)

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. {A}{H}

Fall, Spring, Variable

ARH 285rm Topics: Great Cities-Rome (4 Credits)

Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. {A}{H}

Fall, Spring, Variable

CLS 218 Hellenistic Art and Archaeology (4 Credits)

We will examine the art, architecture, and material culture of the Hellenistic period, spanning the years from 323 to 31 BCE and representing one of the most exciting and dynamic eras of Greek history. Beginning with the expansionist campaign of Alexander the Great and ending with the conquests of the future emperor Augustus, it is a time of fast-paced change, experimentation, and diversity. In addition to examining the archaeology of this period, we will explore ideas about the accessibility of archaeological material and how this may be facilitated through digital collections and virtual reconstructions. {A}{H}

Fall, Spring, Alternate Years

CLS 227 Classical Mythology (4 Credits)

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myths. {A}{L}

Fall, Spring, Alternate Years

CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age (4 Credits)

For many of us, the Mediterranean Bronze Age is associated with mythological events like the Trojan War. But how did the people of the Bronze Age actually live? This course surveys the archaeology of the Eastern Mediterranean Bronze Age, including Egypt and the Aegean, among others, from 3000 to 1100 BCE. We explore not only the pyramids and palaces of the period, but also the evidence for day-to-day living, from crafts production to religion. We also examine how these cultures interacted, and the Mediterranean networks that both allowed them to flourish and led to their collapse. {A}{H}

Fall, Spring, Alternate Years

FYS 147 Power Lunch: The Archaeology of Feasting (4 Credits)

Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, people are what they eat, and how they eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. The class examines comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-years. WI {H}{S}

Fall, Spring, Variable

GEO 232 Sedimentary Geology (5 Credits)

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisites: GEO 101 and GEO 102; GEO 108; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Enrollment limited to 22. {N}

Fall

HST 201 The Silk Road and Premodern Eurasia (4 Credits)

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H}

Spring

HST 203 Alexander the Great and the Hellenistic World (4 Credits)

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. {H}

Spring, Variable

HST 204 The Roman Republic (4 Credits)

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. {H}

Fall, Spring, Alternate Years

HST 205 The Roman Empire (4 Credits)

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. The class traces how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. Enrollment limited to 40. {H}

Fall, Spring, Variable

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

REL 112 Introduction to the Bible I (4 Credits)

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L}

Fall, Spring, Annually

REL 213 Social Justice in the Hebrew Bible (4 Credits)

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today. {H}{L}

Fall, Spring, Variable

Archives Concentration

Department website (<https://www.smith.edu/academics/archives/>)
The archives concentration is designed to make histories of all kinds public and accessible through research projects and professional training. A combination of academic course work, practical experiences and independent research projects teach students about the institutions and repositories that shape our knowledge and understanding of our collective pasts. Students integrate classroom and hands-on learning to examine archives and archival studies, including the collection, preservation, interpretation, and display of artifacts, manuscripts and historic sites.

Faculty

Archives Concentration Committee

Kelly Anderson, Lecturer in History, Study of Women & Gender, and Archives Concentration, *Director*
Carrie N. Baker, J.D., Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women and Gender
Darcy Buerkle, Ph.D., Professor of History
Maureen Callahan, M.S.I., Sophia Smith Collection Archivist, Libraries
Alexis A. Callender, M.F.A., Associate Professor of Art
Leslie Fields, M.A., Head of Special Collections Public Services, Libraries
Andrea Moore, Ph.D., Assistant Professor of Music
Christen Mucher, Ph.D., Associate Professor of American Studies
Elizabeth Myers, Ph.D., Director of Special Collections, Libraries
Samuel Ng, Ph.D., Assistant Professor of Africana Studies
Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature
Andrea Stephanie Stone, Ph.D., Associate Professor of English Language & Literature
Nanci Young, M.A., College Archivist, Libraries

Advisers for the Concentration

Kelly Anderson, Carrie Baker, Darcy Buerkle, Alexis Callender, Andrea Moore, Christen Mucher, Samuel Ng, Cornelia Pearsall, Andrea Stone

Archives Concentration

Requirements

1. A gateway course: ARX 141 or ARX 120/ BKC 120/ MUX 120
2. Four electives that involve significant archival research, approved by the Archives Concentration Advisory Committee
3. Senior capstone seminar involving an independent research project resulting in a public history exhibit: ARX 340
4. Two practical experiences or internships, totaling at least 100 hours each.

Courses

ARX 120/ BKC 120/ MUX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKC 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

ARX 141 What I Do in the Archives (1 Credit)

This course is a lecture series that serves as a “gateway” course to the Archives Concentration and an introduction to the methods and discoveries of archival research. The talks feature faculty members, archivists, scholars, and writers describing their own journeys, practices and insights in encountering archival materials. S/U only. {H}

Spring

ARX 340 Seminar: Taking the Archives Public (4 Credits)

This seminar brings together a cohort of archives concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The readings focus on case studies and the challenges in preservation, access and interpretation of archival materials. The class analyzes how these materials become part of a meaningful and usable past for general audiences while taking into account the dynamics of national and collective identity formation, trauma, memorialization, social justice, and the changing digital landscape in the fields of public history and cultural heritage work. Enrollment limited to 15. Juniors and seniors only. {H}

Spring

ARX 400 Special Studies (1-4 Credits)

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than two special studies or a total of 8 credits may count toward the concentration.

Fall, Spring

Crosslisted Courses

ARX 120/ BKC 120/ MUX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKC 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

Learning Goals

Students in the archives concentration should be able to:

- Engage in first-hand use and interpretation of archival primary sources in a variety of academic disciplines and subject areas.
- Understand the institutions and repositories that shape knowledge of our collective pasts.
- Communicate archival research to a wider public audience through exhibits, digital projects, and oral presentations.
- Understand the ethics and responsibilities of archiving and develop the ability to think critically about archives and memory.
- Integrate academic course work and experiential learning.
- Reflect on internships and course work in terms of skills learned, career possibilities, and consideration of further studies at the graduate level.

Art

Department website (<https://www.smith.edu/academics/art/>)

The Smith art department embraces the history of art, studio practice and architecture. In all three arenas, we are committed to cultivating visual literacy and to understanding artistic production in different cultures throughout time and in our own media-saturated present.

The faculty of the Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

Faculty

Brigitte Buettner, Ph.D., Louise Ines Doyle 1934 Professor
 Lee Burns, M.F.A., Professor
 Alexis A. Callender, M.F.A., Associate Professor
 Lindsey Clark-Ryan, M.F.A., Associate Professor, *Associate Chair*
 Yanlong Guo, Ph.D., Assistant Professor
 Barbara A. Kellum, Ph.D., Professor
 Elisa Kim, M.Arch., Assistant Professor
 Dana Leibsohn, Ph.D., Alice Pratt Brown Professor
 John E. Moore, Ph.D., Professor
 Barry Moser, B.S., Irwin and Pauline Alper Glass Professor of Art
 Katherine E. Schneider, M.F.A., Core Lecturer
 John Slepian, M.F.A., Five College Associate Professor of Arts & Technology
 Fraser Stables, Ph.D., Professor
 Frazer D. Ward, Ph.D., Professor, *Chair*
 Lynne M. Yamamoto, M.A., Jessie Wells Post Professor

Lecturers and Visiting Faculty, 2023-24

Catalina Bestard Rotger, M.F.A., Lecturer
 Alix Gerber, M.F.A., Post-Graduate Fellow and Lecturer in Interdisciplinary Design Practices
 Justin Kim, M.F.A., Lecturer
 Lucretia Ann Knapp, M.F.A., M.L.S., Lecturer
 Amiko Li, M.F.A., Lecturer
 Elizabeth R. Meyersohn, M.F.A., Lecturer
 Susan Montgomery, M.F.A., Lecturer
 Margreth Nowinski, M.F.A., Lecturer
 Kathleen Pierce, Ph.D., Visiting Assistant Professor
 Julie Lapping Rivera, M.F.A., Lecturer

Major Advisers

A. Lee Burns, Alexis Callender, Lindsey Clark-Ryan, Yanlong Guo, Barbara Kellum, Elisa Kim, Dana Leibsohn, John Moore, John Slepian, Fraser Stables, Frazer Ward, Lynne Yamamoto

Minor Advisers

Art History: Yanlong Guo, Barbara Kellum, Dana Leibsohn, John Moore, Frazer Ward
Studio Art: A. Lee Burns, Alexis Callender, Lindsey Clark-Ryan, John Slepian, Fraser Stables, Lynne Yamamoto
Architecture and Urbanism: Yanlong Guo, Barbara Kellum, Elisa Kim, Dana Leibsohn, John Moore, Frazer Ward
Graphic Arts: Lindsey Clark-Ryan

Honors Directors

Art History: Frazer Ward

Studio Art: Alexis Callender

Architecture: Elisa Kim

Study Abroad Advisers

Art History: John Moore

Studio Art: Alexis Callender

Architecture: Elisa Kim

Art History Major

Courses in the history of art are divided into areas that reflect breadth in terms of both geography and chronology.

Requirements

Ten courses

1. As a gateway to the major, students may take either ARH 110: Art and Its Histories, normally completed by the sophomore year, or a First Year Seminar taught by an art history faculty member.
2. One course in studio art
3. ARH 190: Art History: Theory, Methods, Debates, normally taken by the junior year.
4. Six courses in the history of art and architecture at the 200 and 300 levels.
 - Students are expected to take a mix of lectures, colloquia and seminars, sequenced in consultation with the major adviser.
 - These courses should address a range of methodologies, time periods and geographies (e.g. Asia, Europe, North America, Latin America, Africa, etc.).
 - For different methodological approaches, students should take courses with a range of faculty members.
 - The six courses should include two that focus on material created before 1850. Note that there can be overlap, so for instance a course on Buddhist grottoes could serve as both a class on material before 1850 and on Asia.
 - In consultation with the adviser, these six courses may include one from a related discipline or a second studio course.
5. ARH 390: Art History Capstone, normally taken in the senior year.
 - Students entering Smith with a 5 on the AP art history exam may choose to be exempted from ARH 110, replacing it with another art history course at the 200 level or above.
 - No course counting toward the fulfillment of the major or minor may be taken for an S/U grade.*
 - Courses associated with a concentration (such as IDP, MUX, etc.) cannot be counted toward the completion of the art major.

*In response to unprecedented circumstances, the Department of Art is allowing up to two Satisfactory/Unsatisfactory (S/U) courses from Academic Year 2020–21 to count towards the major.

Students entering Smith College in the fall 2023 semester (or after) are subject to the above requirements. All others have the option of following this set of requirements, or the one in effect when they enrolled in the college or declared their major.

Studio Art Major

Requirements

Eleven 4-credit courses

1. One 100-level studio art course: ARS 162, ARS 163 or ARS 172 (Note that certain upper-level courses indicate specific 100-level course prerequisites.)
2. ARH 110: Art and Its Histories
3. One course with contemporary emphasis, relating to art history, visual studies or film and media studies, to be chosen in consultation with adviser.
4. One additional art history course at the 200 level or 300 level
5. Five additional 4-credit studio art courses
 - One course may be at the 100 level
 - Students may work across media areas but must consult with their adviser to take a series of courses (usually three) to reach the advanced level in at least one of the following. Each area is sequenced differently but will require at least one 300-level course.
 - drawing
 - digital media
 - graphic arts (printmaking or typography)
 - installation
 - painting
 - photography
 - sculpture
6. ARS 385
7. ARS 399
 - Students who complete their degree requirements in the fall semester should take ARS 399 in their junior year. All other students should take ARS 385 and ARS 399 in their senior year.
 - Students entering Smith with a 5 on the AP art history exam may choose to be exempted from ARH 110, replacing it with another art history course at the 200 level or above.
 - No course counting toward the fulfillment of the major or minor may be taken for an S/U grade.*
 - Courses associated with a concentration (such as IDP, MUX, etc.) cannot be counted toward the completion of the art major.

*In response to unprecedented circumstances, the Department of Art is allowing up to two Satisfactory/Unsatisfactory (S/U) courses from Academic Year 2020–21 to count towards the major.

Students entering Smith College in the fall 2023 semester (or after) are subject to the above requirements. All others have the option of following this set of requirements, or the one in effect when they enrolled in the College or declared their major.

Declaring a major in studio art

A student may declare a major in studio art any time after completing the introductory (100-level) studio art requirement and one additional studio art course. Prior to declaration, students must complete a portfolio review, scheduled each semester prior to the advising period. Students who receive a negative evaluation will be encouraged to take an additional studio course or courses and resubmit their portfolio at a subsequent review time. Students who receive a negative evaluation may resubmit their portfolios in subsequent reviews up to and including the last portfolio review available during their sophomore year. These students will be offered suggestions for strengthening their portfolios through additional studio coursework in the same or other media represented in the portfolio. The additional studio courses will count toward fulfilling the major requirements.

Mapping the major in studio art

Upon receiving a positive portfolio evaluation, a student should select and meet with a studio art adviser to discuss the student's interests and studio work to date and to select a media from those listed above. The student and adviser may design a sequence of studio courses that draws from several areas of focus.

Architecture and Urbanism Major Requirements

Twelve courses

1. ARH 110 Art and Its Histories
2. One 100-level studio art course: ARS 162, ARS 163 or ARS 172
3. Two introductory architectural design studio courses: ARS 280 and ARS 281
4. One advanced architectural design studio course: ARS 380 or ARS 381
5. One studio art course in another medium
6. Three 200-level or 300-level art history courses focusing on the built environment
 - a. One course with a focus on pre-1850
 - b. One course with a focus on post-1850
 - c. One elective
7. Two architecture-focused electives selected with guidance from the major adviser
8. One art history research-focused seminar with final paper focusing on the built environment, to be taken at Smith

Students entering Smith College in the fall 2023 semester (or after) are subject to the above requirements. All others have the option of following this set of requirements, or the one in effect when they enrolled in the college or declared their major.

It is recommended that a student contemplating application to a graduate program in architecture take at least one semester of physics and at least one semester of calculus, after consultation with the student's major adviser.

Honors Requirements and Presentations

All candidates will present their work to the department, in a public presentation, in late April or early May. Guidelines and further details can be found on the department website. Students planning to major or to do honors work in art will find it valuable to take courses in literature, philosophy, religion and history in the first two years. A reading knowledge of foreign languages is useful for historical courses. Courses may require one or more trips to Boston, New York or other places in the vicinity to study original works of art.

Art History Minor

Designed for students who, although they major in another department, wish to also focus on the history of art. With the assistance of their advisers, students may construct their minor to be as specific or comprehensive as they desire within the skeletal structure of the requirements.

Requirements

Six courses

1. As a gateway to the minor, students make take either ARH 110: Art and Its Histories, normally completed by the sophomore year, or a First Year Seminar taught by an art history faculty member
2. ARH 190: Art History: Theory, Methods, Debates
3. Four courses in the history of art and architecture:
 - Students are expected to take a mix of courses sequenced in consultation with their adviser.
 - These courses should address a range of methodologies, time periods, and geographies (e.g. Asia, Europe, North America, Latin America, Africa, etc.).
 - For different methodological approaches, students should take courses with a range of faculty members.
 - The four courses include one that focuses on material created before 1850. Note that there can be overlap, so for instance a class on Buddhist grottoes could serve as both a class on material before 1850 and on Asia.
 - The four courses should include two at the 290 level and above.
 - The four courses may include one studio art course.

Students entering Smith College in the fall 2023 semester (or after) are subject to the above requirements. All others have the option of following this set of requirements, or the one in effect when they enrolled in the college or declared their minor.

Studio Art Minor

Designed for students who wish to focus on studio art, although they are majors in another department. With the assistance of a minor adviser, a student may construct a minor with primary emphasis on one area of studio art or may design a minor that draws from several areas of concentration.

Requirements

Six 4-credit courses

1. ARS 162, ARS 163 or ARS 172
2. Three courses at the 200 level
3. One course at the 300 level
4. One elective in studio art

Architecture and Urbanism Minor

Designed for students who wish to focus on architecture, although they are majors in another department. This minor seeks to introduce students to the history, design and representation of the built environment.

Requirements

Six courses

1. ARS 162, ARS 163 or ARS 172
2. ARS 280 or LSS 250
3. ARS 281 or LSS 255
4. Two art history courses at the 200 level or 300 level focusing on the built environment
 - a. one course with a focus on pre-1850
 - b. one course with a focus on post-1850
5. ARH 110

Graphic Arts Minor

Graphic arts seeks to draw together the department's studio and history offerings in printmaking and typography into a cohesive unit.

Requirements

Six courses

1. ARS 163
2. ARH 247 or a topic of ARS 268
3. Three courses in studio art from this list: ARS 269, ARS 272, ARS 275, ARS 372 or ARS 376
4. ARS 372, ARS 376 or a continuation of one medium

Course Information

The following studio courses are repeatable with different course content and instructor, for a maximum of 8 credits: ARS 264, topics of ARS 268, ARS 362, ARS 362, ARS 363, ARS 364, topics ARS 366, ARS 372, ARS 374, ARS 376, ARS 383, topics of ARS 384.

Art history ARH 290 topics are repeatable with different course content for a maximum of 16 credits.

Advanced 200-level Colloquia Including topics of ARH 290, address methodological and theoretical questions as well as the histories of particular cultures, objects and moments. All of these colloquia involve sustained discussion and independent research, and require at least one 200-level art history course as a prerequisite. Enrollments limited to 18.

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

Studio Courses Core studio materials (such as ink, plaster or chemicals) are supplied to students of studio courses. Students are responsible for the purchase of additional supplies required for individual projects. The department reserves the right to retain examples of work done in studio courses. All studio courses require extensive work beyond the scheduled class hours. Please note that all studio art courses have limited enrollments.

Courses

ARH 110 Art and Its Histories (4 Credits)

This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of the past and present. Featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include: (1) materials, techniques and the patterns deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists' fame versus anonymity and uniqueness versus reproducibility; and (5) cross-cultural exchanges. Enrollment limited to 25. {A}{H}

Fall, Spring

ARH 190 Colloquium: Art History: Theories, Methods, Debates (4 Credits)

The meanings ascribed to art and architecture from any culture or period turn upon the interpreter's preoccupations and methods. This colloquium examines contemporary debates within the discipline, locating them within the field's own history. The class asks what kinds of knowledge historians of art and architecture produce and legitimize? What kinds of questions do they ask, what means do they use to answer them? Considering art and architectural history as a living field, the focus falls on recent scholarship, with an eye to the dynamic ways in which it builds on and/or departs from the history of the discipline. Enrollment limited to 18. Prerequisites: ARH 110 or a first-year seminar taught by a member of the department. {A}

Fall, Annually

ARH 200 China in Expansion (4 Credits)

During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things and the discourses around art underwent significant shifts, not only responding to but also mapping out the "Chinese-ness" in visual and material culture. This course of early Chinese art investigates diverse media bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Counts for ARU. {A}{H}

Fall, Spring, Alternate Years

ARH 201/ POR 201 Brazilian Art Inside and Out (4 Credits)

Offered as POR 201 and ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. {A}

Fall, Variable

ARH 204 Inkas, Aztecs and Their Ancestors (4 Credits)

What is antiquity in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research especially about the Inka, the Aztec, and their ancestors, but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 207 Translating New Worlds (4 Credits)

In this class we ask how travel to and through the New World was imagined, described and lived by Indigenous residents as well as those who came to the Americas from across the Atlantic and the Pacific oceans. Our focus rests upon the ways in which geographies, anthropologies, material objects, and pictorial and written records shaped colonial ambitions and experiences. Among the objects we will consider: books and painted images, dyes and metals, feathers, and urban buildings. Case studies will be drawn from across the Americas, including Canada, Mexico, Ecuador, Haiti, and the United States. We will also discuss contemporary cultural practices that seek to explain, interpret, and redress colonial encounters and settlements in the Americas. Group A, Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 212 Ancient Cities and Sanctuaries (4 Credits)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. The class probes how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 216 The Art and Architecture of the Ancient Roman World (4 Credits)

From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., are the subject of study. We also examine works of art from later periods as well as literature and film that structure our perception of the Roman world. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 217/ CLS 217 Greek Art and Archaeology (4 Credits)

Offered as CLS 217 and ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. {A}{H}

Fall, Spring, Alternate Years

ARH 225 Arts of Asia (4 Credits)

This multicultural course introduces students to the visual arts of Asia from the earliest times to the present. In a writing- and speaking-intensive environment, students will develop skills in visual analysis and art historical interpretation. Illustrated class lectures, group discussions, museum visits, and a variety of writing exercises will allow students to explore architecture, sculpture, painting, and other artifacts in relation to the history and culture of such diverse countries as India, China, Cambodia, Korea, and Japan. (E) {A}{H}

Fall, Variable

ARH 228/ MES 228 Islamic Art and Architecture (4 Credits)

Offered as MES 228 and ARH 228. This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students' command of critical visual analysis. {A}{H}

Fall, Spring, Variable

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades (4 Credits)

Focusing on buildings and representations created from the 11th through the 13th century, this course explores the intersection between artistic production and the movement, peaceful and bellicose, of people, ideas and objects during the Romanesque and early Gothic periods. Topics include monastic and royal patronage, the pilgrimage church and Crusader castle as specific building types, iconographic programs and their political agendas, and the transnational circulation of artifacts and cross-cultural visual encounters. Counts for ARU. {A}{H}

Fall, Spring, Alternate Years

ARH 234 The Age of Cathedrals (4 Credits)

Architectural, sculpted and pictorial arts from North of the Alps, c. 1150-1300. Rather than a survey, this course proposes a thematic approach to allow for an in-depth examination of key concerns of the Gothic era, such as the interface between visual creations and new forms of patronage and devotional attitudes, the rise in literacy and secular culture, the development of scientific rationality, or the sustained contact with the Islamic world. Counts for ARU.

Fall, Spring, Alternate Years

ARH 242 Italian Art and Architecture, 1300-1575 (4 Credits)

A contextual study of architecture, painting, printmaking and sculpture, from the central Italian communes of the fourteenth century to villas of Andrea Palladio in the sixteenth. Major artists considered include Giotto, Donatello, Bramante, Leonardo da Vinci, Raphael, Michelangelo, Titian, Veronese and Vasari. Organizing themes include: materials and techniques; individual artists' training and careers; the relationship of the visual arts to religion, politics, Humanism and a renewed engagement with Roman antiquity. The course explores the overlapping and distinct concerns of the papacy (Rome), of republican governments (Florence, Siena, Venice) and of aristocratic rulers (Ferrara, Mantua, Milan, Naples, Rimini), among other patrons. {A}{H}

Fall, Spring, Variable

ARH 247 Colloquium: The Art and History of the Book (4 Credits)

Will books as material objects disappear in the near future? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books and machine press books, to the digital media of today. Students discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Enrollment limited to 12. Instructor permission required. {A}{H}

Spring

ARH 250 Building Baroque Europe (4 Credits)

European architectural, urban and landscape design from (precisely) 1537 to about 1750. Specific topics include Tuscany under the first three grand dukes; Rome in the 17th century; France under the first three Bourbon kings; the rebuilding of London after the Great Fire; the significant enlargement or establishment of capital cities (Turin, Amsterdam, Versailles, Stockholm, St. Petersburg, Dresden, Berlin, Vienna); the rise of the English country house; the English landscape garden; and palaces, pilgrimage churches and monastic complexes in Bavaria, Franconia and Austria. Focus throughout on the fundamental interdependence of architecture and society. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 253 The Arts in Britain, 1714–1820 (4 Credits)

Artistic production under the first three Hanoverian kings of Great Britain. Topics include royal patronage; urban developments (London, Bath, Edinburgh); the English landscape garden; the English country house and its fittings; collecting and display; the Grand Tour; aesthetic movements (Gothic Revival, the Sublime, the Picturesque, Neoclassicism); artists' training and careers (among others, the brothers Adam, Gainsborough, Hawksmoor, Hogarth, Reynolds, Roubiliac and Wright of Derby); maps, prints and books; center vs. periphery; and city vs. country. Reading assignments culled from primary and secondary sources; including travel and epistolary literature. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 258 The Arts in Eighteenth-Century France (4 Credits)

A study of painting, sculpture, architecture, urban and landscape design, printmaking and the luxury arts in France, from the last years of Louis XIV's reign to the French Revolution. Recurring themes include artists' training and careers; academies, aesthetics and art theory; art criticism and the viewing public; collecting and display; patronage; and the relationship of art to politics, literature and science. France's pacesetter role in contemporary art is explored by looking beyond its borders to other courts—among them Bourbon Naples, some German-speaking principalities, Great Britain, Russia, Spain and Sweden—and to the French Atlantic world. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 278 Race and Gender in the History of Photography (4 Credits)

This course introduces the history of photography, emphasizing the ways photographs represent, mediate, construct and communicate histories of race, gender, sex, sexuality, intimacy and desire. The class studies a variety of photographic images, from the daguerreotype to digital media, from fine arts photography to vernacular images. Students consider objects that have forged connections among loved ones, substantiated memories or served as evidence, considering critical questions about photography's relationship to identity, affect, knowledge production and power. The course focuses on race and gender, and also attends closely to photography's relationship to identity broadly speaking, including class, ability and religion. {A}{H}

Fall, Spring, Variable

ARH 281 Modern, Postmodern, Contemporary (4 Credits)

This course examines global artistic tendencies since 1945 in their art-historical and socio-historical contexts. The class considers such developments as American abstraction and the rise of New York, neo-dada, pop, minimalism, conceptual art, earthworks, the influence of feminism, postmodernism, the politics of identity, conceptions of the site and the institution, global publics and the global culture of art, and the theoretical issues and debates that help to frame these topics. {A}{H}

Fall, Spring, Alternate Years

ARH 283 Architecture Since 1945 (4 Credits)

This course presents a global survey of architecture and urbanism since 1945, from post-World War II reconstruction and planning, through critiques of modernism, to postmodernism, deconstruction, critical regionalism and beyond. Major buildings, projects, movements and tendencies are examined in their historical, theoretical and rhetorical contexts. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 285pm Topics: Great Cities-Pompeii (4 Credits)

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. {A}{H}

Fall, Spring, Variable

ARH 285rm Topics: Great Cities-Rome (4 Credits)

Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. {A}{H}

Fall, Spring, Variable

ARH 286 History and Theory of Performance Art: Why Did the Performance Artist Cross the Road? (4 Credits)

This class addresses the history and theory of performance art since the 1960s, introducing artists whose work has shaped the field and the issues which have become important in the reception of performance art. {A}{H}

Fall, Spring, Variable

ARH 288 Colloquium: Techniques in Digital Art History (1 Credit)

This course provides students with a robust set of skills for today's art historian. With an emphasis on hands-on training using Imaging Center facilities, students complete multiple small projects in digital mapping, digital timelines and other data visualizations, scanning and photography of artworks, documenting artwork with international data standards, creating virtual galleries, 3D scanning and more. Short readings on the application of these methods in current art history scholarship is also assigned. Software includes Google MyMaps, Tableau, Timeline JS, Adobe Photoshop and Lightroom, Artstor/JSTOR Forum, Wordpress, Unity and others. S/U only. Enrollment limited to 12. {A}{H}

Interterm

ARH 289 Art and Medicine, Late 18th Century to the Present (4 Credits)

This course examines intersections of art and medicine from the late 18th century to the present. Considering a variety of texts and objects, from wax medical models and public health posters to Mona Hatoum's cell-like sculptures and photographic coverage of the 2014 Ebola epidemic, the course disentangles how medical understandings of the body filter into artistic production and popular thought and vice versa. While course material is primarily from Europe and the United States, the course attends to the ways medical imaginings of the body engage with imperialism and geopolitical boundaries, as well as race, gender, ability, class and sexuality. (E) {A}{H}

Fall, Spring, Variable

ARH 290ab Colloquium: The Artist's Book in the 20th Century (4 Credits)

A survey of the genre from its beginnings in the political and artistic avant-garde movements of Europe at the turn of the 20th century through contemporary American conceptual bookworks. In particular, the course examines the varieties of form and expression used by book artists and the relationships between these artists and the sociocultural, literary and graphic environments from which they emerged. In addition to extensive hands-on archival work in the library's Mortimer Rare Book Room and the museum's Selma Erving Collection of Livres d'Artistes, students read extensively in the literature of artistic manifestos and of semiotics, focusing on those critics who have explored the complex relationship of word and image. Enrollment limited to 18. Instructor permission required. Group B. {A}{H}

Fall, Spring, Variable

ARH 290ca Colloquium: Topics in Art History-Contemporary Art (4 Credits)

This class examines current issues in contemporary art, suggested by critical debates and significant exhibitions. The class is particularly interested in practices and debates that offer the following: analyses of the global condition of art; demonstrations of the influence of new technologies; reflections on institutional frameworks; excavations of earlier art-historical moments; and accounts of the shifting status of art, artists and audiences in the contemporary public sphere. Prerequisite: One 200-level art history course, or equivalent. {A}{H}

Fall, Spring, Variable

ARH 290cg Colloquium: Cities, Gardens, Utopias: 1400-1900 (C) (4 Credits)

Characteristic forms and the ritual, social, political, economic and cultural significance of the built environment in Europe and the Americas. Capital cities (among them Amsterdam, Berlin, Florence, Karlsruhe, London, Madrid, Mannheim, Paris, Rome, St. Petersburg, Stockholm and Washington, D.C.); colonial cities (among them Boston, Cuzco and Philadelphia) communities founded by the religiously persecuted or the religiously inspired; garrison towns; industrial towns; urban infrastructure (streets, squares, provisioning of water and other utilities, public transportation, and public amenities); garden design in England, France and Italy; Utopian thought and planning; and city vs. country. Counts for ARU. Prerequisite: ARH 110 recommended. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 290cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is "colonial" about art or architecture? Focusing on recent scholarship, this course addresses these queries, highlighting the 16th-19th centuries. Among the topics we consider are interpretive work in the field of "colonial studies," the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 290fs Colloquium: Topics in Art History-The Visual Culture of Freed Slaves in the Roman Empire (4 Credits)

Many ancient Roman houses and tombs belonged to freed slaves who had established themselves and their families in the world. Assessed through the lens of elite authors who disparaged freed people, these monuments have often been judged as lesser, imperfectly emulating lost aristocratic models. On the contrary, as a close reading of these houses and tombs themselves demonstrate, freedmen and freedwomen celebrated their transformation from being things to being persons of means by finding visual means to celebrate their industry, their wealth, their ambition and their identification with mythological figures who had once been enslaved. Enrollment limited to 20. {A}{H}

Spring, Alternate Years

ARH 290gi Colloquium: Topics in Art Historical Studies-Gothic in the Modern Imagination (4 Credits)

From College Hall to Hogwarts and Romantic ruins to video games, Gothic visual culture has provided a vast reservoir of materials for post-medieval cultural productions, both historicizing and deliberately anachronistic. Salient moments in the reception of medieval art and architecture are examined to understand how they have served differing cultural and political agendas from the 18th century onward. Topics include: Gothic Revival architecture; Troubadour and Pre-Raphaelite paintings; American Gothic; the Anarchist cathedral; the Middle Ages in film and fashion. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 290ib Colloquium: Topics in Art Historical Studies-Playing with Ink and Brush (4 Credits)

For more than a thousand years, ink has been maintained as the principal medium of painting and calligraphy in East Asia. This course surveys the continuities and ruptures of East Asian ink art seen through the formal, cultural and political factors. It also unravels the constant re-appropriation of the “archaic” medium. The course embraces art works in various media—paintings, calligraphy, books, woodblock prints, installation, performance and animation—that were created by premodern and modern artists. Sessions are organized both thematically and according to a rough, chronological sequence. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 290ic Colloquium: Topics in Art History-Iconoclasm (4 Credits)

Why have individuals and groups been moved to destroy art? How has art been construed as both essential, bewitching and dangerous? This class considers representational imagery in ancient Greece and Rome, and in Judaic and Islamic traditions; the Byzantine iconoclastic controversy; 16th-century Northern European iconoclasm and the coincident wholesale destruction of indigenous American art; the Counter-Reformation validation of religious imagery; the French Revolution; and attacks on works of art in the modern world. Students consider censorship and philistinism generally, and when (or whether) campaigns of renovation and restoration can legitimately be called iconoclasm. Enrollment limited to 18. {A}{H}

Fall, Spring, Variable

ARH 290lb Colloquium: Topics in Art History-The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World (4 Credits)

This course looks at the famed third-century BCE library at Alexandria, Egypt, precedents like the library of the Assyrian king Assurbanipal at Nineveh (with epics and omen texts on clay tablets) and later extant examples like the Library of Celsus at Ephesus to discuss the development of the library as a public building type. The class also compares later innovations like Labrousse’s Bibliothèque Sainte-Geneviève in Paris, Snøhetta’s award-winning 2002 Bibliotheca Alexandrina (on the site of the ancient library) and Maya Lin’s renovation of Neilson Library, analyzing how the buildings themselves make knowledge manifest. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 290ls Colloquium: Topics in Art Historical Studies-Age of Louis XIV (4 Credits)

An examination of the fundamental role of the visual arts in fashioning an extraordinary and indelible image of rulership during the reign (1643–1715) of Louis XIV. Ensembles and individual objects in many media—painting, sculpture, architecture, landscape design, prints, illustrated books, furniture, tapestries, numismatics, works commissioned or obtained in Rome, and literary production—are related to the centralized bureaucracy that came to define the French state. Time permitting, students may consider the impact of the palace of Versailles on other European courts. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 290mc Colloquium: Topics in Art Historical Studies-Meditations in Caves (4 Credits)

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

Fall, Spring, Variable

ARH 290qt Colloquium: Topics in Art History-Queer and Trans Visual Culture (4 Credits)

As representations of queer and trans subjectivities has left the largely coded citations of the closet, they have come to rely on discursively complex and intersectional forms of representation that at once exceed, and rely on, queer cultures, communities, and even subjects. Queer and trans visual culture has long offered a way for queer subjects to both represent, and come to understand, who they are and how meaning is inscribed onto and through [their] bodies. This class leverages history and theory to explore a range of media from fine art to popular culture, and develop a queer lens with which to interrogate visual culture.

This class maps the trajectory from the early twentieth century to our present moment, and ultimately seeks to describe what queer visual representation is—and perhaps is not—today. Prerequisite: ARH 110. Enrollment limited to 25. (E) {A}{H}

Fall, Spring, Variable

ARH 290ra Colloquium: Topics in Art History-Representing Animals (4 Credits)

This colloquium investigates the space between animal studies and art history. Examining case studies from the early modern period to the present, the class considers questions such as: What constitutes the animal, and how do images shape responses to this question? How and why have artists deployed animals as visual signs? How did the collection of animal specimens in the West both depend on and sustain networks of imperialism? Students' conversations will center around the meaningful role images and objects play in shaping understandings of the human, the animal, nature, identity and both human and animal culture. Prerequisite: ARH 110. Enrollment limited to 20. (E) {A}{H}
Fall, Spring, Variable

ARH 290ss Colloquium: Topics in Art Historical Studies-Swords and Scandals (4 Credits)

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO's *Rome* (2005-2007) and Ridley Scott's *Gladiator* (2000), we'll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical, and ideological terms. Their twentieth-century counterparts from films of the silent era to Hollywood epics like *Spartacus* (1960) and *Cleopatra* (1963) as well as cult classics like *Caligula* (1979) will be scrutinized in order to gain an understanding of how Romans function cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. {A}{H}
Fall, Spring, Variable

ARH 320 Art & Money: A Calderwood Seminar on Public Writing (4 Credits)

Art and money are inextricably intertwined. We'll delve into the ramifications of this relationship in the ways art is valued in the contemporary art market and the consequences for museums, collectors, artists, and for the general public. Topics include artists' self-fashioning for the market as well as the historical detective work it takes to reveal the practices which have fed this market of limited supply and infinite demand including looting and forgery. These are stories which need to be shared with an ever-wider audience especially in a time when the importance of art to humankind needs reevaluation. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}
Fall, Spring, Variable

ARH 350 Seminar: The Arts in England, 1485-1714 (4 Credits)

Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, revolution and regicide, and a much vaunted (when not exaggerated and misleading) insularity, set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of "the Englishness of English art," we shall study the careers of the painters, printmakers, sculptors, architects and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}
Fall, Spring, Variable

ARH 352ce Seminar: Topics in Art History-Imperial Matter: The Arts of China's Early Empires (4 Credits)

Why did the First Emperor of China build his grand mausoleum as a microcosm? What foreign motifs and luxury goods were brought to the Chinese proper and by whom? How did trade and war affect the making of the arts 2,000 years ago? These are some of the core questions embedded in this seminar, which investigates the power of things that made a difference in shaping the conditions of the Qin and the Han, Chinese first empires. Throughout the semester, students closely examine art objects and read leading scholars of early imperial Chinese art around the world. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Counts for ARU. {A}{H}
Fall, Spring, Variable

ARH 352gr Seminar: Topics in Art History-The Grand Tour (4 Credits)

In the seventeenth and eighteenth centuries, European aristocrats and others undertook journeys abroad, sometimes several years in length, to develop and hone their appreciation of history, culture and the visual arts, with Italy as the privileged destination. While sojourning here and there, tourists sought works of art (printed images importantly among them) that recorded the buildings, paintings and sculptures they had encountered, and artists in Rome and elsewhere strove to turn this demand to account. This seminar explores this and numerous other facets of this striking and consequential form of multicultural education and precursor of modern mass tourism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}
Fall, Spring, Variable

ARH 352rp Seminar: Topics in Art History- Uncollecting: Repatriations, Reparations and the Ethics of Return (4 Credits)

This course studies the ethics of return, focusing on collections of belongings made under colonial conditions. Across the 2000s, hundreds of artifacts, artworks, ancestral creations and animal (including human) bodies have been repatriated. But what does it mean to "return" belongings taken—indeed, often stolen—in the colonial past? What, really, can repatriation accomplish? Is reparation a better option, and what might it entail? Drawing examples from a wide range of geographies, and highlighting recent—especially decolonial—scholarship, the course debates these issues. Open to students in any discipline. Pre-req: one class in the visual arts, archaeology, anthropology, museum studies or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}
Fall, Spring, Variable

ARH 352vc Seminar: Topics in Art History-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? How do different forms of colonialism shape the meaning of objects? What kinds of loss does colonization produce, what kinds of resilience? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider: the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict), nationalist histories of colonial projects, and current debates about decolonization, repatriation and reparation. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {A}{H}
Fall, Spring, Variable

ARH 374bc Seminar: Topics in 20th and 21st Century Art-Border Crossings in Contemporary Art (4 Credits)

Border crossing, voluntary or involuntary, has become an important theme in contemporary global art, framing the conditions of the exile and the “illegal alien,” the tourist and the refugee, the service worker and the sex slave. This seminar examines the work of a range of contemporary artists examining border crossings of various kinds, focusing especially on the models and experiences of globalization that emerge through their practices. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Fall, Spring, Variable

ARH 390 Seminar: Art History Capstone (4 Credits)

The capstone provides students with an opportunity to reflect on their path through the major, to develop projects that grow out of and synthesize their previous coursework. It enables students to have an overview of things achieved and to showcase their competence in an area of focus in planning for their futures. The class is designed to support the challenge of conceptualizing and developing individual projects: weekly class meetings will provide scaffolding for student progress. In the collaborative workshop space of the class, students share their projects in stages, which are discussed and edited by their peers. Prerequisites: ARH 110, ARH 190 and at least two 200-level ARH courses. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ARH 400 Special Studies (2-4 Credits)

Fall, Spring

ARH 430D Honors Project (4 Credits)

Fall, Spring, Annually

ARS 162 Introduction to Digital Media (4 Credits)

An introduction to the use of digital media in the context of contemporary art practice. Students explore content development and design principles through a series of projects involving text, still image and moving image. This class involves critical discussions of studio projects in relation to contemporary art and theory. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring

ARS 163 Drawing I (4 Credits)

An introduction to visual experience through a study of the basic elements of drawing. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 18. Instructor permission required. {A}

Fall, Spring

ARS 172 Studio Art Foundations (4 Credits)

This cross-disciplinary studio course involves two-dimensional, three-dimensional and time-based approaches. Students are introduced to a range of conceptual and practical frameworks for making and thinking about art. This course is strongly recommended for students considering the art major. By emphasizing visual thinking, risk-taking and critical reflection, this course also has relevance for other disciplines. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Priority given to first years. Instructor permission required. {A}

Fall, Spring

ARS 200/ IDP 200 Art & Design: Making Radical Futures (4 Credits)

Offered as IDP 200 and ARS 200. This course explores speculative design practices as a way to collaboratively envision radical social transformation. The course focuses on imagining worlds without capitalism, building on local Solidarity Economy efforts. Students work in small groups to make these visions tangible through stories, installations, performances and models of everyday objects from the future. Students learn to make iteratively as a process of critical thinking, analyze how designed things reaffirm or resist the hegemonic power of capitalism and evaluate project work based on its ability to provoke questions and connect with viewers. Prerequisites: 100-level studio art course or IDP 116 or equivalent. Enrollment limited to 16. (E) {A}

Fall, Spring, Annually

ARS 205pz Topics in Studio Art Workshops: Posters, Zines and Prints in Public (2 Credits)

This 7-week studio intensive explores print-based artworks and the expressive qualities of distribution, archive and exchange. We will use printmaking, binding and presentation techniques to consider the personal, collaborative and political scope of print media. Studio Art Workshops allow students with any level of experience to explore a thematic, expanded approach to art practice. When multiple workshops are offered, students may take different topics during the first and second half of the semester for a total of 4 credits. Up to 4 credits of workshops may count toward the Studio Art Major. No prerequisites. Majors and non-majors welcome. S/U only. Enrollment limited to 12. (E) {A}

Fall, Spring, Variable

ARS 205sj Topics in Studio Art Workshops: Drawing Social Justice (2 Credits)

This 7-week studio intensive engages topics of social justice as central to our discussion and visual inquiry. Through studio work, artist research, class excursions and short readings, students will use drawing as an expansive medium to conceptualize and relate their ideas. This course is experimental in nature and will have no defined emphasis on traditional drawing techniques, instead we will take an expanded/interdisciplinary media approach to drawing, to explore how critical questions of social justice can be developed into impactful artworks. Studio Art Workshops allow students with any level of experience to explore a thematic, expanded approach to art practice. When multiple workshops are offered, students may take different topics during the first and second half of the semester for a total of 4 credits. Up to 4 credits of workshops may count toward the Studio Art Major. No prerequisites. Majors and non-majors welcome. S/U only. Enrollment limited to 12. (E) {A}

Fall, Spring, Variable

ARS 263 Video and Time-Based Digital Media (4 Credits)

This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. No prerequisites. Instructor permission required. {A}

Fall

ARS 264 Drawing II (4 Credits)

An introduction to more advanced theories and techniques of drawing, including the role of drawing in contemporary art. The emphasis of the class is on both studio work and class discussion. A major topic is the development of independent projects and practice. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163 or ARS 172 or equivalent. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 266 Painting I (4 Credits)

Various spatial and pictorial concepts are investigated through the oil medium. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or equivalent. Enrollment limited to 18. Instructor permission required. {A}

Fall, Spring, Annually

ARS 269 Lithographic Printmaking I (4 Credits)

Introduction to the printmaking technique of hand-drawn lithography and photographic halftone lithography using Adobe Photoshop. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: ARS 163, or permission of the instructor. {A}

Fall, Spring, Variable

ARS 272 Intaglio Printmaking (4 Credits)

This course is an in-depth introduction to the expressive potential of the printed image and the distinct visual and tactile qualities of etching and drypoint. The class explores how prints can function as social devices, manifestations of texture and opportunities for collaboration. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or ARS 172, or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 273 Sculpture I (4 Credits)

The human figure and other natural forms. Work in modeling and plaster casting. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 163, ARS 172 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 274 Projects in Installation I (4 Credits)

This course introduces students to different installation strategies (e.g., working with multiples, found objects, light and site-specificity, among others). Coursework includes a series of projects, critiques, readings and short writing assignments. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 12. Prerequisite: ARS 172 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 275 The Book: Theory and Practice I (4 Credits)

(1) Investigates the structure of the book as a form; (2) provides a brief history of the Latin alphabet and how it is shaped calligraphically and constructed geometrically; (3) studies traditional and non-traditional typography; and (4) practices the composition of metal type by hand and the printing of composed type on the SP-15 printing presses. A voluntary introduction to digital typography is also offered outside class. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring

ARS 277 Woodcut Printmaking (4 Credits)

Relief printing from carved woodblocks can create images that range from precise and delicate to raw and expressionistic. It is a direct and flexible process that allows for printing on a variety of materials at large and small scales. Students use both ancient and contemporary technologies to produce black and white and color prints from single and multiple blocks. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or ARS 172, or equivalent. Enrollment limited to 15. Instructor permission required. {A}

Fall, Spring, Annually

ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground (4 Credits)

In nurturing architecture's foundational principles of visual, material and conceptual experimentation, this course lays the foundation for subsequent studios, lifelong learning and curiosity for architectural design processes. It probes the material, organizational and spatial qualities of the ground, a shared horizontal territory inhabited by plants, people and buildings—one that is as much cultural as it is natural. Through iterative and analog processes, students integrate drawing and making to construct and reconstruct lines in the ground. Probing the physical and conceptual ground for natural or constructed patterns, students develop foundation-level design skills within the context of larger environmental and cultural discourses. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Not open to students who have taken ARS 283. Enrollment limited to 15. Prerequisite: ARH 110 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 281 Introduction to Architectural Design Studio: Digital Design Processes - Air (4 Credits)

This studio probes the material, organizational and spatial qualities of the line architecture's most fundamental element. Through iterative and digital processes which engage light and air as their main references, students integrate drawing and making to construct and reconstruct lines in both virtual and physical space, and in two and three dimensions. Materialization of digital processes is tested through multiple full-scale, physical models. Through the act of making and remaking constructed lines, students oscillate between intuitive and critical modes of thinking, while further developing foundation-level design skills including analytic drawing, digital fabrication, and issues relating to scale and site specificity. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 280 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 282 Photography I (4 Credits)

An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Each section involves either black and white or a combination of darkroom and digital processes. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisite: ARS 162 or ARS 172 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 361 Interactive Digital Multimedia (4 Credits)

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation or internet. Critical examination and discussion of contemporary examples of new media art augment this studio course. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 162. Enrollment limited to 14. Instructor permission required. {A}{M}

Fall, Spring, Annually

ARS 362 Painting II (4 Credits)

Painting from models, still life and landscape using varied techniques and conceptual frameworks. Students may require additional supplies and are responsible for purchasing them directly. Prerequisites: ARS 266. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 363 Painting III (4 Credits)

Advanced problems in painting. Emphasis on thematic self-direction and group critical analysis. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Prerequisite: ARS 362. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 364 Drawing III (4 Credits)

Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course shifts annually to reflect the technical and ideational perspective of the faculty member teaching it. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 and ARS 264. Enrollment limited to 15. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 366pc Topics in Painting-Painting Comedy (4 Credits)

Looking at an array of contemporary artists in global and historical contexts, students will create works that explore the comedic modes of irony, wit, melodrama, slapstick, and other visual deliveries of humor. The class will involve short experimental assignments, iterative works, and independent projects, produced in varied painting media. During the semester we will use workshop based studio practices, to explore the personal and cultural idiosyncrasies and conventions, through which humor operates as a visual tension that can tell stories about self, society, politics and power. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 266. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Variable

ARS 370se Topics in Installation Art-Unforgotten: Memory and Socially Engaged Art (4 Credits)

In this course, the class creates and critically interrogates socially engaged art. The focus is the subset of those practices that originate and gain power from remembering events of the past. Formats include site interventions, community collaborations, performance, traditional studio practices or intersections of these. The processes and physical forms of the (art) works complicate boundaries between art and education, art and sociology, and art and activism. The course is organized as a laboratory/workshop to experiment with ideas and forms of socially engaged art. At the same time, students discuss (aesthetic and participant impact) rubrics for these projects and analyze their efficacy. Students may require additional materials and are responsible for purchasing them directly. Prerequisite: One 4-credit studio art course. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Annually

ARS 372 Printmaking, Mark-Making, Image-Making, World-Making (4 Credits)

This course is an opportunity for students to expand upon their existing printmaking knowledge and learn how to combine multiple processes such as intaglio, relief, monotype and lithography. The class pays attention to the unique marks made by each process; considers the relationship between drawn, digital and photographic images in print; and uses the capacity to print multiples as a means to construct physical, social or narrative forms. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: at least one 4-credit 200-level printmaking course or equivalent. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 374 Sculpture II (4 Credits)

Advanced problems in sculpture using bronze casting, welding and various media. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisites: ARS 273. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Annually

ARS 376 Printmaking: Color, Texture and Scale (4 Credits)

This course is an opportunity for students to expand upon their existing printmaking knowledge and learn how to combine multiple processes such as intaglio, relief, monotype and lithography. The class explores printmaking as a transformative process that creates rich, layered color relationships, builds and responds to texture and converts information into multiples. Students have the chance to work at ambitious scales, including using print media to create installations, three-dimensional forms or distributable public projects. Hand-drawn, digital and photographic approaches are available. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: one 4-credit 200-level printmaking course. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 380 Architectural Design Studio: Transient Spaces - Terrestrial Bodies (4 Credits)

This research-based architectural design studio utilizes digital processes to analyze and reinterpret canonical architectural precedents, linking the digital to fluid conceptual ideas which are both historic and contemporary. In particular, the studio probes the spatial qualities of the moving body—as a site of both deep interiority and hyper-connectivity. In a return to the territory of the ground (see ARS 280), and within the larger context of ecologically and geopolitically induced migration and displacement, this studio investigates themes related to mobility and transience and the ways in which the body traverses territories of ground. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 15. Prerequisites: ARS 280 and ARS 281 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 381 Architectural Design Studio: Transient Spaces - Aquatic Bodies (4 Credits)

In a return to probing the material, organizational and spatial qualities of the line (see ARS 281), this research-based architectural design studio questions the agency of the line in relationship to contemporary issues of mobility and migration. In particular, this studio privileges the sea as a lens from which to view a changing world order and to explore ways in which architectural representation may be foregrounded as an investigative and speculative site. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisites: ARS 280 and ARS 281. Enrollment limited to 15. Instructor permission required. {A}

Fall, Spring, Annually

ARS 383 Photography II (4 Credits)

Advanced exploration of contemporary photographic techniques and concepts. Students work on assigned and self-directed projects using various analog and digital techniques, studio lighting, large-format printing, and interdisciplinary approaches. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisites: ARS 282. Enrollment limited to 15. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 384em Topics in Photography: Photography as Extended Media (4 Credits)

This course explores the possibilities of photography, expanding its boundaries in relation to sculpture, moving image, technology and installation. Structured in four sections, students respond to assignments within each section and work on an independent final project. Possible areas of studio exploration include darkroom and digital production, camera-less processes, moving image and installation. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. This course can be repeated once for credit with a different topic. Enrollment limited to 14. Prerequisite: ARS 282. Instructor permission required. (E) {A}

Spring, Alternate Years

ARS 384lv Topics in Photography: Light--Visibility and Erasure (4 Credits)

This course explores the technological, poetic, and conceptual potential of light within photography and lens-based practices. Approaches include material-focused darkroom processes, studio lighting techniques, and the option to work with digital production and presentation technologies (such as scanning, laser cutting, projection, or VR). The course incorporates quick experimentation and sustained independent work, engaging ways in which light (and its absence) is a central lever within photographic production, materiality, and meaning. This course can be repeated once for credit with a different topic. Enrollment limited to 12. Prerequisites: ARS 282. Instructor permission required. {A}

Fall, Spring, Variable

ARS 385 Senior Studio I (4 Credits)

This capstone course is required for all senior ARS majors. Students use the framework of the course to focus, challenge and re-conceptualize their studio work in media of their choice. Critiques, readings, written assignments, presentations and discussions support the development of an inventive and rigorous independent art practice. The semester culminates in a group exhibition. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to Smith College Senior ARS majors. {A}

Fall

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio (4 Credits)

Offered as LSS 389 and ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring, Variable

ARS 390 Five College Advanced Studio Seminar (4 Credits)

This course is limited to junior and senior art majors from the five colleges. Particular emphasis is placed on thematic development within student work. Sketch book, written self-analysis and participation in critique sessions is expected. Students may require additional materials and are responsible for purchasing them directly. Enrollment limited to 15, three students from each of the five colleges. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Offered in rotation within the five colleges. Normally offered at Smith every fifth fall. {A}

Fall

ARS 399 Senior Studio II (4 Credits)

This one-semester capstone course is required of senior and junior (completing in fall semester) Plan B majors. Students create work in media of their choice and develop the skills necessary for presenting a cohesive exhibition of their work at the end of their final semester, as required by the Plan B major. Course material includes installation or distribution techniques for different media, curation of small exhibitions of each others' work, and development of critical discourse skills through reading, writing and speaking assignments. In addition to studio faculty, Smith museum staff may occasionally present topics of conceptual and/or practical interest. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Senior ARS Majors only. {A}

Spring

ARS 400 Special Studies (1-4 Credits)

Normally for junior and senior majors. Written project description required. Students may require additional materials and are responsible for purchasing them directly.

Fall, Spring

ARS 430D Honors Project (4 Credits)

Special approval required.

Fall, Spring, Annually

Crosslisted Courses

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ARH 201/ POR 201 Brazilian Art Inside and Out (4 Credits)

Offered as POR 201 and ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. {A}

Fall, Variable

ARH 217/ CLS 217 Greek Art and Archaeology (4 Credits)

Offered as CLS 217 and ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. {A}{H}

Fall, Spring, Alternate Years

ARS 200/ IDP 200 Art & Design: Making Radical Futures (4 Credits)

Offered as IDP 200 and ARS 200. This course explores speculative design practices as a way to collaboratively envision radical social transformation. The course focuses on imagining worlds without capitalism, building on local Solidarity Economy efforts. Students work in small groups to make these visions tangible through stories, installations, performances and models of everyday objects from the future. Students learn to make iteratively as a process of critical thinking, analyze how designed things reaffirm or resist the hegemonic power of capitalism and evaluate project work based on its ability to provoke questions and connect with viewers. Prerequisites: 100-level studio art course or IDP 116 or equivalent. Enrollment limited to 16. (E) {A}

Fall, Spring, Annually

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio (4 Credits)

Offered as LSS 389 and ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring, Variable

CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age (4 Credits)

For many of us, the Mediterranean Bronze Age is associated with mythological events like the Trojan War. But how did the people of the Bronze Age actually live? This course surveys the archaeology of the Eastern Mediterranean Bronze Age, including Egypt and the Aegean, among others, from 3000 to 1100 BCE. We explore not only the pyramids and palaces of the period, but also the evidence for day-to-day living, from crafts production to religion. We also examine how these cultures interacted, and the Mediterranean networks that both allowed them to flourish and led to their collapse. {A}{H}

Fall, Spring, Alternate Years

FMS 350sd Seminar: Topics-Questions of Cinema-Film and Visual Culture from Surrealism to the Digital Age (4 Credits)

This class investigates the moving image and its relationship to the rest of 20th and 21st century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically we examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. We'll look at how cinema and other moving images have consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigations with those of other media. Over the course of the semester, we shall also attend to the idea of "film" in relation to the larger category of "moving image." Does not fulfill ARH research seminar requirement. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Fall, Spring, Variable

FYS 131 Paris: City of Light (4 Credits)

Urban, architectural, and cultural history of Paris, from its founding some 2,000 years ago through the twentieth century. We will explore the layout of streets and parks; the provisioning of infrastructure (water, sewers, public transportation); building typologies; châteaux and country houses in the capital's environs; the social, economic, political, and aesthetic contexts of architectural patronage; and how the built environment carries decipherable symbolic meaning. Paris as a subject in the visual arts—in the Impressionist era in particular—will be examined, as will the city's status as a perennial crucible of fashion, avant-gardism, and modernism. Enrollment limited to 16 first-years. WI {A}{H}

Fall

FYS 197 On Display: Museums, Collections and Exhibitions (4 Credits)

Why do people collect things and what do they collect? Students explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke's Skinner Museum, students research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists and psychologists, students attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

IDP 106 The Renaissance (2 Credits)

The French word renaissance means "rebirth"; when capitalized, it defines both a chronological period (ca. 1300-1600) in European history and an impactful engagement with the legacy of Greco-Roman antiquity. The descriptor was devised, importantly, at the time, not retrospectively. This course describes events, activities and innovations widely understood as a defining and indispensable foundation of the modern world's global turn. Lectures treat and contextualize various topics: history, language, education, manuscripts and printed books, court culture, trade and colonization, the invention of utopia, the rise of Protestantism, theater in Shakespeare's London, science and mathematics and the visual arts. {A}{H}

Fall, Spring, Alternate Years

IDP 325 Art/Math Studio (4 Credits)

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Limited to juniors and seniors. Instructor permission required. Enrollment is limited to 15. {A}{M}

Spring

JUD 238 Sacred Space in Jewish Antiquity (4 Credits)

This course examines archaeological and textual evidence to explore how diverse Jewish groups in antiquity constructed sacred spaces, and ultimately Jewish identity, through art, architecture, and ritual. (E) {A}{H}

Fall, Variable

LAS 291 Colloquium: Decolonize This Museum? (4 Credits)

What does it mean to de-colonize a museum? How does such work happen, and who actually does the "decolonizing?" With these questions as guide, this class considers Latin American museums—of art, natural history, local and other histories—through comparative lenses. Decolonizing conversations are taking place in many parts of the world, and so this course addresses Latin American and Latinx projects in relation to those taking place in Africa and the Pacific Islands, in western Europe and North America. Independent research projects will figure prominently; recommended: at least one class in Latin American and Latino/a Studies, art history, anthropology. {A}{H}{S}

Fall, Spring, Variable

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism (4 Credits)

What do artists have to say to activists and scientists? Students in this seminar will immerse in case studies drawn from Latin American and Latinx geographies (1970s to the present) to explore the promises and pitfalls of cultural experiments across boundaries of knowledge-making in art, ecology and activism. We will work with a range of public culture technologies—including digital storytelling, social and print media—to illuminate these "activist ecologies" for diverse publics outside academia. Open to juniors and seniors of any major. Some background in the study of the Latinx/Latin America(s) required. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {A}{H}{S}

Fall, Spring, Variable

REL 280 South Asian Visual Culture (4 Credits)

How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, art, advertising and film? This course considers the visual world of South Asia, focusing on the religious dimensions of visibility. Discussions include the divine gaze in Hindu and Buddhist contexts, the role of god-posters in religious ritual and political struggle, the printed image as contested site for visualizing the nation and the social significance of clothing and commercial films in colonial and contemporary India. Students also work closely with holdings from the Smith College Art Museum.

Fall, Spring, Variable

Goals for Majors in Art**All graduating art majors and minors will:**

- develop familiarity with original works of art and/or architecture and with research tools appropriate for the discipline, including print scholarship, online databases, and various reference materials;
- communicate their ideas effectively in written, oral and (as appropriate) material form, including public presentations that rely upon the display of visual images or artwork;
- engage a range of disciplines in their work, in the spirit of a liberal arts education.

Art studio and architecture majors and minors will:

- demonstrate fluency in practices or techniques in the current field of practice for at least one medium (e.g. painting, installation, photography, digital media);
- demonstrate proficiency in an extensive and pertinent vocabulary for describing their own work and the art historical antecedents with which it shares relationships;
- demonstrate familiarity with professional practices and global perspectives within the cultural landscape of contemporary art;

Assessment (majors and minors): Students will be assessed through periodic faculty and peer critiques of their work and reviews of their written and oral abilities.

Assessment (majors only): Students will create a body of work for final exhibition that results from deep engagement in the process of making and demonstrates an awareness of the contemporary and historical context in which the work exists. This work will be evaluated through peer, faculty, and external critique.

Students will also complete the major with a professional-level, documented portfolio of their work, including both visual and written materials.

Art history majors and minors will:

- learn to read original objects, architectural settings, and written scholarship analytically and synthetically;
- demonstrate familiarity with the different ways that spaces, monuments, and objects have intersected with lived and imagined experiences throughout history and the world over;
- demonstrate expertise in self-directed research, including fluency with a range of methodologies and debates across the discipline.

Assessment: Students will be assessed in classes, through faculty reviews of their written and oral abilities.

Students will also complete a capstone research seminar that results in a sustained piece of original research, presented in oral form and a paper of ca. 15 pages, to be evaluated by the faculty.

Arts and Technology

Department website (<https://www.smith.edu/academics/arts-tech/>)

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

This interdisciplinary minor provides students with a strong foundation in media arts and technology studies, while laying the groundwork for more advanced work in this area. Two primary strengths of the minor are the broad range of topics and approaches to which students are exposed, and the individualized nature of each student's trajectory through the minor. The field of arts and technology is by nature diverse and rapidly changing, and therefore requires broad exposure, as well as self-direction and high motivation from the student. With careful and attentive advising, our students are able to navigate this complex field successfully, while developing the background and experience necessary for more advanced work.

Although each student's path through the minor is unique, all students must meet certain core requirements. The requirements entail six courses structured into three layers: a specific foundational level, a flexible intermediate level and a culminating Special Studies. Students take one or more of the foundation-level courses to discover how technology is employed in various fields of art, to experience the process of art critique and to identify the areas of creativity in which they are interested. The intermediate-level courses provide a progressive interdisciplinary structure that guides students to embrace at least two disciplines, at increasingly advanced levels of artistic and technological stages. The sixth course is a Special Studies that the student designs with her advisers.

There are many exciting possibilities, including collaborations with other students, and venues for performance, exhibitions, demonstrations and publications.

Faculty

Arts & Technology Committee

Rodger Fleming Blum, M.F.A., Professor of Dance
 Johanna Brewer, Ph.D., Assistant Professor of Computer Science
 Edward M. Check, M.F.A., Senior Lecturer in Theater
 Barbara A. Kellum, Ph.D., Professor of Art, *Chair*
 John Slepian, M.F.A., Five College Associate Professor of Art and Technology
 Steve Waksman, Ph.D., Elsie Irwin Sweeney Professor of Music

Minor Advisers

Rodger Blum, Johanna Brewer, Edward Check, Barbara A. Kellum, John Slepian, Steve Waksman

Arts and Technology Minor

Requirements

Six courses

1. One foundational course: ARS 162, CSC 110, SDS 192 or THE 100
2. Three intermediate courses from at least two different departments
 - a. Two 200-level or above courses
 - b. One elective

3. One elective
4. One four-credit special studies on a topic approved by the minor adviser

Crosslisted Courses

ARS 162 Introduction to Digital Media (4 Credits)

An introduction to the use of digital media in the context of contemporary art practice. Students explore content development and design principles through a series of projects involving text, still image and moving image. This class involves critical discussions of studio projects in relation to contemporary art and theory. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring

ARS 263 Video and Time-Based Digital Media (4 Credits)

This course builds working knowledge of multimedia digital artwork through experience with a variety of software, focusing on video and time-based media. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 14. No prerequisites. Instructor permission required. {A}

Fall

ARS 361 Interactive Digital Multimedia (4 Credits)

This course emphasizes individual and collaborative projects in computer-based interactive multimedia production. Participants extend their individual experimentation with time-based processes and development of media production skills (3D animation, video and audio production) developed in the context of interactive multimedia production for performance, installation or internet. Critical examination and discussion of contemporary examples of new media art augment this studio course. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 162. Enrollment limited to 14. Instructor permission required. {A}{M}

Fall, Spring, Annually

CSC 240 Computer Graphics (4 Credits)

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course accommodates both CS majors, for whom it is programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisite: CSC 120 or equivalent. MTH 111 or equivalent is an additional required prerequisite for majors. Designation: Theory, Programming. {M}

Fall, Spring, Annually

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment (4 Credits)

Through readings, discussion, labs and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enables students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. Enrollment limited to 20. {N}

Fall, Spring, Variable

EGR 100hh Topics: Engineering for Everyone-Challenges in Human Health (4 Credits)

We will explore broadly how engineering design approaches can be used to address a variety of challenges in human health. Through readings, discussions, lab experiences, short design assignments, and a semester-long team design project, we will work to identify open unmet biomedical needs, and learn a process for how to develop solutions to meet those needs. The emphasis will be on first gaining a thorough understanding of an unmet need, and then on continually improving solution ideas, through testing and seeking feedback on the current set of possible solutions, and learning from failure. {N}

Fall, Spring, Variable

EGR 100sw Topics: Engineering for Everyone-Sustainable Water Resources (4 Credits)

We investigate and design water resources infrastructure – for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton's water resources, Boston's Deer Island wastewater treatment facility, San Francisco's water supply system, California's State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. {N}

Fall, Spring, Variable

PHY 117 Introductory Physics I (5 Credits)

The concepts and relations (force, energy and momentum) describing physical interactions and the changes in motion they produce, along with applications to the physical and life sciences. Lab experiments, lectures and problem-solving activities are interwoven into each class. In-class discussion sections offer additional help with mathematics, data analysis and problem solving. This course satisfies medical school and engineering requirements for an introductory physics I course with a lab. Prerequisite: MTH 111 or equivalent. Enrollment limited to 28. {N}

Fall, Spring

THE 100 The Art of Theatre Design (4 Credits)

The course is designed to explore the nature of design in theatre and the visual arts. Students study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it involves discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores.

Enrollment limited to 16. {A}

Fall, Spring, Annually

THE 253 Introduction to Lighting Design (4 Credits)

This course introduces students to the theory and practice of stage lighting design. Over the semester, the course cultivates sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, students learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, students also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. {A}

Spring

Astronomy

Astronomy is the study of the cosmos, from our home planet to the farthest reaches of the universe. One of the original liberal arts, astronomy offers an unparalleled perspective for appreciating our planet and the life that it supports. It also provides an opportunity to appreciate the simplicity of the forces of nature and understand how these forces govern the origin and evolution of our universe.

Faculty

James Daniel Lowenthal, Ph.D., Mary Elizabeth Moses Professor of Astronomy, *Chair*

Margaret Glynn Lysaght Thacher, M.S., Senior Laboratory Instructor
Kimberly Ward-Duong, Ph.D., Assistant Professor

Lecturers and Visiting Faculty, 2023-24

Eliot Halley Vrijmoet, Five College Astronomy Education and Research Fellow

Major and Minor Advisers

James Lowenthal, Kimberly Ward-Duong

Honors Directors

James Lowenthal, Kimberly Ward-Duong

Astronomy Major

The astronomy major provides a good foundation in modern science with a focus on astronomy. Taken alone, it is suited for students who wish to apply scientific training in a broad general context. If coupled with a major in physics, the astronomy major or minor provides the foundation to pursue a career as a professional astronomer. Advanced courses in mathematics and a facility in computer programming are strongly encouraged.

Requirements

Eleven courses (44 credits)

1. AST 100 or AST 111
2. AST 113
3. AST 235
4. Two courses at the 200 level
5. One course at the 300 level
6. PHY 117 and PHY 118
7. Three courses at the 200 or 300 level

Students with especially strong background in physics or astronomy may, in consultation with their advisers, replace AST 111 with a more advanced course. Up to two of the three courses at the 200 or 300 level may, after consultation with and approval by the major advisor, be selected from 200- or 300-level courses in a related discipline such as mathematics, physics, geology, computer science or the history or philosophy of science.

Astronomy Minor

The minor provides a practical introduction to modern astronomy. If combined with a major in another science or mathematics related field, such as geology, chemistry or computer science, it can provide a versatile scientific background that would prepare a student for future work as a scientist or technical specialist. Alternatively, the

minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing, or science education.

Requirements

Six courses (24 credits)

1. AST 100 or AST 111
2. One course at the 200 level
3. PHY 117
4. Two astronomy courses
5. One course in astronomy or physics

Astrophysics Minor

The astrophysics minor is an alternate option for the student who is considering a career as a professional astronomer. Central to this approach is a strong physics background, coupled with an exposure to topics in modern astrophysics. Students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements

Completion of physics major plus any three astronomy classes except AST 100, AST 102, AST 103 and AST 111.

Courses

Good choices for first-year astronomy courses for science majors are AST 111 and AST 113. Courses designed for nonscience majors who would like to know something about the universe are AST 100, AST 102 and AST 103.

AST 100 A Survey of the Universe (4 Credits)

Discover how the forces of nature shape our understanding of the cosmos. Explore the origin, structure and evolution of the Earth, moons and planets, comets and asteroids, the Sun and other stars, star clusters, the Milky Way and other galaxies, clusters of galaxies, and the universe as a whole. Designed for nonscience majors. Enrollment limited to 50. {N}
Fall

AST 102 Sky and Time (4 Credits)

This course explores the astronomical roots of clocks and calendars, and relies on both real and simulated observations of the Sun, Moon and stars. In addition to completing weekly projects based on collecting and interpreting data, students independently research a clock and a calendar from another culture, either ancient or modern. There are no prerequisites, and students from all disciplines and backgrounds are welcome. Enrollment limited to 25. {N}
Spring

AST 103 Sky and Telescopes (3 Credits)

Discover how astronomers know about the universe by observing the light that comes to us from distant objects. View the sky with your naked eye, binoculars, and a small telescope. Take pictures with a professional telescope, and examine astronomical images. Designed for non-science majors. Enrollment limited to 20. {N}
Fall

AST 104 Alien Worlds (4 Credits)

This course explores the study and search for extraterrestrial worlds. Students examine in detail our own solar system, the formation and evolution of planets, planets outside of our solar system (known as exoplanets) and the architecture of planetary systems. This course investigates the detection techniques developed by astronomers to discover and characterize exoplanets. Questions of what makes a planet habitable, the possibility for extraterrestrial life and the potential for the discovery of extraterrestrial life in the future are explored. This course examines how science works, emphasizing that science is a dynamic process and not just a set of facts. {N}

Fall, Spring, Variable

AST 111 Introduction to Astronomy (4 Credits)

A comprehensive introduction to the study of modern astronomy, covering planets their origins, orbits, interiors, surfaces and atmospheres; stars their formation, structure and evolution; and the universe its origin, large-scale structure and ultimate destiny. This introductory course is for students who are planning to major in science or math. Prerequisite: MTH 111 or equivalent. {N}

Fall

AST 113 Telescopes and Techniques (4 Credits)

An introduction to observational astronomy for students who have taken or are currently taking a physical science class. Become proficient using the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the Moon, the Sun, the planets, stars, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes and digital cameras work. Take digital images of celestial objects and learn basic techniques of digital image processing. Become familiar with measuring and classification techniques in observational astronomy. Not open to students who have taken AST 103. Enrollment limited to 20. {N}

Spring

AST 200 Astronomical Data Science (4 Credits)

This course introduces the computational, statistical and data visualization techniques essential to research and further coursework in astronomy and other STEM majors. Students learn how to use the Python programming language to analyze and manipulate data; how to create, interpret and present visualizations of those data; and how to apply statistical analysis techniques to astronomical data. Students use real databases from major international observatories spanning a variety of research areas, e.g., star properties across the galaxy, exoplanet discoveries, deep surveys of distant galaxies, asteroids and comets in the solar system, and more. Prerequisites: AST 100, AST 111 or AST 228; CSC 110 or equivalent recommended. Enrollment limited to 25. {N}

Spring

AST 214 Astronomy & Public Policy (4 Credits)

This course explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? The course focuses on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course students develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N}{S}

Fall, Spring, Alternate Years

AST 226 Cosmology (4 Credits)

This course begins with the discovery of the expansion of the universe, and moves on to current theories of the expansion. Students consider cosmological models and topics in current astronomy that bear upon them, including the cosmic background radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Prerequisites: (AST 100 or AST 111) and MTH 111, or equivalent. {N}

Fall, Spring, Alternate Years

AST 228 Astrophysics I: Stars and Galaxies (4 Credits)

A calculus-based introduction to the properties, structure, formation and evolution of stars and galaxies. The laws of gravity, thermal physics and atomic physics provide a basis for understanding observed properties of stars, interstellar gas and dust. We apply these concepts to develop an understanding of stellar atmospheres, interiors and evolution, the interstellar medium, and the Milky Way and other galaxies. Prerequisites: two semesters of college-level physics and second-semester calculus. {N}

Spring

AST 235 Introduction to Stellar Structure (4 Credits)

A calculus-based introduction to the observations and theoretical understanding of the structure and evolution of stars. Topics include astrometry, photometry, spectroscopy, the Planck function of thermal emission, cause of spectral emission and absorption lines, Boltzmann and Saha distributions of atomic energy levels and ionization states, the Hertzsprung Russell diagram, binary stars and stellar mass determination, nuclear energy generation in stars, hydrodynamic equilibrium, equations of state, and the fates of stars. Prerequisites: [(PHY 117 and PHY 118) or PHY 119] and MTH 112. {N}

Fall

AST 337 Observational Techniques in Optical and Infrared Astronomy (4 Credits)

This course provides an introduction to the techniques of gathering and analyzing astronomical data, with an emphasis on optical observations related to studying stellar evolution. Students use Smith's telescopes and CCD cameras to collect and analyze their own data, using the Python computing language. Topics covered include astronomical coordinate and time systems; telescope design and optics; instrumentation and techniques for imaging and photometry; astronomical detectors; digital image processing tools and techniques; atmospheric phenomena affecting astronomical observations; and error analysis and curve fitting. Prerequisites: at least one of AST 226 or AST 228, and one physics course at the 200-level. Previous experience in computer programming is strongly recommended. {N}

Fall

AST 341 Seminar: Observational Techniques II (4 Credits)

An immersive research experience in observational astrophysics for students who have completed AST 337. Students design an independent scientific observing program and carry it out at the WIYN 0.9m telescope on Kitt Peak, AZ in January. The rest of the semester is spent reducing and analyzing the data obtained and preparing scientific results for presentation. Professional techniques of CCD imaging, photometry, astrometry and statistical image analysis are applied using research-grade software. Possible projects include studying star formation regions and star formation histories in external galaxies, measuring ages and chemical composition of star clusters, searching for exoplanets, supernova or eclipsing binary stars. Prerequisites: AST 337. Enrollment limited to 10. Juniors and seniors only. Instructor permission required.

AST 400 Special Studies (1-4 Credits)

Independent research in astronomy. The student is expected to define their own project and to work independently, under the supervision of a faculty member. Admission by permission of the department.

Fall, Spring

AST 430D Honors Project (4 Credits)

Available to qualified students ready for rigorous independent work. Students are expected to define their research project and work in close consultation with an adviser. Full-year course.

Fall

Goals for Majors in Astronomy

- Be an active learner/researcher; be able to recognize and define important questions and know how to go about finding the answers.
- Be familiar with basic concepts from physics and astronomy, including gravity, the nature of light and physical characteristics of matter, and be able to use them as the basis for critical reasoning.
- Be skilled at quantitative problem solving incorporating hypothesis formation, data analysis, error analysis, conceptual modeling, numerical computation and hypothesis testing through quantitative comparison between observation and theoretical concepts.
- Be familiar with scientific instrumentation used by professional astronomers.
- Be familiar with digital imaging as a source of scientific data, including techniques of acquisition, reduction and analysis.
- Demonstrate use of critical thinking skills in well-organized, logical and scientifically sound oral and written scientific reports.
- Be able to critically evaluate representations of science in the media, both in writing and in speaking.

- Be able to communicate science effectively to the general public and the media.
- Be aware of and prepared for the variety of opportunities and career paths that are open to students who have majored in astronomy.

Biochemistry

Department website (<https://www.smith.edu/academics/biochemistry/>)

Biochemistry arose from the fields of biology and chemistry to investigate biological molecules and understand how their interactions result in living systems. In today's society, understanding in this discipline is essential for informed, critical thinking about many significant issues in science, health and public policy. Biochemistry is an ideal interdisciplinary major for students who want to get a broad scientific foundation, pursue a career in biochemistry or enter the health professions. Smith's biochemistry program has been awarded full accreditation by the American Society for Biochemistry and Molecular Biology (ASBMB)—one of approximately 60 colleges and universities in the country to receive this accreditation, and the only biochemistry program in the Five Colleges to have this distinction.

Faculty

Biochemistry Committee

David Bickar, Ph.D., Professor of Chemistry
 Nathan D. Derr, Ph.D., Associate Professor of Biological Sciences, *Chair*
 Scott Edmands, Ph.D., Laboratory Instructor
 Leslie-Ann Giddings, Ph.D., Assistant Professor of Chemistry
 David Gorin, Ph.D., Associate Professor of Chemistry
 Elizabeth Redding Jamieson, Ph.D., Professor of Chemistry
 Stylianos P. Scordilis, Ph.D., Professor of Biological Sciences
 Cristina Suarez, Ph.D., Professor of Chemistry
 Christine Ann White-Ziegler, Ph.D., Professor of Biological Sciences
 Steven A. Williams, Ph.D., Gates Foundation Professor of Biological Sciences

Major Advisers

David Bickar, Nathan Derr, Scott Edmands, Leslie-Ann Giddings, David Gorin, Elizabeth Jamieson, Stylianos Scordilis, Cristina Suarez, Christine White-Ziegler, Steven Williams

Honors Director

David Gorin

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, as long as they take courses that meet the minimum requirements for entrance. For most schools, these are two semesters each of English, general chemistry, organic chemistry, physics, math and biology. The science courses must include laboratories. The requirements for the biochemistry major include several of the courses necessary for entrance into health professional programs, making the major an excellent choice for students applying to programs in medicine, dentistry, pharmacy or veterinary medicine. Other courses often required or recommended include biochemistry, calculus and statistics, and social or behavioral science. Because health professional schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements. Additional information may be found on the Health Professions Advising website (<http://www.smith.edu/about-smith/lazarus-center/health-professions-advising/>).

Biochemistry Major

Requirements

- Foundation biology
 - BIO 132/BIO 133 or qualifying test scores for biology (e.g., AP, International Baccalaureate or A levels)
 - BIO 202/BIO 203
 - BIO 230/BIO 231
- Foundation general chemistry, either:
 - CHM 111/CHM 111L and CHM 224/CHM 224L, or
 - CHM 118/CHM 118L, this option is strongly encouraged for students with qualifying test scores for chemistry (e.g., AP, International Baccalaureate or A levels)
- Foundation organic chemistry: CHM 222/CHM 222L and CHM 223/CHM 223L
- Foundation biochemistry: BCH 252/BCH 253
- One physiology course: BIO 200, BIO 204/BIO 205, BIO 206 or ESS 260/ESS 261
- Upper-level biochemistry
 - BCH 335/BCH 336 or CHM 332
 - BCH 352/BCH 353
- One elective: A topic of BCH 317, BCH 380cc, BCH 390mm, BIO 306, BIO 310, BIO 322sb, BIO 332, CHM 328, CHM 338, CHM 357ph or CHM 369
 - The S/U grading option is not allowed for courses counting toward the biochemistry major requirements.
 - Students are advised to complete all foundation courses before their junior year.
 - Biochemistry majors are encouraged to include research in the form of a special studies or an honors project in their course of study.

Preparation for Graduate Study in Biochemistry and Molecular Biology

Students interested in pursuing further studies in either biochemistry or molecular biology will have a strong academic and experimental background for entrance to graduate school. Students planning graduate study are advised to include a year of calculus and a year of physics in their program of study. Independent research is also highly recommended in preparation for graduate school.

Courses

BCH 252 Biochemistry I: Biochemical Structure and Function (3 Credits)

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; and bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Corequisite: BCH 253 is required for biochemistry majors. {N}

Spring

BCH 253 Biochemistry I Laboratory (2 Credits)

Techniques of modern biochemistry: ultraviolet and visible spectrophotometry, spectrofluorimetry, SDS polyacrylamide gel electrophoresis, western blot and mass spectroscopy. Prerequisite: BIO 203. Corequisite: BCH 252. Enrollment limited to 12. {N}

Spring

BCH 335 Physical Chemistry of Biochemical Systems (3 Credits)

The course focuses on the tools and methods used to study the physical chemistry of biological systems. Discussions include thermodynamics and equilibria, solution properties, enzyme kinetics and membrane transport processes. Prerequisite: BCH 252 and (CHM 118 or CHM 224). Corequisite: BCH 336 is required for biochemistry majors. {N}

Spring

BCH 336 Physical Chemistry of Biological Systems Laboratory (2 Credits)

This course emphasizes the tools and methods used to study the physical chemistry of biological systems. The laboratory focuses on the applications of experimental techniques in elucidating the principles of biochemical systems. Prerequisite: BCH 252 and (CHM 118 or CHM 224). Corequisite: BCH 335. {N}

Spring

BCH 352 Biochemistry II: Biochemical Dynamics (3 Credits)

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Corequisite: BCH 353 is required for biochemistry majors. {N}

Fall

BCH 353 Biochemistry II Laboratory (2 Credits)

Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. Corequisite: BCH 352. Enrollment limited to 12. {N}

Fall

BCH 380cc Seminar: Topics in Biochemistry-Cancer Cells Out of Control (3 Credits)

Known since the ancient Egyptians, cancers may be considered a set of normal cellular processes gone awry in various cell types. This seminar considers chemical and radiation carcinogenesis, oncogenesis, growth factor signaling pathways and the role of hormones in cancers, as well as the pathologies of the diseases. Prerequisites: BIO 202 and BIO 203. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

BCH 390mm Topics in Biochemical Research Using Advanced Techniques: Molecular Microbiology (4 Credits)

Even with the wealth of microbial genomic data, microbiologists are faced with deciphering the ever-increasing complexity of macromolecules, their regulation and how this impacts bacterial pathogenesis. This hands-on research course will utilize state-of-the-art molecular biology and microbiology techniques in student/faculty-designed projects. This fully integrated lab/lecture course utilizes lectures for experimental design, discussion of relevant literature, protocol development, data analysis and other related topics to support the experimental work in the laboratory section. Prerequisites: BIO 230/ BIO 231 or equivalent. Enrollment limited to 12. Instructor permission required. {N}

Fall, Variable

BCH 400 Special Studies (1-4 Credits)

Must be taken S/U.

Fall, Spring

BCH 430D Honors Project (4 Credits)

Fall, Spring, Annually

BCH 432D Honors Project (6 Credits)

Fall, Spring, Annually

Crosslisted Courses

BIO 132 Molecules, Cells, and Systems (4 Credits)

Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Corequisite: BIO 133 recommended but not required. Enrollment limited to 78. {N}

Fall, Spring

Fall, Spring

BIO 133 Research in Molecules, Cells, and Systems (1 Credit)

This Laboratory Course introduces students to biological discovery and the biological research process. Students gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of discoveries and results. Research projects vary with each Instructor. Corequisite: BIO 132. {N}

Fall, Spring

BIO 200 Animal Physiology (4 Credits)

In this course students learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/ BIO 133 and CHM 111 or CHM 118. Corequisite: BIO 201 is recommended but not required. Enrollment limited to 30. {N}

Fall, Variable

BIO 201 Animal Physiology Laboratory (1 Credit)

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Corequisite: BIO 200. {N}

Fall, Variable

BIO 202 Cell Biology (4 Credits)

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for BCH 252. Prerequisites: BIO 132/BIO 133 and CHM 222. BIO 203 is recommended but not required. {N}

Fall

BIO 203 Cell Biology Laboratory (1 Credit)

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for BCH 253. Corequisite: BIO 202. {N}

Fall

BIO 204 Microbiology (3 Credits)

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 132 and CHM 111 or equivalent advanced placement courses. Corequisite: BIO 205. {N}

Spring

BIO 205 Microbiology Laboratory (2 Credits)

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique, isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. Corequisite: BIO 204. Enrollment limited to 16. {N}

Spring

BIO 206 Plant Physiology (4 Credits)

How do plants work? This course explores key processes in plant physiology and how these processes interact with the (changing) environment. Key concepts include photosynthesis/carbon sequestration, water and nutrient uptake and transport, growth and carbon allocation, and plant-soil interactions. The course encourages students to think about these processes in an environmental justice context e.g. food justice, urban tree resilience and natural climate solutions. Corequisite: BIO 207 recommended but not required. Prerequisites: A course in ecology, organismal biology or environmental science. {N}

Spring

BIO 230 Genomes and Genetic Analysis (4 Credits)

An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology and evolution. Students analyze the principal experimental findings that serve as the basis for the current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). Students examine the computational tools and rapidly expanding databases that have advanced contemporary biology. Prerequisites: BIO 130 or BIO 132 or equivalent. Corequisite: BIO 231 recommended. {N}

Spring

BIO 231 Genomes and Genetic Analysis Laboratory (1 Credit)

A laboratory designed to give students an introduction to genomics and the molecular biology of genetics. Students gain experience with a variety of classical and modern techniques used in human genetic analysis and several experiments using students' DNA are performed throughout the semester. Laboratory and computer-based projects include PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics and genome database analyses. Corequisite: BIO 230. Enrollment limited to 16. {N}

Spring

BIO 306 Immunology (4 Credits)

An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Discussions include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202, BIO 204 or BIO 230. Corequisite: BIO 307 recommended. {N}

Spring

BIO 307 Immunology Laboratory (1 Credit)

The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Corequisite: BIO 306. Enrollment limited to 16. {N}

Spring

BIO 310 Cellular and Molecular Neuroscience (4 Credits)

Molecular level structure-function relationships in the nervous system. Topics include development of neurons and glia, neuron-specific gene expression, molecular biology of neurological disorders and the mechanisms of nervous system plasticity and repair. Prerequisites: BIO 200 and NSC 210 or equivalent. Enrollment limited to 20. {N}

Fall, Variable

BIO 317 Seminar: Experimental Design in Bio-Molecular Engineering (3 Credits)

Same as BCH 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or reengineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible question about the machine's molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring

BIO 322sb Seminar: Topics in Cell Biology- Synthetic Biology and Bionanotechnology (3 Credits)

An investigation of the emerging fields of synthetic biology and bionanotechnology drawn from semi-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biology from an engineering mindset. Specifically, what can be learned by treating biological components (proteins and nucleic acids) and systems (signaling and metabolic networks) as interchangeable machine-like parts? We study examples of this intellectual and experimental approach and how its application has enhanced our understanding of cell biology. Harnessing biological systems for the production of pharmaceuticals and hydrocarbon fuel sources is also considered. Finally, we explore the prospect of affecting and interacting with cells using engineered nanoscale devices made from biological building blocks and the potential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {N}

Fall, Spring, Variable

BIO 332 Molecular Biology of Eukaryotes and Their Pathogens (4 Credits)

Advanced molecular biology of eukaryotes and their viruses (including coronavirus, Ebola and HIV). Discussions include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Corequisite: BIO 333 strongly recommended. Prerequisite: BIO 230 or BIO 232. Enrollment limited to 20. {N}

Spring, Variable

BIO 333 Molecular Biology of Eukaryotes and Their Pathogens Laboratory (1 Credit)

A laboratory course designed to complement the lecture material in BIO 332. Advanced techniques used to study the molecular biology of eukaryotes are learned in the context of a semester-long project. These methods include techniques for studying genomics and gene expression including: CRISPR, RNA interference, DNA sequence analysis, RT-PCR, genomics, bioinformatics and others. Corequisite: BIO 332. Prerequisite: BIO 231. Enrollment limited to 16. {N}

Spring, Variable

CHM 111 Chemistry I: General Chemistry (4 Credits)

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111L. {N}

Fall

CHM 111L Chemistry I Lab: General Chemistry Lab (1 Credit)

Lab Section. The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111. {N}

Fall

CHM 118 Advanced General Chemistry (4 Credits)

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and CHM 224. A student who passes this course cannot take either CHM 111 or CHM 224. {N}

Fall

CHM 118L Advanced General Chemistry Laboratory (1 Credit)

Lab Section for CHM 118. This course is for students with a very strong background in chemistry and provides a foundation in basic lab technique, particularly for quantitative analytical measurements. It begins with an introduction to light as a tool for investigating aspects of chemical systems such as acid/base behavior and metal-ligand chemistry. The second half of the lab consists of a project module where students will develop greater independence in their chemistry skills while investigating the behavior of one particular chemical system in depth. Each student will also learn to keep a laboratory notebook, prepare scientific reports and presentations, and work safely in a chemical environment. Enrollment limited to 16. Corequisite: CHM 118. {N}

Fall

CHM 222 Chemistry II: Organic Chemistry (4 Credits)

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: CHM 111/111L, CHM 114/114L or CHM 118/118L. Corequisite: CHM 222L. Multiple sections are offered at different times. At the time of registration, students must register for both a lecture (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N}

Spring

CHM 222L Chemistry II Lab: Organic Chemistry Lab (1 Credit)

Lab section for Organic Chemistry. An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Corequisite: CHM 222. Prerequisite: CHM 111/111L, CHM 114/114L or CHM 118/118L. Enrollment limited to 16. Multiple sections are offered at different times. At the time of registration, students must register for both a lecture (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N}

Spring

CHM 223 Chemistry III: Organic Chemistry (4 Credits)

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222/222L. Corequisite: CHM 223L. {N}

Fall

CHM 223L Chemistry III Lab: Organic Chemistry Lab (1 Credit)

Lab section. Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222/222L (or equivalent). Corequisite: CHM 223. Enrollment limited to 16. {N}

Fall

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry (4 Credits)

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Discussions include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Corequisite: CHM 224L. Prerequisites: CHM 111/111L or equivalent. MTH 111 recommended but not required. Enrollment limited to 80. {N}

Spring**CHM 224L Chemistry IV Lab: Introduction to Inorganic and Physical Chemistry (1 Credit)**

Lab section. This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Discussions include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Corequisite: CHM 224. Prerequisites: CHM 111/111L or equivalent. MTH 111 recommended but not required. Enrollment limited to 16. {N}

Spring**CHM 328 Bioorganic Chemistry (4 Credits)**

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Discussions include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: CHM 223. Enrollment limited to 18. {N}

Spring, Alternate Years**CHM 332 Physical Chemistry: Thermodynamics and Kinetics (5 Credits)**

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or CHM 224, and MTH 112. Enrollment limited to 24. {N}

Spring**CHM 357ph Selected Topics in Biochemistry-Pharmacology and Drug Design (4 Credits)**

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 or equivalent. {N}

Fall, Variable**CHM 369 Bioinorganic Chemistry (4 Credits)**

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and either CHM 118 or CHM 224.

Fall, Variable

Goals for Majors in Biochemistry

- Summarize, explain and critically evaluate published scientific literature. This includes being able to identify the “big picture” ideas, what was known in the field prior to the work being described, and what new information the experiments contribute to the field.
- Write and orally present biochemical content clearly.
- Interpret and analyze data, employing rigorous quantitative skills when necessary.
- Describe the process of scientific research. Be able to recognize and implement critical elements of experimental design (such as proper control experiments), recognize what conclusions can (and cannot) be reasonably be drawn from a given set of experimental results, and understand how to conduct research responsibly.
- Locate and use valid, peer-reviewed sources when doing research.
- Demonstrate a command of essential biochemistry content including knowledge of:
 - The structure and function of proteins, nucleic acids, carbohydrates, and lipids
 - Enzyme kinetics and inhibition
 - Metabolic pathways, including their chemical reactions, regulation and energetic driving forces
 - Replication, transcription, translation, gene expression and DNA repair mechanisms
 - The different levels of biological organization from single cells to whole organisms
 - How to carry out and explain the basis of important biochemical techniques

Biological Sciences

Department website (<https://www.smith.edu/academics/biology/>)

The major in biological sciences provides a strong basis for understanding the breadth of disciplines in biology while enabling depth of study in one or more specialized fields. To help students navigate this general framework, the Department of Biological Sciences offers five suggested tracks through our course offerings. Students are encouraged to construct a course program in consultation with their adviser informed by the track that best matches their interests.

Faculty

Mariana Abarca, Ph.D., Assistant Professor
 Michael Joseph Barresi, Ph.D., Helen and Laura Shedd Professor of Biological Sciences
 Jesse Bellemare, Ph.D., Associate Professor
 Nathan D. Derr, Ph.D., Associate Professor
 Rob Dorit, Ph.D., Professor
 Jessica Gersony, Ph.D., Assistant Professor
 Virginia Hayssen, Ph.D., Mary Maples Dunn Professor of Biological Sciences
 Gabriel P. Immerman, B.A., Senior Laboratory Instructor
 Laura Aline Katz, Ph.D., Elsie Damon Simonds Chair of Biological Sciences
 Tanya Lama, Ph.D., Assistant Professor
 Lisa A. Mangiamele, Ph.D., Associate Professor,
 Paulette M. Peckol, Ph.D., Louise C. Harrington 1926 Professor of Biological Sciences
 Marney C. Pratt, Ph.D., Senior Laboratory Instructor
 Lori Jean Saunders, Ph.D., Senior Laboratory Instructor
 Stylianos P. Scordilis, Ph.D., Professor
 L. David Smith, Ph.D., Professor, *Chair*
 Samantha Torquato, Ph.D., Laboratory Instructor
 Jan AC Vriezen, Ph.D., Senior Laboratory Instructor
 Christine Ann White-Ziegler, Ph.D., Professor
 Steven A. Williams, Ph.D., Gates Foundation Professor of Biological Sciences
 Judith Lidwina-Maria Wopereis, M.S., Senior Laboratory Instructor

Lecturers, Lab Instructors, and Visiting Faculty, 2023-2024

Denise Lello, Ph.D., Laboratory Instructor
 Shira Milo, Ph.D., Laboratory Instructor

Affiliated Appointments in Biological Sciences

John Berryhill, Lecturer of Practice, Landscape Curator, the Botanic Garden of Smith College
 Jimmy Grogan, Lecturer of Practice, Conservatory Curator, the Botanic Garden of Smith College
 Mary Harrington, Ph.D., Tippet Professor in the Life Sciences
 Tim Johnson, Ph.D, Professor of Practice, Director, the Botanic Garden of Smith College
 Sarah Jean Moore, Ph.D., Associate Professor of Engineering

Major and Minor Advisers

Members of the Department

Graduate Adviser

Jesse Bellemare

Honors Director

Nathan Derr

Health Professional Programs

Students may prepare for admission to health-related professional schools (medical, dental, veterinary, etc.) by majoring in any discipline, provided they complete the necessary prerequisites. For most health professions schools, these include two semesters each of English, general chemistry, organic chemistry, physics and biology. The science courses must include laboratories. Students should select biology courses in consultation with an adviser, taking into account the student's major and specific interest in the health professions. Other courses are often required/recommended, including biochemistry, mathematics (calculus and/or statistics), and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a Prehealth adviser as early as possible about specific requirements. Additional information at Health Professions Advising (<https://www.smith.edu/about-smith/lazarus-center/health-professions-advising/>) page.

Study Abroad

The Department encourages students to seek out opportunities for study abroad that will enrich their trajectory through the major. These include options in the Smith Programs Abroad explicitly designed for biology majors (Les Sciences à Paris), as well as other Smith-approved study abroad opportunities during the academic year, and credit-bearing summer abroad options. Consult your major adviser for details.

Biological Sciences Major

Track 1: Integrative Biology
 Track 2: Cells, Physiology and Development
 Track 3: Genetics, Evolution and Molecular Biosciences
 Track 4: Biodiversity, Ecology and Conservation
 Track 5: Biology and Education

Requirements for tracks 1-4

Twelve courses in addition to associated laboratories

- Three core courses
 - BIO 130
 - BIO 132
 - BIO 230 or BIO 232.
- CHM 111 or CHM 118
- One course in statistics: SDS 201 or SDS 220 (recommended)
- Five upper-level BIO courses as suggested for each track (see track descriptions below)
 - Two 300-level courses
 - Three 200- or 300-level courses
- Two electives chosen in consultation with the major adviser, one of which may be a 100-level BIO course not considered a core course (BIO 130/BIO 131, BIO 132/BIO 133)
- Five laboratory courses (Laboratories do not fulfill the upper-level or elective course requirements. One-credit and two-credit laboratories are not counted as separate courses toward the minimum 12 required courses.)

- a. BIO 131
- b. BIO 133
- c. One 300-level laboratory course
- d. Two laboratory courses at the 200 or 300 level

Track 1: Integrative Biology

Students must complete a minimum of five 200- or 300-level courses as well as three laboratories from tracks 2-4. At least one course from each of Tracks 2, 3 and 4 must be included in the program of study. Courses listed in more than one track can only be counted once.

Track 2: Cells, Physiology and Development

Students must complete a minimum of five 200- or 300-level courses and three laboratories from the following list:

Courses: BIO 200, BIO 202, BIO 204, BIO 206, BIO 230, BIO 232, BCH 252, BIO 300, BIO 302, BIO 306, BIO 308, BIO 310, a topic of BIO 321, a topic of BIO 322, a topic of BIO 323, a topic of BCH 390, NSC 318 and BIO 368.

Labs: BIO 201, BIO 203, BIO 205, BIO 207, BIO 231, BIO 303, BIO 307 and BIO 369

Track 3: Genetics, Evolution and Molecular Biosciences

Students must complete a minimum of five 200- or 300-level courses and three laboratories from the following list:

Courses: BIO 230, BIO 232, BIO 264, BCH 252, GEO 231, BIO 302, BIO 306, BIO 310, a topic of BIO 321, BIO 332, BIO 334, BIO 336, a topic of BIO 340, a topic of BIO 350, a topic of BIO 351, BIO 366, BIO 370 or a topic of BCH 390.

Labs: BIO 231, BIO 265, BIO 303, BIO 307, BIO 333, BIO 335, BIO 337, BIO 371.

Track 4: Biodiversity, Ecology and Conservation

Students must complete a minimum of five 200- or 300-level courses and three laboratories from the following list:

Courses: BIO 200, BIO 206, BIO 232, BIO 260, BIO 264, BIO 266, BIO 268, BIO 272, GEO 231, BIO 302, BIO 364, BIO 366, BIO 370, a topic of BIO 390 or EGR 315.

Labs: BIO 201, BIO 207, BIO 261, BIO 265, BIO 267, BIO 269, BIO 273, BIO 303, BIO 363, BIO 365, BIO 369, BIO 371 and BIO 373.

Requirements for track 5

Twelve courses

1. Three core courses
 - a. BIO 130 and BIO 132
 - b. BIO 230 or BIO 232
2. CHM 111 or CHM 118
3. One statistics course: SDS 201 or SDS 220 (recommended)
4. Three courses
 - a. One course each from tracks 2, 3 and 4
 - b. At least one 300-level course
5. Four laboratories (One-credit and two-credit laboratories are not counted as separate courses toward the minimum 12 required courses.)

- a. BIO 131 and BIO 133
- b. One 300-level laboratory
- c. One laboratory course

6. Four education-related courses: EDC 238, EDC 235 or EDC 342, EDC 347 and EDC 390

To satisfy the requirements of MA state licensure in the teaching of biology (5th–8th grades or 8th–12th grades), the following additional courses should be taken as “outside major course credit”: EDC 311, EDC 346, EDC 352, EDC 352L.

Track 5: Biology and Education

Graduates receive a degree in biological sciences and may be able to complete the requirements for a Massachusetts teaching license for high school and middle school biology. While this track, like the others, still requires 12 courses to complete a biology major, additional courses outside the major should be carefully selected in order to prepare you for completion of a MA state teaching licensure. This track is designed for the student who plans to become a secondary education teacher in biology. Students interested in this track should contact the coordinator of teacher education as soon as possible.

Consult closely with your adviser in biology to plan the inclusion of these license-required courses, as well as with your education adviser to stay abreast of any state regulatory changes that may impact the required curriculum.

Major Requirement Details

- Independent research is strongly encouraged but is not required for the major.
- With the approval of the major adviser, one semester of Special Studies BIO 400 or Honors BIO 430D or BIO 432D, taken for 3 or more credits, can substitute for an elective or for a 200- or 300-level laboratory.
- With the approval of the student’s adviser, one course in the major taken at any time, and one additional course taken in the 2020-2021 academic year, may be graded S/U. All relevant courses taken in Spring 2020 and graded S/U are also counted toward the major.
- Students receiving advanced placement on their Smith College transcript for biology (e.g., AP, International Baccalaureate, A Levels) may, in consultation with their adviser, substitute either BIO 130 or BIO 132 with a 200- or 300-level course in the same subfield of biology as the course they are bypassing (e.g., a course in cell biology, physiology and development in lieu of BIO 132, or a course in biodiversity, ecology or conservation in lieu of BIO 130). Advanced placement credits cannot be used to bypass the introductory series lab courses, BIO 131 and BIO 133.

Preparation for Graduate Study in the Biological Sciences

Graduate programs granting advanced degrees (M.S, MPH or Ph.D) in the Life Sciences vary widely in their admission requirements. These often include at least one year of mathematics (including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and deeper training in a specific subfield within the Life Sciences. Students contemplating graduate study beyond Smith should review the requirements of particular graduate programs well in advance of applying, and should seek advice from members of the department.

Honors

Please consult the director of honors or the departmental website (<https://www.smith.edu/academics/biology/>) for specific requirements and application procedures.

Biological Sciences Minor Requirements

Six courses

1. One core course: BIO 130, BIO 132, BIO 230 or BIO 232
2. One 300-level course
3. Four 200- or 300-level courses
4. One laboratory course (one-credit or two-credit laboratories do not count as separate courses toward six-course requirement)
 - No more than one course designed primarily for non-majors may be included.
 - One course from another department or program may be included, provided that course is directly relevant to a student's particular interest within biology and is chosen in consultation with the minor adviser.

Masters of Science (S.M.) in Biological Sciences

The masters of science program of study places graduate students in the research labs of faculty in the Department of Biological Sciences and emphasizes their development of a substantive, independent research that will form the basis of their Masters Thesis toward the S.M. degree. Their development as scientists is also supported by a targeted selection of advanced coursework, with 32 credits required to complete the program in four semesters (minimum of 8 credits per semester). Candidates are expected to demonstrate a strong background in the Life Sciences and a clear commitment to independent laboratory, field and/or theoretical research related to the biological sciences. The department offers opportunities for original research in a wide variety of fields, including animal behavior and physiology, botany, biochemistry, cell and developmental biology, conservation biology and ecology, environmental science, evolutionary biology, genetics and genomics, marine biology, microbiology, molecular biology, neurobiology, and plant sciences and physiology. Students pursuing the S.M. degree are required to participate in the graduate seminar (BIO 507) in both fall semesters of their enrollment in the two-year program, and are enrolled in a full-year Thesis Research course (BIO 590D) in their second year. In addition, they are expected to undertake a course of advanced academic study, selected in conjunction with their adviser, that will include appropriate courses both within and outside the department. Additional courses are available to S.M. students pursuing graduate studies in our department including Advanced Studies in a range of focal areas (BIO 510, BIO 520, BIO 530, BIO 540, BIO 550).

Additional information can be found in the Graduate and Special Programs section and at the departmental website. (<http://www.smith.edu/biology/graduate.php>)

Courses

In their first two semesters, students are encouraged to enroll in an appropriate core course (BIO 130/BIO 131 or BIO 132/BIO 133) as well as in an introductory chemistry offering (CHM 111 or CHM 118).

BIO 100 Human Origins: Disentangling the Myths and Facts that Surround the Evolution of Our Species (4 Credits)

This course focuses on the origin and diversification of our species (*Homo sapiens*), with a focus on African origins and genetic diversity among extant populations. Using principles from evolution, topics covered include: 1) the relationship of humans to other primates; 2) the timing and location of the origin of modern humans; 3) the geographic history of humans, and the structure of contemporary human diversity; and 4) implications of human genetics/genomics for healthcare/medicine. {N}

Fall, Spring, Alternate Years

BIO 120 Horticulture: Plants in the Landscape (3 Credits)

Course focuses on the intersection of plants and people. Topics include introduction to landscape plants and their usage, plants as food, plants as urban green infrastructure, garden design history and current issues such as the colonial history of botanic gardens, invasive species and community gardening. Course includes lectures, guest lecturers and in-class discussions. Corequisite: BIO 121. Enrollment limited to 45. {N}

Fall

BIO 121 Horticulture: Plants in the Landscape Laboratory (1 Credit)

Identification, morphology, and use of landscape plants including annuals, perennials, trees and shrubs, groundcovers, and tropicals. Introduction to horticultural practices including pruning, division, pollination, bulb planting, plant identification and landscape design. Use of the Botanic Garden outdoor collection as well as field trips are important components of the course. Course requirements include landscape design assignments and creation of a Field Guide to plant materials covered in the course. Enrollment limited to 15 per section. {N}

Fall

BIO 122 Horticulture: Botany for Gardeners (3 Credits)

Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost, and an introduction to biotechnology. Discussions include growing fruits, vegetables and herbs. Course requirements include a field notebook, in-class discussions, independent engagement with written and multimedia resources, and a book review. Corequisite: BIO 123. Enrollment limited to 45. {N}

Spring

BIO 123 Horticulture: Botany for Gardeners Laboratory (1 Credit)

Practical lab experiences in plant propagation, morphology, development and physiology, soils, seeds, floral design, and an herbal apothecary. Use of the Lyman Conservatory, field trips, and winter and spring observation of outdoor plants are important components of the course. Course requirements include a lab journal and an extended field observation phenology project. Corequisite: BIO 122. Enrollment limited to 15. {N}

Spring

BIO 125 Plants in the Landscape Practicum (2 Credits)

Experiential, field-based course that seeks to ground students in the planted landscape and nurture a sense of place. Identification, morphology and uses of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Horticultural practices such as pruning, division, hybridizing, bulb planting, close observation and design basics. Discussions will consider equity and access, local food systems, ecosystem services, urban greening and climate/sustainability. Field trips are an important component of the course. Projects include a field journal, short skill-share presentations and a landscape design activity. Not open to students who have taken BIO 120/ BIO 121. Enrollment limited to 15. {N}

Fall

BIO 130 Biodiversity, Ecology and Conservation (4 Credits)

Students in this course investigate the origin, nature and importance of the diversity of life on Earth, key ecological processes and interactions that create and maintain communities and ecosystems, principle threats to biodiversity, and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, the course emphasizes the relevance of diversity and ecological studies in conservation. Corequisite: BIO 131 is recommended but not required. {N}

Fall, Spring

BIO 131 Research in Biodiversity, Ecology, and Conservation (2 Credits)

Students pull on their boots and explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens and local hemlock forests. Students gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students practice the scientific process and document their work in a lab notebook. Research skills developed include hypothesis development, data collection, statistical analysis and presentation of results. Because research projects vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 16. Corequisite: BIO 130 recommended. (E) {N}

Fall, Spring

BIO 132 Molecules, Cells, and Systems (4 Credits)

Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Corequisite: BIO 133 recommended but not required. Enrollment limited to 78. {N}

Fall, Spring

BIO 133 Research in Molecules, Cells, and Systems (1 Credit)

This Laboratory Course introduces students to biological discovery and the biological research process. Students gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of discoveries and results. Research projects vary with each Instructor. Corequisite: BIO 132. {N}

Fall, Spring

BIO 200 Animal Physiology (4 Credits)

In this course students learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/ BIO 133 and CHM 111 or CHM 118. Corequisite: BIO 201 is recommended but not required. Enrollment limited to 30. {N}

Fall, Variable

BIO 201 Animal Physiology Laboratory (1 Credit)

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Corequisite: BIO 200. {N}

Fall, Variable

BIO 202 Cell Biology (4 Credits)

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for BCH 252. Prerequisites: BIO 132/BIO 133 and CHM 222. BIO 203 is recommended but not required. {N}

Fall

BIO 203 Cell Biology Laboratory (1 Credit)

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for BCH 253. Corequisite: BIO 202. {N}

Fall

BIO 204 Microbiology (3 Credits)

This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Prerequisites: BIO 132 and CHM 111 or equivalent advanced placement courses. Corequisite: BIO 205. {N}

Spring

BIO 205 Microbiology Laboratory (2 Credits)

Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique, isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. Corequisite: BIO 204. Enrollment limited to 16. {N}

Spring

BIO 206 Plant Physiology (4 Credits)

How do plants work? This course explores key processes in plant physiology and how these processes interact with the (changing) environment. Key concepts include photosynthesis/carbon sequestration, water and nutrient uptake and transport, growth and carbon allocation, and plant-soil interactions. The course encourages students to think about these processes in an environmental justice context e.g. food justice, urban tree resilience and natural climate solutions. Corequisite: BIO 207 recommended but not required. Prerequisites: A course in ecology, organismal biology or environmental science. {N}

Spring**BIO 207 Plant Physiology Lab (1 Credit)**

This laboratory is both a survey of plant physiological techniques and a course-based research experience in plant physiological research. Field trips are taken to MacLeish Field Station and experiments are conducted in Lyman Plant House. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations and gas exchange (photosynthetic rate and respiration). Corequisite: BIO 206. {N}

Spring**BIO 230 Genomes and Genetic Analysis (4 Credits)**

An exploration of genomes and genes that highlights the connections between molecular biology, genetics, cell biology and evolution. Students analyze the principal experimental findings that serve as the basis for the current understanding of topics in genetics (such as DNA, RNA and protein structure and function, gene organization and networks, gene expression and regulation, and the origins and evolution of molecular mechanisms). Students examine the computational tools and rapidly expanding databases that have advanced contemporary biology. Prerequisites: BIO 130 or BIO 132 or equivalent. Corequisite: BIO 231 recommended. {N}

Spring**BIO 231 Genomes and Genetic Analysis Laboratory (1 Credit)**

A laboratory designed to give students an introduction to genomics and the molecular biology of genetics. Students gain experience with a variety of classical and modern techniques used in human genetic analysis and several experiments using students' DNA are performed throughout the semester. Laboratory and computer-based projects include PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics and genome database analyses. Corequisite: BIO 230. Enrollment limited to 16. {N}

Spring**BIO 232 Genetics and Evolution (4 Credits)**

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 130 or BIO 132 or equivalent. {N}

Fall**BIO 260 Invertebrate Diversity (3 Credits)**

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. Corequisite: BIO 261. Enrollment limited to 20. {N}

Spring**BIO 261 Invertebrate Diversity Laboratory (2 Credits)**

This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. Corequisite: BIO 260. Enrollment limited to 20. {N}

Spring**BIO 264 Plant Diversity and Evolution (4 Credits)**

This course explores the diversity of plant life and investigates its evolutionary origins and history through a mixture of lecture, lab and discussion activities. A key focus of the course is the ecological and environmental context of major evolutionary developments in the Land Plants, including their adaptations to various abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant diversity is guided by recent phylogenetic studies and we make use of the outstanding living collections in the Lyman Plant House. Corequisite: BIO 265. Enrollment limited to 20. {N}

Spring, Alternate Years**BIO 265 Plant Diversity and Evolution Laboratory (1 Credit)**

This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. Corequisite: BIO 264. Enrollment limited to 20. {N}

Spring, Alternate Years**BIO 266 Ecology: Principles and Applications (4 Credits)**

This general ecology course provides a conceptual foundation for understanding ecological processes from population dynamics to ecosystem function. Fundamental ecological concepts are covered within the context of current environmental challenges arising from global change. This framing illuminates how population dynamics, community composition and trophic interactions affect ecosystem function and ecosystem services. Corequisite: BIO 267. Prerequisite: Bio 130 or an equivalent course in ecology or environmental science. Enrollment limited to 18. {N}

Fall, Variable**BIO 267 Ecology: Principles and Applications Laboratory (1 Credit)**

This general ecology laboratory course provides hands-on experience in the execution of ecological experiments in the field. Students will participate in study design, data curation, analysis, and interpretation. All statistical analyses will be conducted in R. Enrollment limited to 18. Corequisite: BIO 266. {N}

Fall, Variable

BIO 268 Marine Ecology (3 Credits)

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Enrollment limited to 24. Corequisite: BIO 269. {N}

Fall

BIO 269 Marine Ecology Laboratory (2 Credits)

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments and to write in the scientific style. Field trips to Rhode Island and Cape Cod, MA provide hands-on experience with marine organisms in their natural habitats. Corequisite: BIO 268. Enrollment limited to 12. {N}

Fall

BIO 272 Vertebrate Biology (4 Credits)

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Corequisite: BIO 273 is recommended but not required. No Prerequisites. Enrollment limited to 25. {N}

Spring

BIO 273 Vertebrate Biology Laboratory (1 Credit)

A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. Corequisite: BIO 272. Enrollment limited to 20. {N}

Spring

BIO 300 Neurophysiology (4 Credits)

Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus. Prerequisites: BIO 200 or 202 or NSC 210. {N}

Spring

BIO 302 Developmental Biology (4 Credits)

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using "flipped classroom" approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 132 and (BIO 202 or BIO 230); BIO 130 recommended.

Fall, Spring, Variable

BIO 303 Research in Developmental Biology (3 Credits)

Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Enrollment limited to 18. Instructor permission required. {N}

Fall, Spring, Variable

BIO 306 Immunology (4 Credits)

An introduction to the immune system covering the molecular, cellular and genetic bases of immunity to infectious agents. Discussions include immunodeficiencies, transplantation, allergies, immunopathology and immunotherapies. Prerequisite: BIO 202, BIO 204 or BIO 230. Corequisite: BIO 307 recommended. {N}

Spring

BIO 307 Immunology Laboratory (1 Credit)

The use of immunological techniques in clinical diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA and agglutination reactions. An independent project is completed at the end of the term. Corequisite: BIO 306. Enrollment limited to 16. {N}

Spring

BIO 308 Introduction to Biological Microscopy (3 Credits)

The theory, principles and techniques of light (fluorescence, confocal, TIRF) microscopy and scanning and transmission electron microscopy in biology, including basic optics, instrument design and image analysis. Particular attention is paid to experimental design and how microscopy-based experiments answer biological questions at the molecular and cellular level. The use of fluorescent proteins in data generation is considered along with discussions of elucidating the relationship between structure and function in biology. Prerequisite: BIO 202. Laboratory (BIO 309) must be taken concurrently. Enrollment limited to 9. {N}

Fall, Spring, Variable

BIO 310 Cellular and Molecular Neuroscience (4 Credits)

Molecular level structure-function relationships in the nervous system. Topics include development of neurons and glia, neuron-specific gene expression, molecular biology of neurological disorders and the mechanisms of nervous system plasticity and repair. Prerequisites: BIO 200 and NSC 210 or equivalent. Enrollment limited to 20. {N}

Fall, Variable

BIO 314 Advanced Microscopy Techniques for Research (1 Credit)

Instrument specific course highly recommended for students interested in using state-of-the-art microscopy techniques in research (special studies, honors, SURF, etc.). Participants get exposure to basic and advanced light and electron microscopy techniques available at Smith. Mechanical and optical components are reviewed. Operational parameters for improving image quality and data collection using digital imaging and image analysis techniques are discussed. Emphasis is on the use of these exciting technologies performing quality and up-to-date research in many disciplines ranging from the live science and geology to art and engineering. Evaluation is through engagement in assigned activities. 400-level work cannot overlap with this course work. S/U only. Enrollment limited to 12.

Fall, Spring

BIO 317 Seminar: Experimental Design in Bio-Molecular Engineering (3 Credits)

Same as BCH 317. In recent years, new methods have been developed for interfacing with biological systems at the nanoscale, enabling a range of new experimental approaches. Many of these techniques make use of repurposed or reengineered biological building blocks. As a class, we will employ the Design Thinking approach to investigate a complex biological molecular machine and co-create a detailed written experimental plan for answering previously inaccessible question about the machine's molecular mechanisms. This course will require innovative, interdisciplinary thinking to approach authentic research questions. Note that this is not a lab class, but focuses on the intellectual work required before experimentation begins. Prerequisite: BCH 252. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring**BIO 321id Seminar: Topics in Microbiology-Emerging Infectious Diseases: Going Viral (4 Credits)**

While not considered living organisms, the recent COVID and recurrent and threatening influenza pandemics show us the havoc viruses can wreak; these unique acellular microbes will be the emphasis in this seminar. This course examines the impact of infectious diseases on our society. New pathogens are constantly being identified while existing pathogens have warranted increased investigation for multiple reasons, including as causative agents of pandemics, chronic disease or cancer; as increased threats due to multidrug resistance or immune evasion of current immunotherapies; as disease agents that disproportionately impact certain populations; and as agents of bioterrorism. Specific emphasis on the molecular basis of virulence in a variety of organisms is addressed along with the diseases they cause and the public health measures taken to address these pathogens. Prerequisites: BIO 202, BIO 204, BIO 230 or BIO 232, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Variable**BIO 322sb Seminar: Topics in Cell Biology- Synthetic Biology and Bionanotechnology (3 Credits)**

An investigation of the emerging fields of synthetic biology and bionanotechnology drawn from semi-popular and primary research literature. In this seminar, we focus on the central question of what can be achieved by approaching biology from an engineering mindset. Specifically, what can be learned by treating biological components (proteins and nucleic acids) and systems (signaling and metabolic networks) as interchangeable machine-like parts? We study examples of this intellectual and experimental approach and how its application has enhanced our understanding of cell biology. Harnessing biological systems for the production of pharmaceuticals and hydrocarbon fuel sources is also considered. Finally, we explore the prospect of affecting and interacting with cells using engineered nanoscale devices made from biological building blocks and the potential application of these techniques in the diagnosis and treatment of disease. Prerequisite: BIO 202 or 230. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {N}

Fall, Spring, Variable**BIO 323so Seminar: Topics in Developmental Biology- From Cell to Organ to Embryo - The Synthetic Organism (4 Credits)**

Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable**BIO 330 Research in Cellular Neurophysiology (2 Credits)**

A laboratory course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limited to 12. {N}

Spring**BIO 332 Molecular Biology of Eukaryotes and Their Pathogens (4 Credits)**

Advanced molecular biology of eukaryotes and their viruses (including coronavirus, Ebola and HIV). Discussions include genomics, bioinformatics, eukaryotic gene organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes and genetic diseases, CRISPR, molecular biology of infectious diseases, genome projects and whole genome analysis. Reading assignments are from the primary literature. Each student presents an in-class presentation and writes a paper on a topic selected in consultation with the instructor. Corequisite: BIO 333 strongly recommended. Prerequisite: BIO 230 or BIO 232. Enrollment limited to 20. {N}

Spring, Variable**BIO 333 Molecular Biology of Eukaryotes and Their Pathogens Laboratory (1 Credit)**

A laboratory course designed to complement the lecture material in BIO 332. Advanced techniques used to study the molecular biology of eukaryotes are learned in the context of a semester-long project. These methods include techniques for studying genomics and gene expression including: CRISPR, RNA interference, DNA sequence analysis, RT-PCR, genomics, bioinformatics and others. Corequisite: BIO 332. Prerequisite: BIO 231. Enrollment limited to 16. {N}

Spring, Variable**BIO 334 Bioinformatics and Comparative Molecular Biology (3 Credits)**

This course focuses on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Discussions include the quantitative examination of genetic variation, selective and stochastic forces shaping proteins and catalytic RNA data mining, comparative analysis of whole genome data sets, comparative genomics and bioinformatics, and hypothesis testing in computational biology. The course explores the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design and in systematic, conservation and population biology. Corequisite: BIO 335 strongly recommended but not required. Prerequisite: BIO 132, BIO 230, BIO 232, or equivalent. Enrollment limited to 20. {N}

Spring, Variable

BIO 335 Bioinformatics and Comparative Molecular Biology Laboratory (2 Credits)

This lab introduces the computational and quantitative tools underlying contemporary bioinformatics. Students explore the various approaches to phylogenetic reconstruction using molecular data, methods of data mining in genome databases, comparative genomics, structure-function modeling and the use of molecular data to reconstruct population and evolutionary history. Students are encouraged to explore datasets of particular interest to them. Corequisite: BIO 334 or equivalent. Enrollment limited to 20. {N}

Spring, Variable

BIO 336 Genomics (3 Credits)

Ongoing developments in high-throughput sequencing technologies have made genomic analysis a central feature of many scientific disciplines, including forensics, medicine, ecology, and evolution. This course will review the scope and applications of genome sequencing projects. After completing the course, students will be prepared to design a high-throughput sequencing project and interpret the results of genomic analysis. Prerequisite: BIO 230 or BIO 232. Enrollment limited to 40. {N}

Fall

BIO 337 Genomics Lab (2 Credits)

This lab will cover genomic analysis pipelines from nucleic acid isolation to sequence analysis in Linux and R environments. Students will independently design and execute a high-throughput sequencing experiment to measure genetic variation in natural populations. Prerequisite: BIO 230, BIO 232 or equivalent. Corequisite: BIO 336. Enrollment limited to 12. {N}

Fall

BIO 340pa Colloquium: Topics in Public Health-Pandemics (4 Credits)

We are living through an extraordinary event: the COVID-19 pandemic. But public health is never about biology alone. We cannot make sense of this global emergency unless we incorporate insights and methods from the sciences, the social sciences and the humanities. We have no context for this disease without history and narrative. We cannot decode the human costs of the pandemic without economics, politics and sociology. In this research-driven colloquium, multidisciplinary teams including students from all three divisions, will tackle the origins, consequences and aftermath of this pandemic, culminating in a multi-episode podcast enhanced by an accompanying study guide. Enrollment limited to 24. Instructor permission required. (E) {H}{N}{S}

Fall, Spring, Variable

BIO 350id Seminar: Topics in Molecular Biology-Infectious Disease (3 Credits)

This seminar focuses on neglected tropical diseases (NTDs), parasitic and viral diseases other rare diseases that are a public health concern, including Ebola, Chikungunya, Dengue Fever, West Nile, SARS, avian influenza, malaria, river blindness, anthrax and smallpox. We look at pandemics of the past (the influenza of 1918, the Black Death of the Middle Ages, the typhus epidemic of 1914–21) and modern biotechnology. The challenges are great, but new tools of molecular biology (genomics, proteomics, RNA interference, next-generation sequencing, etc.) provide an unprecedented opportunity to understand and develop new strategies for their elimination. Prerequisite: BIO 230. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {N}

Spring, Variable

BIO 350qg Seminar: Topics in Molecular Biology-Quantitative Genetics (3 Credits)

Unlike Mendel's round or wrinkled peas, many biological traits exhibit more than two distinct forms. Quantitative genetics allows the study of continuously varying traits through statistical models that incorporate interactions between multiple genetic loci and the environment. Ongoing improvements in high-throughput DNA sequencing are revealing genetic mechanisms underlying human traits, such as predisposition to disease. In-class reviews of classic and contemporary literature in quantitative genetics will serve as a foundation for a final project wherein students will conduct a thorough analysis for a quantitative trait of interest. Enrollment limited to 15. Juniors and Seniors only. Instructor permission required. {N}

Fall, Spring, Variable

BIO 351ep Seminar: Topics in Evolutionary Biology-Epigenetics (3 Credits)

There is increasing evidence of epigenetic phenomena influencing the development of organisms and the transmission of information between generations. These epigenetic phenomena include the inheritance of acquired morphological traits in some lineages and the apparent transmission of RNA caches between generations in plants, animals and microbes. This seminar explores emerging data on epigenetics and discusses the impact of these phenomena on evolution. Participants write an independent research paper on a topic of their choice. Prerequisite: BIO 230, BIO 232 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

BIO 351rm Seminars: Topics in Evolutionary Biology-Diversity of Reproduction in Mammals: A Female Perspective (3 Credits)

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs fertilization; embryo rejection vs miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Prerequisite BIO 130. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

BIO 363 Research in Animal Behavior (3 Credits)

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite: BIO 260, BIO 272 or a statistics course. Enrollment limited to 15. {N}

Fall, Alternate Years

BIO 364 Plant Ecology (3 Credits)

This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape and informs conservation of rare and threatened plant species. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities, climate change and exotic species. The class focuses in particular on plants and plant communities of the Northeast U.S., using examples from the local landscape to illustrate key ecological concepts and approaches to plant conservation. Corequisite: BIO 365. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 220). Enrollment limited to 20. {N}

Fall, Variable

BIO 365 Plant Ecology Laboratory (2 Credits)

This lab course involves field and laboratory investigations of plant ecology and conservation, with an emphasis on Northeastern plant species and plant communities. The labs explore interactions between plants and insects, visit wetland and upland habitats and investigate plant population dynamics at sites around western Massachusetts. Students gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities and inform conservation of plant biodiversity. Corequisite: BIO 364. Enrollment limited to 20. {N}

Fall, Variable

BIO 366 Biogeography (4 Credits)

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea-level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or equivalent. Enrollment limited to 20. {N}

Fall, Spring, Alternate Years

BIO 368 Seminar: Understanding Climate Change through Plant Biology and the Arts (3 Credits)

Understanding human induced climate change is one of the greatest challenges of our time. This course approaches the topic from two different ways of knowing: plant biology and the arts. These paired approaches ground this course in the scientific underpinnings of climate change and its impact on biological life, creating a space to engage with what climate change means—for students, for the greater human community and for the earth. At the same time, students will explore how complex scientific content and deep existential challenges can be effectively communicated to the broader public. They will learn how plants physiologically interact with and respond to environmental change, read/discuss primary literature and relevant art works, and create/workshop art, popular science articles and/or data visualizations centered on climate change and its consequences. Prerequisites: BIO 130 and BIO 132. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}

Fall, Variable

BIO 369 Laboratory: Understanding Climate Change through Plant Biology and the Arts (2 Credits)

Through this lab students will (1) become familiar with using tools to measure physiological processes (e.g. Li-Cor 600 to measure stomatal behavior, Osmometer to measure leaf water stress, PMS Pressure Chamber to measure plant water stress), (2) in groups, design an experiment investigating plant biological responses to climate change (e.g. drought, increased CO₂ or temperature) to implement in growth chambers or a greenhouse, (3) execute the project and present the findings to the class and public through presentations of scientific findings and artistic interpretations of the findings through art or communication projects. Prerequisites: BIO 130 and BIO 132. Corequisite: BIO 368. Enrollment limited to 15. Instructor permission required. {N}

Fall, Variable

BIO 370 Microbial Diversity (3 Credits)

This course focuses on the origin and diversification of microorganisms, with emphasis on eukaryotic lineages. The first weeks of lecture cover the origin of life on Earth and the diversification of bacteria and archaea. From there, students focus on the diversification of eukaryotes, examining the many innovations that mark some of the major clades of eukaryotes. Evaluation is based on a combination of class participation, short writings and an independent research paper. Prerequisite: BIO 230 or BIO 232, or equivalent. Corequisite: BIO 371 is strongly recommended but not required. {N}

Spring

BIO 371 Microbial Diversity Laboratory (2 Credits)

This research-based lab allows students to explore the eukaryotic microbiomes associated with various environments on campus, including the greenhouse and marine aquaria. Students in the course master the basics of light microscopy, PCR and analyses of high-throughput sequencing data. Students also use the scanning electron microscope to survey their communities. The work in the course culminates in a poster presentation on the discoveries of the semester. Corequisite: BIO 370. Enrollment limited to 18. Instructor permission required. {N}

Spring

BIO 372 Colloquium: Quantitative Ecology (4 Credits)

An advanced course covering ecological modeling and data analysis. Students explore the principles of mathematical modeling to describe population dynamics and species interactions. Students also learn modern analytical approaches in the study of ecological communities and ecological experiments. In addition to theoretical quantitative foundations, students acquire the analytical skills to implement mathematical and statistical models using the R computing language. Corequisite: BIO 373. Prerequisites: BIO 130/BIO 131, BIO 266/BIO 267, BIO 268/BIO 269 or BIO 364/BIO 365 and SDS 201 or SDS 220, or equivalent. Enrollment limited to 20. {N}

Spring, Alternate Years

BIO 373 Quantitative Ecology Lab (1 Credit)

An advanced, applied course on ecological population modeling and data analysis. Students implement mathematical models describing population dynamics and species interactions as well as modern analytical approaches commonly applied to ecological data using the R computing language. Throughout this course students acquire skills in data analysis, data visualization, data management, code, reproducibility and modeling. Corequisite: BIO 372. Enrollment limited to 20. {N}

Spring, Alternate Years

BIO 390cb Seminar: Topics in Environmental Biology-Investigations in Conservation Biology (3 Credits)

Conservation biology combines ecological and evolutionary principles with resource management, the social sciences, and ethics to understand, manage and maintain biodiversity. This seminar is designed to familiarize students with the questions conservation biologists ask and the methods they use to conserve life on Earth. Students engage in problem-solving exercises that examine conservation-related questions at the genetic, population, community, landscape or ecosystem levels and employ suitable analytical techniques or strategies to address the questions. Students discuss a related article from the primary literature to illustrate the use of each technique. Instructor permission required. {N}

Fall, Spring, Variable

BIO 390cr Seminar: Topics in Environmental Biology-Coral Reef Ecology and Conservation (3 Credits)

Coral reefs occupy a small portion of Earth's surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances (e.g., major storms, eutrophication, acidification, overfishing). Methods for reef conservation are examined. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Spring, Variable

BIO 400 Special Studies (1-4 Credits)

Fall, Spring

BIO 430D Honors Project (4 Credits)

Fall, Spring

BIO 432D Honors Project (6 Credits)

Fall, Spring

BIO 507 Seminar on Recent Advances and Current Problems in the Biological Sciences (2 Credits)

Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students present talks on research goals, data collection and data analysis. This course is required for graduate students and must be taken both years. Instructor permission required.

Fall

BIO 510 Advanced Studies in Molecular Biology (3-5 Credits)

Fall, Spring

BIO 520 Advanced Studies in Botany (3-5 Credits)

Fall, Spring, Variable

BIO 530 Advanced Studies in Microbiology (3-5 Credits)

Fall, Spring

BIO 540 Advanced Studies in Zoology (3-5 Credits)

Fall, Spring

BIO 550 Advanced Studies in Environmental Biology (3-5 Credits)

Fall, Spring

Crosslisted Courses

EDC 235 Child and Adolescent Growth and Development (4 Credits)

This course is a study of the theories of growth and development of children, from prenatal development through adolescence. This course looks at basic considerations of theoretical application to the educative process and child study and involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S}

Fall, Spring

EDC 238 Introduction to the Learning Sciences (4 Credits)

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning.

Enrollment limited to 30. {N}{S}

Fall, Spring

EDC 311 Rethinking Equity and Teaching for English Language Learners (4 Credits)

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Enrollment limited to 35.

Spring

EDC 342 Growing Up American: Adolescents and Their Educational Institutions (4 Credits)

The institutional educational contexts through which adolescents move can powerfully influence their growth and development. Using a cross-disciplinary approach, this course examines those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. We investigate what theoretical and socio-cultural perspectives shape these educational institutions and how these institutions serve or fail the diverse needs of American youth. This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35.

Fall, Spring, Variable

EDC 346 Clinical Internship in Teaching (8 Credits)

Full-time practicum in grade K-12 schools. Open to seniors only and offered in two sections. Section 01 is offered to students who have completed the prerequisite courses for elementary student teaching. Section 02 is offered to students who have completed the prerequisite courses for Middle/Secondary student teaching, and includes a weekly companion seminar for students completing a full-time practicum at the middle or high school level. Department permission required. {S}

Spring

EDC 347 Individual Differences Among Learners (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. {S}

Fall

EDC 352 Methods of Instruction (4 Credits)

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject-matter area. Content frameworks and standards serve as the organizing themes for the course. Corequisite: EDC 352L. Department permission required.

Fall

EDC 352L Secondary Student Teaching Practicum Lab (1 Credit)

This lab accompanies the secondary student teaching internship course EDC 352. The focus of the lab will be the examination of student teaching dilemmas for discussion and reflection. Student teachers will be introduced to key topics germane to their internship while examining the student teaching experience. The course will bring together content knowledge, professional dispositions/caring, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. In this lab, student teachers will also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. Corequisite: EDC 352. S/U only. (E)

Fall

EDC 390 Colloquium: The Teaching of Science, Engineering and Technology (4 Credits)

Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course focuses on providing the skills and knowledge needed to bring this excitement into the classroom. Students explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas help develop communication and learning skills that prepare one for a variety of careers. Not open to first years. Enrollment limited to 20. (S)

Spring

Goals for Majors in Biological Sciences

The biological sciences form the foundation of a number of academic disciplines at Smith, including biology, biochemistry, neuroscience, landscape studies and environmental science and policy. The major in biological sciences itself spans organisms from bacteria through plants and animals, levels of organization from molecules and cells through ecosystems, and modern research methods in both the laboratory and the field.

Students in biological sciences master fundamental concepts in introductory courses with associated laboratories or fieldwork. In those courses, students conduct research projects, an emphasis on research that recurs in the upper-level courses that follow. As they choose those courses, they select a track to focus their learning in specific areas (cells, physiology and development; genetics, evolution and molecular biosciences; biodiversity, ecology and conservation) or instead choose a broad integrative approach that can include an option to prepare to teach at the secondary-school level.

Learning Objectives for the Biological Sciences

CONTENT-RELATED

- Broad knowledge of the field of biology and its foundational concepts
- Deeper knowledge, fluency and ability to creatively engage in a subdiscipline of biology
- Use of interdisciplinary fields to support an enhanced understanding of the life sciences

SKILLS-RELATED

- Critical thinking and rigorous evaluation of primary scientific research
- Evaluation and understanding of one's own learning process
- Demonstrated ability using the scientific method, empirical approaches and the generation of original knowledge
- Competency in employing standard quantitative and statistical approaches to organize, analyze and interpret scientific data
- Effective communication of scientific information to academic and general audiences

ETHICAL CONDUCT AND CIVIC ENGAGEMENT

- An understanding of science and research ethical considerations
- Building identity and confidence within the field of the life sciences
- Understanding and participation in public and stakeholder concerns related to science policy with evidence based approaches

With a rich array of courses and access to extensive research resources, students in biological sciences graduate with the knowledge and experience they need to begin careers in research, academia, the health professions, the biotech and pharmaceutical industries, conservation, wildlife management, secondary education and many other endeavors.

Goals for Master of Science in Biological Sciences

The master's program in biological sciences continues and enhances the undergraduate foundation of a number of academic disciplines, including biology, biochemistry, neuroscience, and environmental science and policy. This program focuses on modern methods in both laboratory and field research and requires students to design and implement a thesis demonstrating sophisticated experimental and conceptual approaches to substantive questions in the biological sciences.

Over the course of the program, students are expected to develop:

- A deep knowledge of a life sciences subdiscipline through a faculty-mentored research project.
- The ability to think critically and design rigorous experiments.
- The ability to collect, organize and analyze data.
- Laboratory and/or field research skills using sophisticated instrumentation.
- Read, synthesize and critique primary research articles in their field.
- Enhanced skills in writing and public speaking through presentations in classes, campus research symposia and at regional or national scientific meetings.

With a rich array of courses and access to extensive research resources, graduate students in biological sciences reinforce and expand their knowledge and the experience they need to continue successful careers in the life sciences.

Book Studies Concentration

Department website (<https://www.smith.edu/academics/book-studies/>)

The Concentration in Book Studies exploits the rich spectrum of book-related courses in the Five College curriculum and connects students with the exceptional resources of the Mortimer Rare Book Collection and the wealth of book artists and craftspeople of the Pioneer Valley. Through classroom study, field projects and independent research, they learn about the history, art and technology of the “book,” broadly defined to extend from oral literature to papyrus scrolls to manuscripts, printed books and digital media. Book studies concentrators design capstone projects in a wide variety of areas that include medieval manuscripts, early and fine printing, book illustration, children’s picture books, the book trade, artists’ books, censorship, the history of publishing, the secrets of today’s bestsellers, the social history of books and literacy, the history of libraries and book collecting and the effects of the current digital revolution on the material book.

Faculty

Book Studies Committee

Susan Fliss, Ph.D., M.L.S., Dean of Libraries

Lily Gurton-Wachter, Ph.D., Associate Professor of English Language & Literature, *Director*

Lindsey Clark-Ryan, M.F.A., Associate Professor of Art

Shannon K Supple, M.L.I.S. J.D., Curator of Rare Books, Libraries

Barry Moser, B.S., Irwin & Pauline Alper Glass Professor of Art

Jessica Moyer, Ph.D., Associate Professor of East Asian Languages & Cultures

Elizabeth Myers Ph.D., Director of Special Collections, Libraries

Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language & Literature

Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature

Andrea Stephanie Stone, Ph.D., Associate Professor of English Language & Literature

Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art

Advisers for the Concentration

Susan Fliss, Lily Gurton-Wachter, Lindsey Clark-Ryan, Shannon K Supple, Barry Moser, Jessica Moyer, Douglas Patey, Cornelia Pearsall, Andrea Stone, Lynne M. Yamamoto

Book Studies Concentration

Requirements

Six courses (19 credits)

1. The gateway course: BKX 140 or BKX 120/ MUX 120/ ARX 120
2. The core course: ENG 207/ HSC 207
3. Three electives (12 credits) from any Five College department or program that address the themes and concerns of the book studies concentration and are approved by the Book Studies Advisory Committee. At least one of these courses should engage with the materials and process involved in creating physical books, such as typography, book arts or printmaking.
4. Two practical experiences or internships in some field of book studies (carries no academic credit)
5. The senior capstone seminar: BKX 300

Courses

BKX 120/ MUX 120/ ARX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKX 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

BKX 140 Perspectives on Book Studies (1 Credit)

The gateway course presents the major themes of the book studies concentration—the creation, publication, distribution, reception, and survival of books—in a series of interactive workshops exposing students to the variety of subjects relevant to the concentration. These include graphic arts, the production and transmission of texts, literacy, and the sociology of the book. The course features members of the advisory committee on a rotational basis, and may be supplemented on occasion with lectures from the distinguished book studies people in the Valley. Required of all book studies concentrators, who are given enrollment priority. Enrollment limited to 12. Instructor permission required. S/U only.

Fall, Spring, Variable

BKX 202/ PYX 202 The Chapbook in Practice: Publishing (2 Credits)

Offered as BKX 202 and PYX 202. This course focuses on various professional practice aspects of publishing, including manuscript submissions, selection, poetry craft and literary citizenship, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to directly participate in reading and selecting manuscripts for a chapbook to be published by Nine Syllables Press. Preference given to Poetry and Book Studies concentrators. Recommended prerequisites: ENG 112 or BKX 140. Cannot be taken S/U. Enrollment limited to 15. Instructor permission required. (E)

Fall

BKX 203/ PYX 203 The Chapbook in Practice: Design (2 Credits)

Offered as BKX 203 and PYX 203. This course focuses on various professional practice aspects of publishing, including manuscript selection, book design and production, and product marketing and distribution, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to learn about and practice designing professional chapbook interiors and covers, producing and marketing chapbooks for a selected manuscript from Nine Syllables Press. Cannot be taken S/U. Priority given to BKX and PYX concentrators. Enrollment limited to 15. Instructor permission required. (E)

Spring

BKX 300 Seminar: Senior Capstone (2 Credits)

The culminating experience for the book studies concentration is an independent research project that synthesizes the student's academic and practical experiences. The student's concentration adviser may or may not serve as the sponsor for the project; topics for this capstone project are decided in concert with the student's adviser and vetted by the concentration's director. The seminar meets to discuss methodology and progress on the independent projects and to discuss general readings in book studies theory and praxis. S/U only. Enrollment limited to 12. Book studies concentrators and seniors only. Instructor permission required.

Fall, Spring, Annually

BKX 400 Special Studies (1-4 Credits)

Admission by permission of the director of the Book Studies Concentration. Normally, enrollment limited to Book Studies concentrators only. 1-4 credits.

Fall, Spring

Crosslisted Courses

These are courses that have been offered recently and would count as electives for the concentration. Other courses at Smith and the Five Colleges may be eligible with concentration adviser approval.

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ARH 247 Colloquium: The Art and History of the Book (4 Credits)

Will books as material objects disappear in the near future? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books and machine press books, to the digital media of today. Students discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Enrollment limited to 12. Instructor permission required. {A}{H}

Spring

ARH 290Ib Colloquium: Topics in Art History-The Presence of the Past: Libraries as a Building Type in the Ancient Mediterranean World (4 Credits)

This course looks at the famed third-century BCE library at Alexandria, Egypt, precedents like the library of the Assyrian king Assurbanipal at Nineveh (with epics and omen texts on clay tablets) and later extant examples like the Library of Celsus at Ephesus to discuss the development of the library as a public building type. The class also compares later innovations like Labrousse's Bibliothèque Sainte-Geneviève in Paris, Snøhetta's award-winning 2002 Bibliotheca Alexandrina (on the site of the ancient library) and Maya Lin's renovation of Neilson Library, analyzing how the buildings themselves make knowledge manifest. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARS 275 The Book: Theory and Practice I (4 Credits)

(1) Investigates the structure of the book as a form; (2) provides a brief history of the Latin alphabet and how it is shaped calligraphically and constructed geometrically; (3) studies traditional and non-traditional typography; and (4) practices the composition of metal type by hand and the printing of composed type on the SP-15 printing presses. A voluntary introduction to digital typography is also offered outside class. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring

ARS 277 Woodcut Printmaking (4 Credits)

Relief printing from carved woodblocks can create images that range from precise and delicate to raw and expressionistic. It is a direct and flexible process that allows for printing on a variety of materials at large and small scales. Students use both ancient and contemporary technologies to produce black and white and color prints from single and multiple blocks. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or ARS 172, or equivalent. Enrollment limited to 15. Instructor permission required. {A}

Fall, Spring, Annually

ARX 120/ BKX 120/ MUX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKX 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

BKX 202/ PYX 202 The Chapbook in Practice: Publishing (2 Credits)

Offered as BKX 202 and PYX 202. This course focuses on various professional practice aspects of publishing, including manuscript submissions, selection, poetry craft and literary citizenship, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to directly participate in reading and selecting manuscripts for a chapbook to be published by Nine Syllables Press. Preference given to Poetry and Book Studies concentrators. Recommended prerequisites: ENG 112 or BKX 140. Cannot be taken S/U. Enrollment limited to 15. Instructor permission required. (E)

Fall

BKX 203/ PYX 203 The Chapbook in Practice: Design (2 Credits)

Offered as BKX 203 and PYX 203. This course focuses on various professional practice aspects of publishing, including manuscript selection, book design and production, and product marketing and distribution, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to learn about and practice designing professional chapbook interiors and covers, producing and marketing chapbooks for a selected manuscript from Nine Syllables Press. Cannot be taken S/U. Priority given to BKX and PYX concentrators. Enrollment limited to 15. Instructor permission required. (E)

Spring

EAL 360bh Seminar: Topics in East Asian Languages and Literatures-Book History and Print Culture in East Asia (4 Credits)

This course explores print and media cultures of the 16th through the 20th centuries in China, Japan, Korea and Taiwan. Students read literary and popular works in the context of the cultural, intellectual and technological transformations that defined these texts' creation, circulation and reception. Students study historical and theoretical scholarship on topics such as language reform, the book market and changing literacies for men and women. The course also considers how media developments shape the experience of Asian modernity. All readings in English translation. Prerequisite: one 200-level EAL course or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (L)

Fall, Spring, Variable

EDC 338 Children Learning to Read (4 Credits)

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: EDC 238. Juniors, seniors and graduate students only. Instructor permission required. (S)

Fall

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. (L)

Fall, Spring, Alternate Years

ENG 238 What Jane Austen Read: The 18th-Century Novel (4 Credits)

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688-1814). Emphasis on the novelists' narrative models and choices; we conclude by reading several novels by Austen-including one she wrote when 13 years old. (L)

Fall, Spring, Alternate Years

ENG 312 Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–186 (4 Credits)

This seminar explores the varied publications produced by people of the African diaspora in the U.S., Canada, the Caribbean, and England—early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We examine their engagements with such topics as religion, law economics, emigration, gender, race and temperance. Smith's manuscript and periodical holdings offer us a treasure trove of source materials. Permission of the instructor is required. Enrollment limited to 12. (L)

Fall, Spring, Variable

ENG 365fr Seminar: Topics in 19th Century Literature-Frankenstein: The Making of a Monster (4 Credits)

This seminar will explore the creation and afterlife of Frankenstein, Mary Wollstonecraft Shelley's extraordinary first novel (written at age 19) about monstrosity and the experience of feeling not quite human. We will read Shelley's novel closely, consider its literary and historical influences (including writing by her parents and friends), and investigate its monstrous legacy (in film adaptations, novels, poems, comics, and popular culture). More than 200 years after it was written, this early science fiction novel continues to speak to our most urgent questions about gender, reproduction, science, technology, race, animality, disability, violence, justice, and belonging. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (L)

Fall, Spring, Variable

Learning Goals

As BKX concentrators, students will:

1. Develop an understanding of the history and theory of the book, broadly defined, and its evolving social and cultural role;
2. Learn to read a book as an object as well as a text, with attention to its design, craft, and circulation;
3. Learn about and reflect critically on the theory, practice, and ethics of producing, collecting, and stewarding books (broadly defined);

4. Integrate reading and study of books with hands-on making;
5. Integrate academic course work with experiential learning;
6. Engage in first-hand use of primary sources, including but not limited to Smith's distinctive collections, across subjects, genres, geographies, and time;
7. Reflect on coursework and practical experiences in terms of skills learned, career exploration, and self-assessment.

Buddhist Studies

Department website (<https://www.smith.edu/academics/buddhism/>)

A minor in Buddhist studies is an excellent adjunct to majors in such fields as religion, philosophy, American studies, anthropology, art history, Asian studies, comparative literature, East Asian languages and literature, East Asian studies, and the study of women and gender. It allows for a deeper focus in Buddhism, offering an interdisciplinary complement to one's major as well as an important credential for graduate admissions.

Faculty

Buddhist Studies Committee

Jay L. Garfield, Ph.D, Doris Silbert Professor in the Humanities and Professor of Philosophy, *Chair, Fall 2023*

Yanlong Guo, Ph.D., Assistant Professor of Art

Jamie Hubbard, Ph.D., Jill Ker Conway Chair in Religion and East Asian Studies, Yehan Numata Professor in Buddhist Studies

Andy Rotman, Ph.D., Sydenham Clark Parsons Professor of Religion, *Chair, Spring 2024*

Lecturers and Visiting Faculty 2023-24

William Edelglass, Ph.D., Lecturer

Minor Advisers

Jay Garfield, Yanlong Guo, Jamie Hubbard, Andy Rotman

Buddhist Studies Minor

Requirements

1. Required gateway: BUS 120
2. Twenty-four additional credits from at least two disciplines, including anthropology, art history, literature, philosophy, religion and sociology, or others where appropriate, chosen in consultation with the minor adviser. Buddhist studies is interdisciplinary, and students must understand multiple approaches to the field in order to study it successfully.
 - Students should study Buddhism as it is practiced in at least two of the following four geographical areas: South and Southeast Asia, East Asia, the Tibeto-Himalayan region, and the West. Buddhism is constituted differently in different cultures, and it is important to understand this diversity in order to make sense of Buddhism's development and dissemination.
 - The minor should comprise study of both classical and contemporary Buddhism. The Buddhist tradition cannot be understood without an appreciation of its rich history and evolution. Nevertheless, any understanding of Buddhism would be incomplete without a sense of its contemporary manifestations and role in world culture.
 - No language study is required for the minor. A maximum of 8 credits towards the minor may be satisfied by the study of a language relevant to Buddhist studies (to be approved by the minor adviser). This language might be a canonical language, or a modern language that facilitates research in Buddhism. Buddhist studies relies on linguistic competence, and students who intend to pursue graduate studies in Buddhist studies are strongly encouraged to study languages. Credit for language will only be given for courses at the second-year level or above.

- At least 8 credits in the minor must be taken at Smith; up to 12 credits of overseas study may be counted. The minor requires one seminar addressing a topic in Buddhist studies.

Courses

The following courses can be counted in the Buddhist studies minor. There are also many Buddhism-related courses offered throughout the Five Colleges.

BUS 120 The Study of Buddhism (1 Credit)

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests and trips to local Buddhist centers. Students critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. S/U only. {H}

Fall

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics (4 Credits)

This intensive course is taught at the Central University of Tibetan Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student "buddy" to get an inside view of Tibetan culture. No prerequisites. Enrollment limited to 15. Application and H/5CIP permission required. {H}{N}{S}

Interterm, Variable

BUS 254 Buddhist Culture and Thought of Japan (Global FLEX Program) (3 Credits)

This Global FLEX program will bring students to Kyoto University for a three week intensive study focused on Buddhist Studies, widely understood doctrine, history, art and architecture, performing arts (tea, Noh), martial arts, contemporary philosophy, Buddhist psychology, ritual and contemplative practice, and visits to temples and other sites. Classes will be taught by a team of Kyoto University faculty and colleagues along with the Smith faculty member who accompanies the group. We will also offer opportunities for students to stay longer in Kyoto, either enrolling in other Kyoto University programs and/or engaging in Summer Intern programs. Enrollment limited to 15. {A}{H}{L}

Spring

BUS 261/ REL 261 Buddhism, Race and Justice (4 Credits)

Offered as REL 261 and BUS 261. What can Buddhist texts and practices teach about analyzing and responding to contemporary forms of injustice, such as oppression based on race, caste, class, gender and sexuality? And how might responding to these forms of injustice lead to a reformulation of Buddhism? Drawing on classical and contemporary texts, this course addresses Buddhist contributions to the analysis of injustice and the practice of making social change. Working collaboratively, students explore the ethics of attention; the body, identity and identity politics; the place of anger in response to injustice; the phenomenology of marginalization and liberation; and the practice of violence and non-violence. (E) {L}{S}

Fall, Spring, Variable

BUS 400 Special Studies in Buddhist Studies (1-4 Credits)

Admission by permission of the director of the Buddhist studies program. Normally, enrollment limited to Buddhist studies minors only.

Fall, Spring

Crosslisted Courses

ANT 274 The Anthropology of Religion (4 Credits)

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S}

Fall, Spring, Annually

ARH 290mc Colloquium: Topics in Art Historical Studies-Meditations in Caves (4 Credits)

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

Fall, Spring, Variable

BUS 261/ REL 261 Buddhism, Race and Justice (4 Credits)

Offered as REL 261 and BUS 261. What can Buddhist texts and practices teach about analyzing and responding to contemporary forms of injustice, such as oppression based on race, caste, class, gender and sexuality? And how might responding to these forms of injustice lead to a reformulation of Buddhism? Drawing on classical and contemporary texts, this course addresses Buddhist contributions to the analysis of injustice and the practice of making social change. Working collaboratively, students explore the ethics of attention; the body, identity and identity politics; the place of anger in response to injustice; the phenomenology of marginalization and liberation; and the practice of violence and non-violence. (E) {L}{S}

Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

PHI 127 Indian Philosophy (4 Credits)

An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? Students read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester students briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H}

Fall, Spring, Alternate Years

PHI 234ts Topics in Philosophy of Human Nature-The Self (4 Credits)

This course explores a cluster of the most fundamental questions about human nature: What are we? Do we have core selves that determine our identity? If so, what is such a self, and how does it develop? Or might we be selfless? If we are selfless, what is the nature of our identities? What might the reality or unreality of the self mean for the nature of our experience, for ethics, or for what gives our lives meaning? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions and that have been explored empirically in cognitive psychology and by experimental philosophers. Our investigation will therefore be both cross-cultural and interdisciplinary. {S}

Fall, Spring, Variable

PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara (4 Credits)

This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogācāra or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. Students read each school's principal sutras and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in Philosophy or Buddhist Studies. Enrollment limited to 40. {H}

Fall, Spring, Variable

PHI 330sc Seminar: Topics in the History of Philosophy-Schopenhauer and Indian Philosophy (4 Credits)

Arthur Schopenhauer (1788-1860) was the first important European philosopher to take Indian philosophy seriously. He follows Kant's transcendental idealism but places Kantian philosophy in dialogue with the Vedānta and Buddhist philosophy filtering into Europe as German and British orientalism began to flourish, synthesizing Kantian and Indian idealism. We will explore the Indian roots of Schopenhauer's thought, the 19th century transmission of Indian ideas to Europe in which he participates, and the ways he uses Indian philosophy to advance a post-Kantian philosophical program. Prerequisite: a course in early modern European philosophy or a course in the history of Indian philosophy Juniors and Seniors only. Enrollment limited to 16. {H}{S}
Fall, Spring, Variable

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being (4 Credits)

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}{S}
Fall, Spring, Variable

REL 164 Buddhist Meditation (4 Credits)

This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. {H}
Fall, Spring, Variable

REL 171 Introduction to Contemporary Hinduism (4 Credits)

This course is an introduction to the ideas and practices of contemporary Hinduism in India and the diaspora, with an emphasis on how Hindu identities are constructed and contested, and the roles they play in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry and images, religious comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H}{L}
Fall, Spring, Variable

REL 270 Zen Buddhism and Japanese Culture (4 Credits)

The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) {H}
Fall, Spring, Variable

REL 275 Religions of Ancient India (4 Credits)

This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. {H}
Fall, Spring, Alternate Years

REL 280 South Asian Visual Culture (4 Credits)

How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, art, advertising and film? This course considers the visual world of South Asia, focusing on the religious dimensions of visibility. Discussions include the divine gaze in Hindu and Buddhist contexts, the role of god-posters in religious ritual and political struggle, the printed image as contested site for visualizing the nation and the social significance of clothing and commercial films in colonial and contemporary India. Students also work closely with holdings from the Smith College Art Museum.
Fall, Spring, Variable

REL 284 Tantra and Yoga in India (4 Credits)

Tantra and yoga teach techniques to attain magical powers, achieve liberation, and transform the world. These traditions have influenced nearly every aspect of Indian religious life over the last two millennia, and yet they have often been shrouded in secrecy because of their potency. This course explores these complex traditions by considering source materials in translation as well as contemporary theoretical literature on practice, ritual, transgression, and historiography. {H}
Fall, Spring, Variable

REL 305vn Seminar: Advanced Topics in Religion-Violence, Non-violence and Revolution (4 Credits)

How do religious traditions justify acts of violence? And when and why do they embrace nonviolence? And what happens when these choices lead to revolution? This course considers the logic and practice of violence and non-violence in a variety of religious traditions around the world, as well as the ethical, social, and political consequences of these phenomena. Topics include suicide bombing and self-immolating, Gandhi's ahimsa and Martin Luther King's agape, spiritual ecology and ecoterrorism, and much more. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}
Fall, Spring, Variable

Chemistry

Department website (<https://www.smith.edu/academics/chemistry/>)

"Chemistry is a substantial science by the measures of industry, economics, and politics. As an academic discipline, it underlies the vibrant growth of molecular biology, materials science, and medical technology. Although not the youngest of sciences, its frontiers continue to expand in remarkable ways. And although it shares boundaries with every other field of science, it has an autonomy, both methodologically and conceptually."—*Of Minds and Molecules: New Philosophical Perspectives on Chemistry*, Nalini Bhushan and Stuart Rosenfeld, editors (Oxford University Press, 2000).

Faculty

Andrew Berke, Ph.D., Associate Professor
 David Bickar, Ph.D., Professor
 Maria E. Bickar, M.S., Senior Laboratory Instructor
 Maren Buck, Ph.D., Associate Professor
 Lesley-Ann Giddings, Ph.D., Assistant Professor
 David Gorin, Ph.D., Associate Professor
 Elizabeth Redding Jamieson, Ph.D., Professor
 Mona Kulp, Ph.D., Senior Laboratory Instructor
 Kate Queeney, Ph.D., Carol Tecla Christ Professor of Chemistry
 Kevin Michael Shea, Ph.D., Professor, *Chair*
 Alexandra E. Strom, Ph.D., Assistant Professor
 Cristina Suarez, Ph.D., Professor
 Rebecca Mae Thomas, Ph.D., Senior Laboratory Instructor
 Joseph Yeager, Ph.D., Senior Laboratory Instructor

Laboratory Instructors and Visiting Faculty 2023-24

Chamila De Silva, Ph.D., Laboratory Instructor
 Mary McKittrick, Ph.D., Laboratory Instructor
 Anne Stengle, Ph.D., Laboratory Instructor

Major and Minor Advisers

Members of the department

Honors Director

David Gorin

Study Abroad Adviser

Maria Bickar

Chemistry Major Requirements

Ten courses

1. Introductory sequence, either:
 - a. CHM 111/CHM 111L, CHM 222/CHM 222L and CHM 224 /CHM 224L or
 - b. CHM 118/CHM 118L and CHM 222/CHM 222L
2. Three of the following courses: CHM 223/CHM 223L, CHM 331, CHM 332 and CHM 363
3. Two of the following advanced lab courses: CHM 326, CHM 336 and CHM 346
4. Two or three elective courses (options listed below) to equal a total of 10 courses.

- Any CHM courses at the 300 level or above
- BCH 252, BCH 352, GEO 301, PHY 319, PHY 327 or a topic of PHY 360
- CHM 400 CHM 430D or CHM 432D (worth four or more credits), may be used as one (only) elective

Courses fulfilling the major requirements may not be taken S/U with the exception of CHM 400.

Preparation for Graduate Study

Students planning graduate study in chemistry are advised to work with their adviser to identify courses outside the major that may be relevant for graduate study in particular subfields. A major program that includes the required courses, one semester of biochemistry and additional laboratory experience in the form of (a) two semesters of research (CHM 400, CHM 430D and/or CHM 432D), (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratories meets the eligibility requirements of the American Chemical Society for professional standing.

Honors

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

Chemistry Minor

The courses specified below constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Requirements

Five courses

1. Either:
 - a. CHM 111 and CHM 111L, CHM 222 and CHM 222L, and CHM 224 and CHM 224L or
 - b. CHM 118 and CHM 118L and CHM 222 and CHM 222L
2. One additional course with a laboratory component: CHM 223 and CHM 223L, CHM 332, CHM 326, CHM 336 or CHM 346
3. One or two electives from the following to fulfill a total of five courses: Any CHM courses at the 300 level or above, BCH 252 or BCH 352

Courses fulfilling the minor requirement may not be taken S/U.

Courses

CHM 100ao Topics on Perspectives in Chemistry-Chemistry of Art Objects (4 Credits)

In this museum-based course, chemistry is discussed in the context of art. The course focuses on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed along with examples from the Smith College Museum of Art. Enrollment limited to 16. {A}{N}

Spring

CHM 108/ ENV 108 Environmental Chemistry (4 Credits)

Offered as CHM 108 and ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N}

Spring

CHM 110 Quantitative Approaches to Chemistry (1 Credit)

Using chemical reactions to make quantitative predictions is a foundational skill in chemistry. This skill is built on a set of quantitative approaches including dimensional analysis, reaction stoichiometry and physical measurement. Students will build and refine these skills through both individual and group work in a small class setting. This course is a co- or prerequisite for CHM 111; students will be recommended for this course on the basis of a short placement exam. For these students successful completion of CHM 110 is required to enter any CHM courses with a CHM 111 prerequisite. Enrollment limited to 60.

Fall

CHM 111 Chemistry I: General Chemistry (4 Credits)

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111L. {N}

Fall

CHM 111L Chemistry I Lab: General Chemistry Lab (1 Credit)

Lab Section. The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111. {N}

Fall

CHM 118 Advanced General Chemistry (4 Credits)

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and CHM 224. A student who passes this course cannot take either CHM 111 or CHM 224. {N}

Fall

CHM 118L Advanced General Chemistry Laboratory (1 Credit)

Lab Section for CHM 118. This course is for students with a very strong background in chemistry and provides a foundation in basic lab technique, particularly for quantitative analytical measurements. It begins with an introduction to light as a tool for investigating aspects of chemical systems such as acid/base behavior and metal-ligand chemistry. The second half of the lab consists of a project module where students will develop greater independence in their chemistry skills while investigating the behavior of one particular chemical system in depth. Each student will also learn to keep a laboratory notebook, prepare scientific reports and presentations, and work safely in a chemical environment. Enrollment limited to 16. Corequisite: CHM 118. {N}

Fall

CHM 222 Chemistry II: Organic Chemistry (4 Credits)

An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Prerequisite: CHM 111/111L, CHM 114/114L or CHM 118/118L. Corequisite: CHM 222L. Multiple sections are offered at different times. At the time of registration, students must register for both a lecture (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N}

Spring

CHM 222L Chemistry II Lab: Organic Chemistry Lab (1 Credit)

Lab section for Organic Chemistry. An introduction to the theory and practice of organic chemistry. The course focuses on structure, nomenclature, physical and chemical properties of organic compounds and infrared and nuclear magnetic resonance spectroscopy for structural analysis. Reactions of carbonyl compounds and alkenes are studied in depth. Corequisite: CHM 222. Prerequisite: CHM 111/111L, CHM 114/114L or CHM 118/118L. Enrollment limited to 16. Multiple sections are offered at different times. At the time of registration, students must register for both a lecture (CHM 222) and a lab (CHM 222L) section that fit their course schedule. {N}

Spring

CHM 223 Chemistry III: Organic Chemistry (4 Credits)

Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222/222L. Corequisite: CHM 223L. {N}

Fall

CHM 223L Chemistry III Lab: Organic Chemistry Lab (1 Credit)

Lab section. Material builds on introductory organic chemistry topics covered in CHM 222 and focuses more heavily on retrosynthetic analysis and multistep synthetic planning. Specific topics include reactions of alkyl halides, alcohols and ethers; aromaticity and reactions of benzene; and cycloaddition reactions including the Diels-Alder reaction. Prerequisite: CHM 222/222L (or equivalent). Corequisite: CHM 223. Enrollment limited to 16. {N}

Fall

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry (4 Credits)

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Discussions include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Corequisite: CHM 224L. Prerequisites: CHM 111/111L or equivalent. MTH 111 recommended but not required. Enrollment limited to 80. {N}

Spring

CHM 224L Chemistry IV Lab: Introduction to Inorganic and Physical Chemistry (1 Credit)

Lab section. This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Discussions include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Corequisite: CHM 224. Prerequisites: CHM 111/111L or equivalent. MTH 111 recommended but not required. Enrollment limited to 16. {N}

Spring

CHM 312 Polymer Chemistry (4 Credits)

Polymeric materials are ubiquitous in our society and play a vital role in many of the technologies that we use on a daily basis (e.g., clothing, electronic devices, drug formulations, medical implants). Chemistry is central to the development of new materials for advanced technologies and this course will provide an introduction to the fields of polymer chemistry and macromolecular assembly. Topics include methods and mechanisms in polymer synthesis and assembly, characterization of polymer structure and properties, and applications of polymers. Special focus will be given to polymers used in biomedical applications. Prerequisite: (CHM 111 or CHM 118) and CHM 222. An understanding of basic chemical principles and an introduction to organic chemistry will be necessary for students to understand topics in polymer chemistry. Enrollment limited to 15. {N}

Fall, Alternate Years

CHM 321 Organic Synthesis (4 Credits)

An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds with a focus on the current literature. Prerequisite: CHM 223. Enrollment limited to 24. {N}

Spring, Alternate Years

CHM 326 Synthesis and Structural Analysis (4 Credits)

Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization with a focus on NMR spectroscopy, mass spectrometry and chromatography. Prerequisite: CHM 223. Enrollment limited to 18. {N}

Spring

CHM 328 Bioorganic Chemistry (4 Credits)

Applications of chemical tools and synthetic molecules to the study of biological systems. Emphasis is on emerging strategies to study living systems at the molecular level, primary scientific literature and critical review of manuscripts. Discussions include biorthogonal chemistry, synthetic small-molecule probes to interrogate biological systems, protein engineering, proteomics, advances in DNA sequencing, genomics, directed evolution and natural product biosynthesis. Prerequisite: CHM 223. Enrollment limited to 18. {N}

Spring, Alternate Years

CHM 331 Physical Chemistry: Quantum Mechanics (4 Credits)

Quantum chemistry: an introduction to quantum mechanics, the electronic structure of atoms and molecules, with applications in spectroscopy. Prerequisites: CHM 118 or CHM224 and MTH 112 or MTH 114; strongly recommended: MTH 212 or PHY 210, and PHY 115 or PHY 117. {N}

Fall

CHM 332 Physical Chemistry: Thermodynamics and Kinetics (5 Credits)

Thermodynamics and kinetics: will the contents of this flask react, and if so, how fast? Explores the properties that govern the chemical and physical behavior of macroscopic collections of atoms and molecules (gases, liquids, solids and mixtures thereof). Prerequisites: CHM 118 or CHM 224, and MTH 112. Enrollment limited to 24. {N}

Spring

CHM 336 Light and Chemistry (4 Credits)

The interaction of light with molecules is central to studies of molecular structure and reactivity. This course builds on students' understanding of molecular structure from the core sequence (CHM 111-224) to show how many types of light can be used to interrogate molecules and to shed some light on their behavior. The combined classroom/laboratory format allows students to explore light-based instruments in short, in-class exercises as well as in longer, more traditional labs. The course culminates with an independent project that allows students to explore some of the ways light is used in cutting-edge chemical research. Prerequisites: CHM 222 or equivalent. Enrollment limited to 20. {N}

Spring

CHM 338 Bio-NMR Spectroscopy and Imaging (4 Credits)

This course is designed to provide an understanding of the general principles governing 1D and 2D nuclear magnetic resonance (NMR) spectroscopy. Examples from the diverse use of biological NMR in the study of protein structures, enzyme mechanisms, DNA, RNA, etc. is presented and analyzed. A basic introduction to magnetic resonance imaging (MRI) is also included, concentrating on its application to biomedical issues. Prerequisite: A knowledge of NMR spectroscopy at the basic level covered in CHM 222 and CHM 223.

Fall, Variable

CHM 346 Environmental Analytical Chemistry (4 Credits)

An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well as microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports required. Prerequisite: CHM 118 or CHM 224 or equivalent. Enrollment limited to 20. {N}

Fall

CHM 357ph Selected Topics in Biochemistry-Pharmacology and Drug Design (4 Credits)

An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs are examined in detail, and computational software is used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal considerations relating to drug design, manufacture and use are also considered. Prerequisite: BCH 252 or equivalent. {N}

Fall, Variable

CHM 363 Advanced Inorganic Chemistry (4 Credits)

Application of group theory, coordination compounds, molecular orbital theory of main group compounds and other selected topics in inorganic chemistry. Prerequisite: CHM 118 or CHM 224. {N}

Spring

CHM 369 Bioinorganic Chemistry (4 Credits)

This course provides an introduction to the field of bioinorganic chemistry. Students learn about the role of metals in biology as well as about the use of inorganic compounds as probes and drugs in biological systems. Prerequisites: CHM 223 and either CHM 118 or CHM 224.

Fall, Variable

CHM 400 Special Studies (1-4 Credits)

Must be taken S/U.

Fall, Spring

CHM 430D Honors Project (4 Credits)

Offered every year (Fall and Spring)

Fall, Spring, Annually

CHM 432D Honors Project (6-12 Credits)

Offered every year (Fall and Spring)

Fall, Spring, Annually

Crosslisted Courses

BCH 252 Biochemistry I: Biochemical Structure and Function (3 Credits)

Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; and bioenergetics, enzymes and regulation. Prerequisites: BIO 202 and CHM 223. Corequisite: BCH 253 is required for biochemistry majors. {N}

Spring

BCH 352 Biochemistry II: Biochemical Dynamics (3 Credits)

Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Corequisite: BCH 353 is required for biochemistry majors. {N}

Fall

Goals for Majors in Chemistry

- Ability to “tell a good story” about chemistry
- Read/write a scientific paper
- Design experiments
- Interpret data
- Transfer knowledge between discrete course units
- Authentic engagement with learning/exploration
- Information literacy (chemistry-specific)
- Thirty-four different desired areas of content mastery

Classical Languages and Literature

Department website (<https://www.smith.edu/academics/classics/>)
Classics is the study of ancient Greek and Roman civilization, which laid the foundation of the western tradition in literature, philosophy, history, art, science and mathematics. Classics is thus not confined to one field or method, but has always been inherently interdisciplinary. Classics students spend most of their time reading Greek and Latin texts in the original languages, but they can also take courses in English translation in a variety of disciplines in order to get a broader, interdisciplinary perspective. Classics makes a dynamic and rewarding standalone major, but it can be (and often is) paired with a second major.

Faculty

Thalia A. Pandiri, Ph.D., Professor, *Chair (Fall)*
Nancy J. Shumate, Ph.D., Professor, *Chair (Spring)*
Rebecca Worsham, Ph.D., Assistant Professor

Lecturers and Visiting Faculty, 2023-24

Hans Hansen, Ph.D., Lecturer
Barry Spence, Ph.D., Lecturer

Major and Minor Advisers

Thalia Pandiri, Nancy Shumate, Rebecca Worsham

Honors Director

Thalia Pandiri

Study Abroad

Rebecca Worsham, Director
Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome and/or College Year in Athens as well as in other approved programs.

Classical Studies Major

Requirements

Nine courses

- Four courses in the Greek or Latin languages
 - Two courses at any level
 - Two courses at or above the intermediate level
- At least two courses chosen from classics in translation in classics or First-Year Seminars
- At least two courses chosen from archaeology, art history, world literatures, government, ancient history, philosophy or religion, in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

Classics Major

Requirements

Nine language courses

- At least two courses in the Greek language at any level
- At least two courses in the Latin language at any level
- Six courses in Greek or Latin at or above the intermediate level

- One classics in translation course in classics or First-Year Seminars may be substituted for one language course at the discretion of the student and with the approval of the adviser.

Greek Major

Requirements

Nine language courses

- Three courses in the Greek language at any level
 - Six courses in the Greek language at or above the intermediate level
- One classics in translation course in classics or First-Year Seminars may be substituted for one language course at the discretion of the student and with the approval of the adviser.

Latin Major

Requirements

Nine language courses

- Three courses in the Latin language at any level
 - Six courses in the Latin Language at or above the intermediate level
- One classics in translation course in classics or First-Year Seminars may be substituted for one language course at the discretion of the student and with the approval of the adviser.

Honors

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

Classics Minor

Requirements

Six courses (24 credits)

- Two courses in the Greek language at any level
- Two courses in the Latin language at any level
- Two courses in the Greek or Latin languages at or above the intermediate level

Greek Minor

Requirements

Six courses (24 credits)

- Two courses courses in the Greek language at any level
- At least two courses in the Greek language at or above the intermediate level
- At least one course from Greek history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation

Latin Minor

Requirements

Six courses (24 credits)

1. Two courses courses in the Latin language at any level
2. At least two courses in the Latin language at or above the intermediate level
3. At least one course from Roman history, art, ancient philosophy, ancient political theory, ancient religion or classics in translation

Classics Courses

Students planning to major in classics are advised to take relevant courses in other departments, such as art, English, history, philosophy and modern foreign languages.

Credit is not granted for the first semester of an introductory language course unless the second semester is completed successfully. Courses for the major may not be taken S/U.

CLS 150 Roots: Greek and Latin Elements in English (2 Credits)

Sixty percent of all English words are derived from Greek and Latin roots, yet most speakers of English are unaware of the origins and true meaning ("etymology") of the words they use to communicate with others every day. This course aims to fill that gap, with an eye to sharpening and expanding English vocabulary and enhancing understanding of the structures of language in general. Combines hands-on study of Greek and Latin elements in English with lectures and primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. S/U only; one evening meeting per week. {L}
Fall, Spring, Alternate Years

CLS 217/ ARH 217 Greek Art and Archaeology (4 Credits)

Offered as CLS 217 and ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. {A}{H}

Fall, Spring, Alternate Years

CLS 218 Hellenistic Art and Archaeology (4 Credits)

We will examine the art, architecture, and material culture of the Hellenistic period, spanning the years from 323 to 31 BCE and representing one of the most exciting and dynamic eras of Greek history. Beginning with the expansionist campaign of Alexander the Great and ending with the conquests of the future emperor Augustus, it is a time of fast-paced change, experimentation, and diversity. In addition to examining the archaeology of this period, we will explore ideas about the accessibility of archaeological material and how this may be facilitated through digital collections and virtual reconstructions. {A}{H}

Fall, Spring, Alternate Years

CLS 227 Classical Mythology (4 Credits)

The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attention to modern retellings and artistic representations of ancient myths. {A}{L}

Fall, Spring, Alternate Years

CLS 233 Gender and Sexuality in Greco-Roman Culture (4 Credits)

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {H}{L}

Fall, Spring, Alternate Years

CLS 238 The Age of Heroes: Archaeology of the Eastern Mediterranean Bronze Age (4 Credits)

For many of us, the Mediterranean Bronze Age is associated with mythological events like the Trojan War. But how did the people of the Bronze Age actually live? This course surveys the archaeology of the Eastern Mediterranean Bronze Age, including Egypt and the Aegean, among others, from 3000 to 1100 BCE. We explore not only the pyramids and palaces of the period, but also the evidence for day-to-day living, from crafts production to religion. We also examine how these cultures interacted, and the Mediterranean networks that both allowed them to flourish and led to their collapse. {A}{H}

Fall, Spring, Alternate Years

CLS 260/ WLT 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation (4 Credits)

Offered as CLS 260 and WLT 260. Whose work are you reading when you encounter a text in translation? How is the author's voice modulated through the translator's? What constitutes a "faithful" or a "good" translation? How do the translator's language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. WLT 150 recommended. Enrollment limited to 20.

Fall, Spring, Alternate Years

CLS 310et Topics: Advanced Readings in Greek Literature I & II-Euripides and Thucydides: Athens Destroys Itself (4 Credits)

A study of how a contemporary tragedian and a contemporary historian viewed Athens' loss of its empire in the Peloponnesian War. {F}{L}

Fall, Spring, Variable

CLS 400 Special Studies (1-4 Credits)

For majors/minors and advanced students who have had three classics or other courses on the ancient world and two intermediate courses in Greek or Latin. Admission by permission of the department.

Fall, Spring

CLS 430D Honors Project (4 Credits)

Fall, Spring

Greek Courses

GRK 100Y Elementary Greek (5 Credits)

A year-long course in the fundamentals of Attic Greek, the dialect of Greek spoken in antiquity in the region of Attica and its capital, Athens, and used by canonical writers such as the tragedians Aeschylus, Sophocles, Euripides, the historian Thucydides and the philosopher Plato. This course prepares students to read the works of these authors and a wide range of others through a combination of grammatical study, composition and graded reading practice, while learning about the history and culture of classical Greece. It also prepares them to make the transition to both the early Greek of Homeric epic and the later Greek (koine) of the New Testament. This course cannot be divided at midyear with credit for the first semester.

Fall, Spring, Annually

GRK 214 Greek Poetry of the Archaic Age (4 Credits)

An exploration of the poetic masterpieces of the Archaic period. We will study some of the songs bards performed to the accompaniment of the lyre, stories of war, exile and homecoming, monsters and divinities, love and lust. Readings will be chosen from works such as Homer's Iliad and Odyssey, Hesiod's Theogony and Works and Days, the Homeric Hymns. Prerequisite: GRK 110Y or equivalent. {F}{L}

Fall

GRK 215 Greek Prose and Poetry of the Classical Age (4 Credits)

An introduction to different genres of prose and poetry in the Classical period with attention to linguistic differences over time and region. Readings are from works such as Herodotus' History of the Persian War, the poetry of Solon the wise Athenian lawmaker, the philosophical dialogues of Plato, the Athenian courtroom speeches of Lysias, the tragedies of Euripides. Prerequisite: three semesters of Greek or equivalent. {F}{L}

Spring

GRK 310 Topics: Advanced Readings in Greek Literature (4 Credits)

Topics course. Authors vary from year to year, but they are generally chosen from a list that includes Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators depending on the interests and needs of the students. May be repeated for credit, provided the topic is not the same. Prerequisite: GRK 213 or equivalent.

Fall, Spring, Annually

GRK 310dd Topics: Advanced Readings in Greek Literature: Demeter & Dionysus (4 Credits)

A study of two important divinities and their place in Greek religion through readings of the Homeric Hymn to Demeter and Euripides' Bacchae, the two principal literary sources for study of these gods. The Hymn is our major source for knowledge of Demeter and the Eleusinian Mysteries, the oldest mystery cult in the Greek world. Euripides' play is a deep and far-ranging meditation on the nature of the most complex of all Greek gods. Our approach will be both literary and historical. Prerequisite: GRK 213 or equivalent. {F}{L}

Fall, Spring, Variable

GRK 400 Special Studies (1-4 Credits)

For majors and honors students who have had four advanced courses in Greek. Admission by permission of the department.

Fall, Spring

GRK 430D Honors Project (4-8 Credits)

Fall, Spring

Latin Courses

LAT 100Y Elementary Latin (5 Credits)

The Latin language has had an extraordinarily long life, from ancient Rome through the Middle Ages to nineteenth-century Europe, where it remained the language of scholarship and science. Even today it survives in the Romance languages that grew out of it and in the countless English words derived from Latin roots. This course prepares students to read Latin texts in any period or area of interest through a study of the fundamentals of classical Latin grammar and through practice in reading from a range of Latin authors. Some attention will also be given to Roman culture and Latin literary history. This is a full-year course and cannot be divided at midyear with credit for the first semester. Enrollment limited to 30.

Fall, Spring, Annually

LAT 212 Introduction to Latin Prose and Poetry (4 Credits)

Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100Y or equivalent. {F}{L}

Fall

LAT 214 Introduction to Latin Literature in the Augustan Age (4 Credits)

An introduction to the "Golden Age" of Latin literature which flourished under Rome's first emperor. Reading and discussion of authors exemplifying a range of genres and perspectives such as Virgil, Ovid and Horace, with attention to the political and cultural context of their work and to the relationship between literary production and the Augustan regime and its program. Practice in research skills and in reading, evaluating and producing critical essays. Prerequisite: LAT 212 or equivalent. {F}{L}

Spring

LAT 330 Topics: Advanced Readings in Latin Literature (4 Credits)

Topics course. Authors vary from year to year, but they are generally chosen from a list that includes epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of the students. May be repeated for credit with different topics. Prerequisites: two courses at the 200 level or equivalent.

Fall, Spring

LAT 330mr Topics: Advanced Readings in Latin Literature-Myths of Rome (4 Credits)

A study of the tradition of Roman story-telling, stressing the connections among myth, legend and history in narratives of the early city. Discussions include the extent to which early Rome is part of the world of Greek myth, the process by which key statesmen and generals in the early legends came to represent the character of the noble families of later ages and then to symbolize central Roman virtues, the development of these legendary and quasi-historical narratives into a "myth" of the Roman national character, and the manipulation of traditional stories in the political and cultural disputes of later eras. Readings from Livy, Ovid, Vergil and Horace. Prerequisites: two courses at the 200 level or equivalent. {F}{L}

Fall, Spring, Variable

LAT 330om Topics: Advanced Readings in Latin Literature-Ovid's Metamorphoses (4 Credits)

A study of Ovid's transmission and adaptation of Greek myths in the Metamorphoses. Attention is paid to Ovid's Augustan milieu and to the extraordinary afterlife of the Metamorphoses, particularly in Renaissance art. Prerequisites: two courses at the 200 level or equivalent. {F}{L}

Fall, Spring, Variable

LAT 330r Topics: Advanced Readings in Latin Literature-The Roman Novel (4 Credits)

Though the genre of the novel is usually identified with the modern era, many argue that its origins lie in works of prose fiction by Greek and Roman authors. This course examines the two such Latin works that survive, the *Satyricon* of Petronius, arbiter elegantiae in the court of Nero, and the *Metamorphoses* of Apuleius, a provincial form of what is now *Algeria* writing in age of the Antonines. Topics will include the genesis and features of the genre; literary precedents and literary allusion; prose style; and how the distinctive cultural background of each work frames the worlds that they conjure. Prerequisite: LAT 214 or equivalent. {F}{L}
Fall, Spring, Variable

LAT 400 Special Studies (1-4 Credits)

For majors and honors students who have had four advanced courses in Latin. Admission by permission of the department.
Fall, Spring

LAT 430D Honors Project (4-8 Credits)

Fall, Spring

Crosslisted Courses

CLS 260/ WLT 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation (4 Credits)

Offered as CLS 260 and WLT 260. Whose work are you reading when you encounter a text in translation? How is the author's voice modulated through the translator's? What constitutes a "faithful" or a "good" translation? How do the translator's language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. WLT 150 recommended. Enrollment limited to 20.

Fall, Spring, Alternate Years

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Dante's *Divine Comedy*. Enrollment limited to 20. WI {L}

Fall

FYS 107 Women of the Odyssey (4 Credits)

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. The course begins with a careful reading of the *Odyssey*, then studies the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 147 Power Lunch: The Archaeology of Feasting (4 Credits)

Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, people are what they eat, and how they eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. The class examines comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-years. WI {H}{S}

Fall, Spring, Variable

WLT 230 "Unnatural" Women: Mothers Who Kill their Children (4 Credits)

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—As monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? We focus on literary texts but also consider representations in other media, especially cinema. Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Christa Wolff, Christopher Durang, Alice Walker, Toni Morrison and others. {L}
Fall, Spring, Variable

Goals for Majors in Classical Studies

The Department of Classical Languages and Literatures regards its principal mission as instruction of students in the languages and literatures of ancient Greece and Rome. We believe that the study of Greek and Latin provides students with a rigorous intellectual training that is transferable to other areas of learning and life. We practice the deep study of language on texts—literary, historical and philosophical—that we admire for the directness and vigor with which they confront central issues of the human condition: love and death, freedom and tyranny, justice and injustice. A sustained confrontation with classical texts not only heightens a student's sensitivity to literature and involves her in a valuable cultural odyssey, but also prepares her for a life of thoughtful and engaged citizenship in the world of the 21st century.

Students majoring in classics or classical studies should be able to:

- Translate with accuracy and understanding Latin and/or Greek texts from a variety of historical periods and genres.
- Appreciate literary texts (epic, tragedy, elegy, oratory, history or philosophy) in relation to their historical frameworks, both diachronic (texts in dialogue with one another across a literary tradition) and synchronic (texts responding to specific historical conditions).
- Have a working knowledge of the basic tools and resources, both print and electronic, for conducting research about ancient Greek and Roman culture.
- Write clear, cogent interpretive arguments that demonstrate an ability to evaluate and engage critically with both primary sources and secondary literature.
- Communicate ideas clearly and effectively in oral argument.
- Develop an historical awareness of the enduring influence of the classics in the arts and culture of subsequent periods up to the present day.

Collaborative Innovation Concentration

Department website (<https://www.smith.edu/academics/collaborative-innovation/>)

The collaborative innovation concentration supports students in applying their disciplinary scholarship within interdisciplinary teams to create feasible and equitable solutions to complex, real-world problems.

Concentrators work purposefully with others to develop new ideas that aim to challenge and change inequitable systems and structures and then transform those ideas into practical realities. Through academic coursework, practical experiences and a real-world collaborative capstone project, students practice methods for developing innovative solutions to complex problems, as well as skills to build collaborative relationships and alliances to effectively solve problems with others. Concentrators simultaneously learn to critique innovation practices in order to understand their impact, both positive and negative, with the goal of transforming and improving these practices over time. With the support of advisors and peers, Collaborative innovation concentrators build awareness of the ways in which they can apply their disciplinary training to a diverse range of career contexts and evolve a clear sense of purpose for their lives beyond Smith. We welcome students in all majors to apply to this multidisciplinary concentration experience. The collaborative innovation concentration is open to any student by application.

Faculty

Collaborative Innovation Committee

Jess Bacal, Ed.D., Director of Reflective and Integrative Practices

Erin Cohn, Ph.D., Director of Wurtele Center for Leadership, Lecturer of the Practice

Rob Dorit, Ph.D., Professor of Biological Sciences

Alicia Grubb, Ph.D., Assistant Professor of Computer Science

Andrea St. Louis, M.A., M.B.A., Director of the Conway Innovation and Entrepreneurship Center, *Co-Director*

Megan Lyster, M.A., Assistant Director of Wurtele Center for Leadership, Lecturer of the Practice

Borjana Mikic, Ph.D., Rosemary Bradford Hewlett 1940 Professor of Engineering, *Co-Director*

Sarah Moore, Ph.D., Associate Professor of Engineering

Emily Norton, MDES, Director of Design Thinking Initiative, Lecturer of the Practice

Andy Rotman, Ph.D., Professor of Religion, Buddhist Studies, South Asian Studies

Advisers for the Concentration

Jess Bacal, Erin Cohn, Rob Dorit, Alicia Grubb, Megan Lyster, Borjana Mikic, Sarah Moore, Emily Norton, Andy Rotman

Collaborative Innovation Concentration

Requirements

Twenty-two credits

1. The gateway course CIX 101 (2 credits)
2. The core course IDP 133 (4 credits)
3. Three electives (12 credits) that meet some combination of the following criteria:

- Critically engages ethics of practice within a discipline
 - Incorporates a team-based, experiential learning project that emphasizes applied problem solving
 - Explores social theories of identity and power
 - Works with complementary methodologies
4. Two practical experiences or internships, minimum 120 hours each.
 5. The capstone CIX 301 (4 credits)
- Electives are to be selected in consultation with the student's faculty advisor from Smith and Five College departments or programs. Two of the three electives must be outside the student's major division. A list of electives previously approved by the CIX advisory committee can be found on the concentration website, but concentrators are not limited to these options.
 - A list of possible practical experiences can be found on the concentration website, but concentrators are not limited to these options.
 - An alternative capstone may substitute for CIX 301 in exceptional circumstances and with approval by the advisory committee.

Courses

CIX 101 Introduction to Collaborative Innovation (2 Credits)

This course introduces students to key frameworks and theoretical concepts within the domains of collaborative leadership, human centered design and entrepreneurial innovation, and critically considers these practices and their impact in the world. Students engage with guest speakers who are working within diverse fields and roles to examine and explore these concepts within a real-world context. Students engage in hands-on exercises and assignments that introduce ways of working within these domains and reflect on relationships between these domains and their own disciplinary work. This course is the gateway for the Collaborative Innovation Concentration, but is open to all students. S/U only. Enrollment limited to 32.

Spring

CIX 301 Collaborative Innovation Capstone (4 Credits)

As the capstone for the Collaborative Innovation Concentration, students put into practice various skills for collaborative and creative problem solving. Through a semester long, real-world collaborative project, students adapt and apply skills grounded in entrepreneurial mindsets, design thinking, and collaborative leadership. Students also practice the integration of their disciplinary knowledge as a core component of their team's approach. Students consider the ethics of developing interventions for complex problems, practice navigating ambiguity, and develop skills for decision making grounded in awareness of themselves and others, as well as the contexts in which problems are situated. Cannot be taken S/U. Prerequisite: CIX 101 and IDP 133. CIX concentrators only. Enrollment limited to 15.

Fall

Crosslisted Courses

IDP 133 Critical Perspectives on Collaborative Leadership (4 Credits)

This course challenges students to interrogate the perceived dichotomy between leading as a solitary versus collaborative endeavor. Students examine theories and histories of leadership and collaboration through a critical lens and explore alternative ways of imagining change-making as a collaborative leadership act. Through reading, writing, reflection and practice, the class offers students new perspectives on how they might lead collaboratively. Recommended as a foundation for students whose future academic work is likely to include significant group work. Enrollment limited to 40.

Fall, Spring, Variable

Learning Goals

Students in this concentration will:

- Put their disciplinary knowledge and skills in conversation with knowledge and skills from other disciplines in the context of examining and co-creating responsive and ethical solutions to complex problems
- Learn and practice methods for developing innovative solutions to complex problems
- Learn and practice leadership skills to build relationships and alliances in order to effectively solve problems in collaboration with others
- Engage in critique of collaborative innovation methods and practices to understand their impact, both positive and negative, in order to transform and improve these collaborative practices as they are applied in the world
- Develop a clear sense of purpose for their lives beyond Smith, including awareness of ways in which they can apply their disciplinary training to a diverse range of career contexts where collaborative innovation will have significant impact

Community Engagement and Social Change Concentration

Department website (<https://www.smith.edu/academics/community-engagement-and-social-change-concentration/>)

Through the community engagement and social change concentration, students connect an interdisciplinary area of interest to practical work in communities. Working with the oversight of a faculty adviser and the support of the Jandon Center for Community Engagement (JCCE), students embed community work directly into their curricular studies enabling them to develop foundational skills, attitudes and knowledge that are critical to ethical community engagement.

Through a combination of carefully selected coursework, practical experiences, independent research projects and guided reflection, students expand and deepen their understanding of local, national and global issues that affect communities, and develop ethical strategies and approaches necessary to collaborate mindfully with these communities as citizens and leaders.

CCX concentrators draw on the rich curricular offerings from all of the Five Colleges, as well as from the breadth of resources and expertise of the Jandon Center for Community Engagement to define a focus of study. Examples of areas of interest include immigration and citizenship, public health, educational equity, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, and arts and activism. The CCX concentration is open to any student by application. The application is available on the website.

Faculty

Community Engagement and Social Change Committee

Ben Baumer, Ph.D., Professor, Statistical and Data Sciences

Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender

Ginetta E. B. Candelario, Ph.D., Professor of Sociology and Latin American Studies

Denys M. Candy, M.S.W., Director of the Jandon Center for Community Engagement, *Co-Director*

Madeleine DelVicario, M.A., Experiential Learning Coordinator, Jandon Center for Community Engagement

Jennifer Guglielmo, Ph.D., Professor of History

Samuel M. Intrator, Ph.D., Elizabeth A. Woodson 1922 Professor of Education & Child Study

Lucy W. Mule, Ph.D., Professor of Education and Child Study

Phil Peake, Ph.D., Professor of Psychology

Nnamdi Pole, Ph.D., Harold Edward Israel and Elsa Siipola Professor of Psychology

Marsha K. Pruet, Ph.D., Maconda Brown O'Connor Professor of Social Work, *Co-Director*

Zümray Kutlu, M.S., Lecturer in Government

Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art

Nancy Zigler, M.F.A., Director of Programs and Partnerships, Jandon Center for Community Engagement

Advisers for the Concentration

Ben Baumer, Elisabeth Armstrong, Ginetta Candelario, Denys Candy, Madeleine DelVicario, Jennifer Guglielmo, Samuel Intrator, Lucy Mule, Phil Peake, Nnamdi Pole, Marsha Pruet, Lynne Yamamoto, Nancy Zigler

Community Engagement and Social Change Concentration

Requirements

Twenty-two credits

1. The gateway course CCX 120 (2 credits)
2. Four electives (16 credits) in relevant core content, derived from four different disciplines and chosen in consultation with the concentration adviser.
 - a. Two community-based learning (CBL) courses
 - b. Two additional electives
3. Two practical experiences with an off-campus community organization
 - a. One experience of at least 100 hours
 - b. One experience of at least 200 hours
4. One reflection session each semester
5. The capstone seminar CCX 320 (4 credits)

Concentration Requirement Details

- The most recent list of past and potential CBL courses is available by emailing the Jandon Center.
- Electives support the student's area of interest and deepen their knowledge of relevant core content, including social justice, systems analysis, equity and inclusion, community development and community-based learning/research. Examples of areas of interest for electives include immigration and citizenship, public health, education, law and policy, community organizing, community narratives, environmental justice, activist science, social movements, cities and urbanism, regional and local economic development, and arts and activism. Course offerings with this content are available in multiple departments at Smith and in the Five Colleges.
- Practical experiences of longer duration are strongly encouraged. These may include internships, service-learning, community-based participatory research and paid or volunteer community service. They may occur at any time in the calendar year and may be combined with Praxis, off-campus work-study or other stipend programs. The Jandon Center offers practicum opportunities during the academic year.
- Reflection sessions are coordinated by the JCCE and facilitate student learning from practical experiences and allow students to learn from and connect with fellow concentrators.

Courses

Students are strongly encouraged to have taken CCX 120, Community Based Learning: Ethics and Practice (required for the concentration) before they apply.

CCX 120 Community-Based Learning: Ethics and Practice (2 Credits)

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

Fall**CCX 245/ SWG 245 Colloquium: Collective Organizing (4 Credits)**

Offered as SWG 245 and CCX 245. This course introduces students to key concepts, debates and provocations that animate the world of community, labor and electoral organizing for social change. To better understand these movements' visions, students develop an analysis of global and national inequalities, exploitation and oppression. The course explores a range of organizing skills to build an awareness of power dynamics and learn activists' tools to bring people together towards common goals. A central aspect of this course is practicing community-based learning and research methods in dialogue with community-based activist partners. Enrollment limited to 18. {H}{S}

Fall**CCX 320 Capstone Seminar for the Community Engagement and Social Change Concentration (4 Credits)**

This course provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, student teams complete a collaborative project focused on imagining concrete ways out of current crises by designing and proposing innovative approaches to dismantling structures of inequality or catalyzing structures of equity. Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Spring**CCX 400 Special Studies (1-4 Credits)**

Admission by permission of the director of the Community Engagement and Social Change Concentration. Normally, enrollment limited to CESC concentrators only.

Fall, Spring

Crosslisted Courses

CCX 245/ SWG 245 Colloquium: Collective Organizing (4 Credits)

Offered as SWG 245 and CCX 245. This course introduces students to key concepts, debates and provocations that animate the world of community, labor and electoral organizing for social change. To better understand these movements' visions, students develop an analysis of global and national inequalities, exploitation and oppression. The course explores a range of organizing skills to build an awareness of power dynamics and learn activists' tools to bring people together towards common goals. A central aspect of this course is practicing community-based learning and research methods in dialogue with community-based activist partners. Enrollment limited to 18. {H}{S}

Fall**SWG 238 Women, Money and Transnational Social Movements (4 Credits)**

Flickers of global finance capital across computer screens cannot compare to the travel preparations of women migrating from rural homes to work at computer chip factories. Yet both movements, of capital and people, constitute vital facets of globalization in the current era. This course centers on the political linkages and economic theories that address the politics of women, gender relations and capitalism. Students research social movements that challenge the raced, classed and gendered inequities, and the costs of maintaining order. The course assesses the alternatives proposed by social movements like the landless workers movement (MST) in Brazil, and economic shifts like the workers cooperative movement. Assignments include community-based research on local and global political movements, short papers, class-led discussions & written reflections. {S}

Spring

Learning Goals

The community engagement and social change concentration (henceforth CCX concentration or concentration) has been in existence since its initial formal proposal in summer 2011. The concentration has two broad goals for students:

- Expand and deepen their understanding of local, national, and global issues that affect communities, and
- Develop the skills, attitudes, and knowledge necessary to collaborate mindfully with these communities as citizens and leaders.

The concentration seeks to achieve these goals by allowing each participating student to connect an interdisciplinary area of special interest to practical work in off-campus communities. By combining carefully selected coursework, practical experiences in communities, and guided reflection, students are expected to:

- Develop an in-depth understanding of an interdisciplinary area of interest by integrating coursework and experiential learning
- Understand how organizations and institutions are structured and function in society
- Understand interrelationships among structural social inequalities affecting local and global communities
- Understand the relevance and connection of theoretical knowledge to social issues
- Use specific theoretical lenses to understand how social change happens (historical, sociological, anthropological, feminist, etc.)
- Develop an understanding of different forms of community engagement/active citizenship
- Participate in two or more extended practical experiences that allow for significant engagement with host organizations and communities
- Gain necessary skills for interacting, learning, and researching with communities in an ethical and collaborative manner
- Use appropriate "languages" to communicate (speak/listen/write/perform) effectively with different audiences, including traditionally marginalized community groups

- Reflect on community-based practical experiences in terms of personal growth, skills learned, and career exploration.

Computer Science

Department website (<https://www.smith.edu/academics/computer-science/>)

Computer science is the study of computer-enabled problem solving, the design of computing systems, and the abstractions that underlie computation. Our department's goal is to provide students with a strong, comprehensive background in computer science, opportunities to develop computational thinking skills, and to integrate these elements within the liberal arts mission of Smith College.

Faculty

Johanna Brewer, Ph.D., Assistant Professor
 Shinyoung Cho, Ph.D., Assistant Professor
 R. Jordan Crouser, Ph.D., Associate Professor, *Chair*
 Alicia M. Grubb, Ph.D., Assistant Professor
 Nicholas Read Howe, Ph.D., Professor
 Katherine Kinnaird, Ph.D., Clare Boothe Luce Assistant Professor
 Jamie C. Macbeth, Ph.D., Associate Professor
 Halie Rando, Ph.D., Assistant Professor
 Michael Robson, Ph.D., Assistant Professor
 Ileana Streinu, Ph.D., Charles N. Clark Professor

Lecturers and Visiting Faculty, 2023-24

Pablo Frank Bolton, Ph.D., Lecturer
 Brant Andrew Cheikes, Ph.D., Lecturer

Major Advisers

Johanna Brewer, Judith Cardell, Shinyoung Cho, R. Jordan Crouser, Alicia Grubb, Nicholas Howe, Katherine Kinnaird, Jamie Macbeth, Ileana Streinu

Minor Advisers, Digital Art

Johanna Brewer, R. Jordan Crouser, Nicholas Howe

Minor Adviser, Digital Music

Katherine Kinnaird

Honors Director

R. Jordan Crouser

Computer Science Major

Requirements

Twelve full-semester courses or the equivalent

- Two introductory courses
 - CSC 110 (S/U only)
 - CSC 120
- Three core courses
 - CSC 210
 - CSC 231
 - CSC 250
- Two mathematics courses
 - MTH 111, a math course with a prerequisite of MTH 111 or PHI 102
 - MTH 153 or a math course with a prerequisite of MTH 153
- Four intermediate courses
 - One CSC or SDS theory course: CSC 205/ MTH 205, CSC 235/ SDS 235, CSC 240, CSC 252, CSC 266, CSC 274, CSC 290, CSC 294, a topic of CSC 334, CSC 353pm, CSC 354, CSC 356ni, CSC 370, CSC 372 or a topic of CSC 390.
 - One CSC or SDS programming course: CSC 205/ MTH 205, CSC 220, CSC 235/ SDS 235, CSC 240, CSC 249, CSC 251, a topic of CSC 256, CSC 262, CSC 266, CSC 274, CSC 290, CSC 294, a topic of CSC 334, CSC 352, CSC 354, CSC 356ni, CSC 370 or CSC 372
 - One CSC systems course: CSC 223, CSC 230, CSC 249, CSC 251, CSC 262, CSC 270, CSC 325, CSC 327, CSC 330, CSC 352 or CSC 353pm
 - One CSC course at the 200 level or above.
- One 300-level course, taken only after completion of the core courses

Major Requirement Details

- Beyond CSC 110, students may count one course (or up to 4 credits) S/U towards a CSC major or minor with the approval of their advisor.
- An additional course at the 200 level or above is required if a student places out of CSC 110. *Courses in other programs and departments may be used to satisfy this requirement by permission of the department.*
- An advanced undergraduate or graduate course taught at another of the Five Colleges for a letter grade may satisfy the 300-level course requirement with permission of the department.

Honors

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

Computer Science Minor

Requirements

Six courses

- CSC 120
- CSC 210
- One additional CSC course at the 100 level or above (e.g., CSC 110)
- Three additional CSC courses at the 200 level or above*

*Applying more than 4 credits of CSC 400 to satisfy the requirements of the minor must be approved by the department.

Digital Art Minor

This minor accommodates students who desire both grounding in studio art and the technical expertise to express their art through digital media requiring mastery of the underlying principles of computer science.

Requirements

Six courses equally balanced between computer science and art

- Three computer science courses
 - CSC 120
 - CSC 210
 - CSC 240
- Three art courses
 - ARH 110 or other art history course
 - ARS 162
 - ARS 263 or ARS 361

Relevant Five College courses may be substituted for any requirement with permission of the minor adviser.

Digital Music Minor

This minor accommodates the increasing number of students who desire both grounding in music theory and composition and the technical expertise to express their music through digital media that requires mastery of the underlying principles of computer science. The minor consists of the equivalent of six courses equally balanced between computer science and music.

Requirements

Six courses equally balanced between computer science and music

1. Three computer science courses
 - a. CSC 120
 - b. CSC 210
 - c. CSC 220 or CSC 250
2. Three music courses
 - a. MUS 110 or MUS 210
 - b. MUS 233
 - c. MUS 345 or CSC 354

Relevant Five College courses may be substituted for any requirement with permission of the minor adviser.

Courses

CSC 109/ SDS 109 Communicating with Data (4 Credits)

Offered as SDS 109 and CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. {M} **Fall, Spring, Alternate Years**

CSC 110 Introduction to Computer Science (4 Credits)

A gentle introduction to designing programs (recipes) for systematically solving problems. Students learn to build programs including designing, coding, debugging, testing and documenting them. An introduction to block-structured procedural control flow including branching, iteration and functions, using primitive and simple data types (lists). Students learn the high-level internal operation of computer systems (inputs, outputs, processing and storage) and their applications. Students are exposed to the social and historical aspects of computing. This course is recommended for those who have no prior experience in computer science at the high school, AP or college level. Not open to students who have taken CSC 111. May not be taken concurrently with CSC 120. S/U only. Enrollment limited to 30. {M} **Fall, Spring**

CSC 120 Object Oriented Programming (4 Credits)

This course emphasizes computational problem-solving using a typed object-oriented programming (OOP). Students learn core computer science principles including: control flow, functions, classes, objects, methods, encapsulation and information-hiding, specification, recursion, debugging, unit testing, version control, using libraries and writing code in multiple files. Students also learn and apply the model-view-controller (MVC) architecture, the basics of graphics and GUIs, working with external files and foundations of algorithm design. Abstract data types and simple data structures are used to illustrate concepts of OOP and solve computational problems through regular programming assignments (in Java and Python). This course assumes prior programming experience including a basic understanding of branching (if-statements), iteration (loops), functions and simple data types (integers, strings, lists/arrays). Prerequisites: CSC 110 or equivalent. Cannot be taken concurrently with CSC 110. Enrollment limited to 30. {M} **Fall, Spring**

CSC 205/ MTH 205 Modeling in the Sciences (4 Credits)

Offered as CSC 205 and MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific case studies span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems, and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Designations: Theory, Programming. Prerequisites: MTH 112. CSC 110 recommended. Enrollment limited to 20. {M} **Fall, Spring, Annually**

CSC 210 Data Structures (4 Credits)

Explores elementary data structures (arrays, linked lists, stacks, queues, maps, trees, graphs) and algorithms (searching, sorting, tree and graph traversal) in a variety of contexts. Using a typed object oriented programming language (e.g. Java), students develop their own implementations as well as more complex applications based upon existing, standard data structures libraries. Not open to students who have taken CSC 212. Prerequisite: CSC 120. Enrollment limited to 30. {M} **Fall, Spring**

CSC 220 Advanced Programming Techniques (4 Credits)

Reinforces programming skills learned in previous programming courses through working on a number of projects. Offers practice for developing modular, reusable, maintainable code. Students will gain more experience with design and development. Designation: Programming. Prerequisite: CSC 210 or equivalent. {M} **Fall, Spring, Variable**

CSC 223 Introduction to Software Engineering (4 Credits)

Introduction to software engineering theory and methodologies, with an emphasis on rapid prototyping and development. This course is a survey of topics: requirements elicitation and specification, prototyping and infrastructure, basic project management, architecture and design patterns, and verification and testing. Students work in teams on a significant design and development project. Prerequisite: CSC 210 or equivalent. Designation: Systems. Enrollment limited to 32. {M} **Fall, Spring**

CSC 230 Introduction to Database Systems (4 Credits)

Databases form the foundation of modern commerce, social media, and government. This course will investigate the design and use of database systems from the traditional to the present day. Prerequisites: CSC 210 or equivalent. Designation: Systems. Enrollment limited to 30. {M}

Fall, Spring, Variable

CSC 231 Microprocessors and Assembly Language (4 Credits)

An introduction to the architecture of the Intel Pentium class processor and its assembly language in the Linux environment. Students write programs in assembly and explore the architectural features of the Pentium, including its use of the memory, the data formats used to represent information, the implementation of high-level language constructs, integer and floating-point arithmetic, and how the processor deals with I/O devices and interrupts. Prerequisite: CSC 210 or equivalent. Enrollment limited to 30. {M}

Fall, Spring

CSC 235/ SDS 235 Visual Analytics (4 Credits)

Offered as CSC 235 and SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take this course as a programming intensive course, prerequisite: CSC 212. In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau or Plotly. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. {M}

Fall, Spring, Variable

CSC 240 Computer Graphics (4 Credits)

Covers two-dimensional drawings and transformations, three-dimensional graphics, lighting and colors, game design, perspective, curves and surfaces, ray tracing. Employs Postscript, C++, GameMaker, POV-ray, and radiosity. The course accommodates both CS majors, for whom it is programming intensive, and other students with less technical expertise, by having two tracks of assignments. Prerequisite: CSC 120 or equivalent. MTH 111 or equivalent is an additional required prerequisite for majors. Designation: Theory, Programming. {M}

Fall, Spring, Annually

CSC 249 Computer Networks (4 Credits)

This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics covered include layered network architecture, physical layer and data link protocols; and transport protocols; routing protocols and applications. Most case studies are drawn from the Internet TCP/IP protocol suite. Designation: Systems. Prerequisites: CSC 120 or equivalent. {M}

Fall

CSC 250 Theory of Computation (4 Credits)

Automata and finite state machines, regular sets and regular languages, push-down automata and context-free languages, linear-bounded automata, computability and Turing machines, nondeterminism and undecidability. Prerequisites: CSC 110 and MTH 153. Enrollment limited to 30. {M}

Fall, Spring

CSC 251 Network Security (4 Credits)

This course covers a wide range of topics in network security, with a focus on both core principles and practical information. Students learn core network protocols, cryptography as information protection technologies, and the attacks and defenses most closely related to the network rather than the endpoints (e.g., laptops, desktops) on a network. Subtopics include: authentication protocols, firewalls, intrusion detection, routing and DNS security, scanning, eavesdropping, DoS attacks, PKI, password, privacy, anonymity, and recent advancements in the field. The course consists of a mixed format of lectures, in-class labs and hands-on sessions. Designation: Systems. Prerequisites: CSC 210 and CSC 249. Enrollment limited to 30.

Spring, Variable

CSC 252 Algorithms (4 Credits)

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Designation: Theory. Prerequisites: CSC 210, MTH 111 and MTH 153. Enrollment limited to 30. {M}

Fall, Spring, Alternate Years

CSC 256 Human-Computer Interaction (4 Credits)

Principles and practices of human-computer interaction, with a focus on human-centered design. This course provides a foundation in the methods and tools for conducting user research, gathering requirements, designing prototypes and evaluating interactive interfaces. Discussions include human capabilities, ethnographic methods, universal design, interface technology and usability testing. Students work in teams on a substantive interaction design project. Prerequisite: CSC 210. Prerequisites: CSC 210. Enrollment limited to 20. {M}

CSC 262 Operating Systems (4 Credits)

An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects implement and explore algorithms related to several of these topics. Designations: Programming, Systems. Prerequisite: CSC 231. Enrollment limited to 30. {M}

Fall, Spring, Annually

CSC 266 Introduction to Compiler Design (4 Credits)

In this course, the students will learn the formal definition of programming language syntax and semantics. They will be introduced to the functions of compilers and their design and implementation details. The course will reinforce the students' knowledge of context free grammars and automata and use this knowledge in designing lexical analyzers and translators for high level programming languages. Topics covered include lexical analysis, type checking, context analysis and code generation. Designations: Theory, Programming. Prerequisites: CSC 231 and CSC 250.

Fall, Spring, Variable

CSC 268 Image Processing Fundamentals (4 Credits)

Images fill the media, and most are processed by computer at some point or another. This course will examine a variety of algorithmic image processing techniques, exploring implementation and applications, as well as some of the social impact and ethical issues surrounding their use. Prerequisites: CSC 212 and MTH 111. Enrollment limited to 30. {M}

Fall, Spring, Variable

CSC 270 Digital Circuits and Computer Systems (5 Credits)

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (AND, OR, NAND, NOR), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Designation: Systems. Prerequisite: CSC 231. Enrollment limited to 12.

Fall, Spring, Variable

CSC 274 Discrete and Computational Geometry (4 Credits)

Topics include the core of the field: polygons, convex hulls, triangulations and Voronoi diagrams. Beyond this core, curves and surfaces, and computational topology are covered. Throughout, a dual emphasis is maintained on mathematical proofs and efficient algorithms. Students have a choice of concentrating their course work in mathematics or toward computer science. Designations: Theory, Programming. Prerequisite for MTH major credit: MTH 153. MTH 111 recommended. Prerequisite for CSC major credit: CSC 120. {M}

Fall, Spring, Variable

CSC 290 Introduction to Artificial Intelligence (4 Credits)

An introduction to artificial intelligence including an introduction to artificial intelligence programming. Discussions include: game playing and search strategies, machine learning, natural language understanding, neural networks, genetic algorithms, evolutionary programming and philosophical issues. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. Prerequisites for CSC Majors: CSC 210 and MTH 111 or equivalent.

Fall, Spring, Variable

CSC 294 Computational Machine Learning (4 Credits)

An introduction to machine learning from a programming perspective. Students will develop an understanding of the basic machine learning concepts (including underfitting/overfitting, measures of model complexity, training/test set splitting and cross validation), but with an explicit focus on machine learning systems design (including evaluating algorithmic complexity and development of programming architecture) and on machine learning at scale. Principles of supervised and unsupervised learning will be demonstrated via an array of machine learning methods including decision trees, k-nearest neighbors, ensemble methods and neural-networks/deep-learning as well as dimension reduction, clustering and recommender systems. Students will implement classic machine learning techniques, including gradient descent. Designations: Theory, Programming. Prerequisites: CSC 210, CSC 250 & (MTH 112 or MTH 211), and knowledge of Python. Enrollment limited to 40. {M}

Fall, Spring, Annually

CSC 325 Seminar: Responsible Computing (4 Credits)

When is disruption good? Who is responsible for ensuring that an innovation has a positive impact? Are these impacts shared equitably? How can bias be eliminated from algorithms, if they exist? What assurances can anyone make about the technology they develop? What are the limitations of professional ethics? This seminar examines the ethical implication (i.e., ethics, justice, political philosophy) of computing and automation. Participants will explore how to design technology responsibly while contributing to progress and growth. Topics include: intellectual property; privacy, security and freedom of information; automation; globalization; access to technology; artificial intelligence; mass society; and emerging issues. Designation: Systems. Prerequisite: CSC 210. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

CSC 327 Seminar: Internet Censorship (4 Credits)

Internet censorship deals with practices of information control. This seminar covers topics related to 1) the existing blocking mechanisms at different layers of the Internet protocol stacks used by network censors and 2) the broad issue of detecting the type of network interference as indicative of Internet censorship. This course will include topics such as traffic differentiation, surveillance, and blocking of content. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

CSC 328/ EGR 328 Seminar: Digital Circuits and Sensors (4 Credits)

Offered as CSC 328 and EGR 328. Previously EGR 390dc. Digital circuits are everywhere, from basic thermostat controls and stop light sequencers to smart phones, computers and even Mars Rovers! This course covers the basic building blocks for all electronics. Students investigate basic logic circuits, combinatorial logic and sequential logic with an introduction to the basic digital circuits such as encoders and multiplexers. The second part of the semester focuses on microprocessors, using the Arduino. Students will build a variety of circuits with input (from a computer, or from the environment via sensors) and programmed output (LEDs, sound, data sent to a computer), in order to learn how information from our analog world can be converted into digital data. There will be a lab about every other week, and a final project for students to explore an area of their choosing in more depth. Prerequisites: CSC 110 or CSC 120, and either EGR 220 or CSC 231. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

CSC 330 Seminar: Database Systems (4 Credits)

This course covers principles of database systems, including such topics as data independence, storage structures, relational data models, security, and integrity. It will also touch on some non-relational database systems, and alternative consistency mechanisms. As a seminar course, it will mix theory, programming, and research. Designation: Systems. Prerequisites: CSC 210 and MTH 153. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

CSC 334bd Seminar: Topics in Computational Biology-Biomedical Big Data (4 Credits)

This course explores the intersection of computer science and biomedical research. In the genomic era, biological and clinical research generates vast amounts of omics data, much of which is publicly available. Students examine the scientific literature to learn about ways that researchers are harnessing this data to make new discoveries in biomedical domains. This course also discusses the challenges that biomedical big data presents in terms of storage, access and analysis. Finally, students engage in hands-on, project-based learning where they implement the approaches discussed to mine biological repositories, develop their own algorithms and test their own hypotheses. Prerequisite: CSC 294. A working knowledge of biology strongly recommended. Enrollment limited to 12. Senior computer science majors only. Instructor permission required. {M}{N}

Fall, Spring, Variable

CSC 352 Seminar: Parallel Programming (4 Credits)

The field of high-performance computing (HPC) leverages the largest and most powerful computers on the planet to enable cutting edge scientific breakthroughs that help us understand fundamental research questions. These machines and programs push the limits of speed and scalability and require a practical understanding of the entire computing stack as well as familiarity with novel and emerging hardware platforms. In this course, students will learn and apply both the theoretical and practical aspects of the field. This will include exposure to both foundational texts and ideas along with cutting-edge research, and will culminate in a student-directed group project that leverages both the technologies and techniques learned in this course. By the end of the semester, students will be able to design, execute, and evaluate potential parallelization strategies in a target domain. Prerequisites: CSC 210 and CSC 252. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

CSC 353pm Seminar: Topics in Robotics-Robotics Perception and Mapping (4 Credits)

Robotic perception is a crucial aspect of robotics. It lets artificial agents, like robots or software automatons, gather information about their environment to make informed decisions. Perception includes sensing of light information (vision), sound information (audition), tactile or limb-position information (touch / proprioception) and several other aspects that can be integrated to give the agent a sufficient idea of its context. In this seminar, we will discuss the basics concepts, the history and future directions of robotic perception. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

CSC 354 Seminar: Music Information Retrieval (4 Credits)

This course is envisioned to serve as an introduction to the field of Music Information Retrieval (MIR), covering both theoretical and practical elements of the field. This seminar aims to prepare students for research in MIR either in academia or industry. Topics will range from feature extraction and structure tasks to debates about the latest music-based apps and questions about music licensing. The course will embody the liberal arts experience by including technical programming assignments, position papers and discussions about current research papers. Designations: Theory, Programming. Prerequisites: CSC 111 and one additional programming course, SDS 291, SDS 293 or equivalent, and one writing intensive course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

CSC 356ni Seminar: Topics in Human/Computer Interaction-Natural User Interfaces (4 Credits)

In the study of human-computer interaction, a natural user interface (NUI) is an interaction paradigm in which the interface is largely invisible to the end user. Contrasted with WIMP ("windows, icons, menus, pointer") interfaces found in traditional computing systems, NUIs rely on seamless, intuitive interaction rather than artificial control devices. While companies such as Apple and Google have rapidly popularized the NUI model, this interaction paradigm brings with it a unique set of design challenges, constraints, and ethical considerations. In this course, we will explore ongoing research in this evolving area and put these techniques into practice in various application areas. Prerequisites: CSC 212, CSC 256 strongly recommended. {M}

Fall, Spring, Variable

CSC 356pa Seminar: Topics in Human/Computer Interaction-Platform Activism (4 Credits)

Networked platforms like social media sites, gig sharing apps, and game consoles have become important sites of study for human-computer interaction. Contemporary research on the subject includes both platform studies, which offer a critical perspective on the power that large companies have to shape the creative labor and communication patterns of their users, and technology design activism, which seeks to amplify grassroots movements for positive social change on those platforms. In this course we will explore these emerging areas of scholarship and put our learnings into practice by using participatory design to create new technological interventions on various media platforms. {M}

Fall, Spring, Variable

CSC 370 Seminar: Computer Vision and Image Processing (4 Credits)

Explores the challenge of computer vision through readings of original papers and implementation of classic algorithms. This course considers techniques for extracting useful information from digital images, including both the motivation and the mathematical underpinnings. Discussions range from low-level techniques for image enhancement and feature detection to higher-level issues such as stereo vision, image retrieval and segmentation of tracking of objects. Designations: Theory, Programming. Prerequisites: CSC 210 and MTH 111 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

CSC 372 Seminar: Applied Algorithms (4 Credits)

Covers advanced data structures and algorithms with an emphasis on object-oriented implementation, comparative efficiency analysis and applications. A variety of algorithmic approaches will be discussed (divide-and-conquer, dynamic programming, greedy algorithms, graph traversal). We'll go beyond classical searching and sorting to graphs and networks and other applied problems, as well as a selection of NP-hard ones. Designations: Theory, Programming. Prerequisites: CSC 110, CSC 210, MTH 153 and MTH 111 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

CSC 400 Special Studies (1-4 Credits)

For majors, by arrangement with a computer science faculty member.

Fall, Spring

CSC 430D Honors Project (4-8 Credits)

Fall, Spring, Annually

Crosslisted Courses

CSC 109/ SDS 109 Communicating with Data (4 Credits)

Offered as SDS 109 and CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. {M}

Fall, Spring, Alternate Years

CSC 205/ MTH 205 Modeling in the Sciences (4 Credits)

Offered as CSC 205 and MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific case studies span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems, and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Designations: Theory, Programming. Prerequisites: MTH 112. CSC 110 recommended. Enrollment limited to 20. {M}

Fall, Spring, Annually

CSC 235/ SDS 235 Visual Analytics (4 Credits)

Offered as CSC 235 and SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take this course as a programming intensive course, prerequisite: CSC 212. In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau or Plotly. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. {M}

Fall, Spring, Variable

CSC 328/ EGR 328 Seminar: Digital Circuits and Sensors (4 Credits)

Offered as CSC 328 and EGR 328. Previously EGR 390dc. Digital circuits are everywhere, from basic thermostat controls and stop light sequencers to smart phones, computers and even Mars Rovers! This course covers the basic building blocks for all electronics. Students investigate basic logic circuits, combinatorial logic and sequential logic with an introduction to the basic digital circuits such as encoders and multiplexers. The second part of the semester focuses on microprocessors, using the Arduino. Students will build a variety of circuits with input (from a computer, or from the environment via sensors) and programmed output (LEDs, sound, data sent to a computer), in order to learn how information from our analog world can be converted into digital data. There will be a lab about every other week, and a final project for students to explore an area of their choosing in more depth. Prerequisites: CSC 110 or CSC 120, and either EGR 220 or CSC 231. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

SDS 192 Introduction to Data Science (4 Credits)

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. Corequisite: SDS 100 required for students who have not previously completed SDS 201, SDS 220, SDS 290 or SDS 291. {M}

Fall, Spring

paradigms. Moreover, they will develop the essential ability to successfully apply these concepts and tools in diverse contexts arising in the arts and sciences. Specifically, they will learn how to:

- approach real-world situations from a computational perspective
- solve problems abstractly
- evaluate and implement proposed solutions
- adapt their solution to relevant domains, and
- reason critically about the broader implications and consequences of the design and use of computational methods.

Measurable Outcomes

The skills, knowledge and behaviors that students acquire through our curriculum are observable through their ability to:

- learn new programming languages, use multiple programming paradigms, and describe the similarities and differences between these paradigms, articulate how computing systems function, in terms of software-hardware interfaces, resource management, and communication between their parts, and adapt to new platforms.
- demonstrate understanding of the power and limitations of various algorithms and computational models through abstract formulation, concrete implementation, correctness and efficiency analysis.
- map abstract computation to specific physical and software implementations, as well as draw appropriate conclusions about real systems, including efficient resource management, communication between parts, and practical constraints.
- work both independently and as part of a team, engage in dialogue about computational problems and their solutions, and reason critically about the societal implications of the resulting system.

Goals for Majors in Computer Science

- Students majoring in computer science at Smith will gain a broad understanding of the core concepts of computing, as well as exposure to a variety of modern theoretical and programming

Dance

Department website (<https://www.smith.edu/academics/dance/>)

The dance major confers comprehensive and specialized knowledge of dance in preparation for a professional career in this field or further study at the graduate level. Students train in both creative and theoretical studies through a variety of courses in dance technique, composition and performance; dance history, anthropology and aesthetics; scientific foundations of dance; and music for dancers.

Faculty

Chris Aiken, M.F.A., Professor, *Chair*

Rodger Fleming Blum, M.F.A., Professor

Angie Hauser, M.F.A., Professor

Jake Meginsky, M.F.A., Musician in Dance

Lester Tomé, Ph.D., Associate Professor

Lecturers and Visiting Faculty, 2023-24

Eleanor Goudie-Averill, M.F.A., Lecturer

Laura Grandi, Diploma, Lecturer

Daniel Guzman, Lecturer

Sarah Shostak, M.F.A., Lecturer

Major and Minor Advisers

Chris Aiken, Rodger Blum, Angie Hauser, Jake Meginsky, Lester Tomé

M.F.A. Director

Angie Hauser

Five College Faculty in Dance

Please consult the Five College Dance Program website (<https://www.fivecolleges.edu/dance-faculty-staff/>).

Dance Major

Requirements

Forty-eight credits

- Five technique courses (10 credits)
 - At least two courses in one dance technique, including at least one at the intermediate level
 - at least one course in a different technique
- Nine core courses (30 credits): DAN 151, DAN 171, DAN 241, DAN 252, DAN 272, DAN 287, DAN 200, DAN 201 and DAN 399
- Two advanced courses (8 credits) from the following: DAN 305 (taken twice for a total of 4 credits), DAN 309, DAN 339, DAN 377ci, DAN 377sa and DAN 400 (in choreography or theory)

Major Requirement Details

- One-credit courses do not count toward the technique requirements.
- Courses on physical conditioning for dancers do not count toward the technique requirements.
- A single level of a technique course may be taken for credit up to three semesters.
- Advanced technique courses require a placement exam.
- Dance majors are allowed 20 credits of technique courses for credit toward the degree. After 20 credits, courses appear on the transcript with a grade marked with an asterisk, do not count towards the 128 credits required for the degree, are not averaged into the GPA and are not included in cumulative totals. Dance majors who do not complete

the major will forfeit their surplus credits. If a student wishes to receive credit for technique courses beyond the limit, they should speak to a faculty member about designing a special studies course.

- The dance department coordinates its course offerings with the other member programs of Five College Dance. In consultation with their advisors, students can plan on taking courses required for the major on those other campuses.
- Students may substitute no more than one course from another department at Smith to fulfill a dance major requirement. Substitute courses must be approved by the dance department faculty.
- The S/U grading option is not allowed for courses counting toward the major.

Honors

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

Dance Minor

Requirements

Twenty-seven credits

- Six required courses (21 credits)
 - DAN 151
 - DAN 171
 - DAN 241
 - DAN 272
 - DAN 287
 - DAN 200
- Three technique courses (6 credits)

Minor Requirement Details

- One-credit courses do not count toward the technique requirements.
- Courses on physical conditioning for dancers do not count toward the technique requirements.
- Dance minors are allowed 12 credits of technique courses for credit toward the degree. After 12 credits, courses appear on the transcript with a grade marked with an asterisk, do not count towards the 128 credits required for the degree, are not averaged into the GPA and are not included in cumulative totals. If a student wishes to receive credit for technique courses beyond the limit, they should speak to a faculty member about designing a special studies course.

Dance Master of Fine Arts

Requirements

Sixty-seven credits

- DAN 505
- DAN 507
- DAN 515
- Four topics of DAN 500 seminar: DAN 500ms, DAN 500pc, DAN 500pt and DAN 500vc
- DAN 521
- DAN 553
- DAN 540
- DAN 560

9. DAN 570
10. DAN 590
11. DAN 591

- Two intermediate or advanced technique courses each semester
- Up to one technique course per semester may be taken with a fellow MFA student/teaching fellow.
- At least one technique course per year must be taken with a Smith dance faculty member
- Students are required to travel at least once to another Five College Dance campus for a technique class during their first year.
- The S/U grading option is not allowed for courses counting toward the degree.

Course Information

Dance technique courses may not be audited; registration is mandatory.

Students may register for the same technique course up to three times for credit.

Dance majors are allowed 20 credits of technique courses for credit toward the degree. Nonmajors are allowed 12 credits of technique for credit toward the degree. After these credit limits, courses appear on the transcript with a grade marked with an asterisk, do not count towards the 128 credits required for the degree, are not averaged into the GPA and are not included in cumulative totals. Students must continue to register for all technique courses. If a student wishes to receive credit for technique courses beyond the limit, they should speak to a faculty member about designing a special studies course.

Dance majors who do not complete the major will forfeit their surplus credits.

For a list of courses offered on the other four campuses of the consortium, visit the website of Five College Dance Department. www.fivecolleges.edu/academics/dance (<https://www.fivecolleges.edu/academics/dance/>)

Courses

DAN 101gm Topics in Dance Studio-The Gyrotonic Method Applied to Dance Technique (1 Credit)

{A}

Fall, Spring, Variable

DAN 101sf Topics in Dance Studio-Strength and Flexibility through Movement (1 Credit)

This course provides students with a practical and theoretical understanding of the relationship between the strength, flexibility, and mobility of the body. Through experiential methods students will learn how the connective tissues of the body function both as an interconnected web which facilitates movement, alignment, and coordination, as well as proprioception. Students develop an individualized practice throughout the semester drawing from various movement systems and dance training methods. Students examine the relationship between strength, flexibility, and agility as applied to dancing.

{A}

Fall, Spring, Variable

DAN 113bu Topics in Beginning Contemporary Dance: Butoh and Contemporary Hybrid (2 Credits)

This class is an introduction to the core technique and philosophy of butoh and an exploration of how this form can be practiced in dialogue with contemporary dance. By practicing these techniques together, students develop a deeper perception of their impulse to move, sharpen their kinesthetic control and refine their performance presence. These skills can translate to a number of different dance and theater genres. Enrollment limited to 30. {E} {A}

Fall, Spring, Variable

DAN 113fn Topics in Beginning Contemporary Dance-Fundamentals (2 Credits)

May be repeated up to three times for a maximum of six credits. Enrollment limited to 25. {A}

Fall, Spring, Variable

DAN 113mo Topics in Beginning Contemporary Dance-Introduction to Modern (2 Credits)

{A}

Fall, Spring, Variable

DAN 114 Beginning Contemporary Dance 2 (2 Credits)

For students who have taken Beginning Contemporary Dance or the equivalent. Enrollment limited to 25. {A}

Spring

DAN 119 Beginning Contact Improvisation (2 Credits)

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness and touch, to develop spontaneous fluidity of movement in relation to a partner. May be repeated once for credit. Enrollment limited to 25. {A}

Fall, Spring

DAN 120 Beginning Ballet 1 (2 Credits)

Beginning study of the basic principle and vocabularies of classical ballet. Class covers both Barre and Center. Emphasis is placed on body alignment, the development of whole-body movement and musicality. The basics of more advanced steps, from turns to jumps, are introduced. Primary concepts such as outward rotation, weight shifts and physical safety are emphasized. Two to three semesters are recommended at the beginning level before advancement to Intermediate levels. May be repeated up to three times. Enrollment limited to 25. {A}

Fall, Spring

DAN 121 Beginning Ballet 2 (2 Credits)

A continuation of DAN 120. Beginning study of the basic principle and vocabularies of classical ballet. The class is composed of two parts: Barre and Center. Emphasis is placed on body alignment, the development of whole-body movement and musicality. The basics of more advanced steps, from turns to jumps, are introduced. Primary concepts such as outward rotation, weight shifts and physical safety are emphasized. Two to three semesters are recommended at the beginning level before advancement to Intermediate levels. Prerequisite: DAN 120 or equivalent. May be repeated up to three times. Enrollment limited to 25. {A}

Fall, Spring

DAN 130 Beginning Jazz Dance (2 Credits)

Enrollment limited to 30. {A}

Fall, Spring, Annually

DAN 133 Dance for Every Body (2 Credits)

This course serves as an accessible dance course for all students interested in dance, regardless of ability and dance experience.

Throughout the semester, students are introduced to a variety of dance forms and approaches (contemporary dance, salsa, jazz/funk, improvisation). The course promotes the development of dancing skills, aesthetic appreciation, community connection and cultural literacy. In these studio classes, students learn dance techniques while cultivating physical competencies, artistic creativity and bodily expressivity as a part of a community experience. Assignments, class discussions and movement material are designed to foster critical analysis of contemporary issues related to the interaction of dance and society.

Enrollment limited to 25. {A}

Fall, Spring, Variable

DAN 137 Beginning Tap (2 Credits)

Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. {A}

Fall, Spring, Variable

DAN 138 Dance in Musical Theatre (2 Credits)

This course explores the creation and performance of dance as it relates to musicals and storytelling in theater. Students practice applicable dance techniques and choreographic principles, gaining a hands on understanding of dance in musicals. The course embraces a diversity of styles and definitions of musicals. Instructors build upon their own training to teach material in the lineage of one or more dance forms—e.g., jazz, tap, ballet, modern dance, hip hop—that feature in musicals for the stage and the screen. The course situates its topic in relevant historical and cultural contexts. Open to students at all levels of experience. {A}

Fall, Spring, Variable

DAN 141fl Topics in Dance Forms-Flamenco (2 Credits)

This course is a comprehensive introduction to flamenco, a product of Spain's blended Andalusian culture. Principles of flamenco musicality and structure are combined with the foundations of flamenco dance technique. Students will study colocación (placement), estilización (stylization), posturas (postures), brazeo (armwork), floreos (handwork), vueltas (turns), taconeos (footwork), compás (phrasing), palmas (rhythmic clapping), jaleo (words of encouragement), and letras (verses). These skills will be applied to choreographic studies and improvisation in a juerga (social) setting. Throughout the semester, students will use their knowledge to build a patada (a short dance) in one of two styles - bulerías or tangos. Sturdy, heeled shoes are required. {A}

Fall, Spring, Variable

DAN 141kr Topics in Dance Forms: Korean Dance (2 Credits)

This is an introductory technique course to Traditional Korean Dance. No previous dance experience required. Korean identity, culture and aesthetics will be explored through dance. The class will focus on traditional dance vocabulary (didgi, gulshin, euleugi, gamgi, yeonpungdae), music and types of rhythms (gutgeori, jajinmori, heemori, shibbak), and breathing technique (hoheub). Students will learn excerpts of traditional repertory, such as palace dances, as well as modern reinventions of Korean traditional dance. {A}

Fall, Spring, Variable

DAN 141sw Topics in Dance Forms-Swing (2 Credits)

American swing dance is a collection of social dances that began with Lindy Hop in the late 1920's in Harlem, New York City and still evolves today. This beginner level course is an introduction to the fundamentals of swing dance, including basic open, closed and semi-open partnering positions, and an introduction to the myriad of footwork patterns common to the dances of the "swing family". All students learn to both lead and follow as they are introduced to the basics of the Lindy Hop and vernacular jazz as both solo and partnering dances, emphasizing rhythm and musicality through set and improvised movements. Enrollment limited to 30. (E) {A}

Fall, Spring, Variable

DAN 142wa Topics: Dance Forms of the African Diaspora: West African Dance (2 Credits)

This course introduces West African dance, music and song as a traditional mode of expression in various West African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A}

Fall, Spring, Variable

DAN 143ka Topics in Indian Dance-Kathak (2 Credits)

Highly expressive and technically precise, Kathak is a renowned genre of Indian dance performed across the world—at once a symbol of North Indian culture and a transnational practice of the Indian diaspora. With roots in Indian temples and influenced by Middle Eastern culture, Kathak blends dance, drama and music to tell mythological stories. This course introduces elements of Kathak technique, including its signature percussive footwork and symbolic hand gestures (mudras). It fosters knowledge of Kathak's history and cultural context, teaching the technique in dialogue with Indian music, philosophy and mythology. No previous experience necessary. Enrollment limited to 30. {A}

Fall, Spring, Alternate Years

DAN 144 Tango I (2 Credits)

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class includes the movements, the steps, the history and anecdotes about the culture of Tango. The class covers traditional and modern forms. All dancers learn lead and follow, so you do not need a partner. May be taken twice for a total of four credits. Enrollment limited to 40. {A}

Fall, Spring, Variable

DAN 146 Beginner Hip Hop Dance (2 Credits)

Hip hop is a popular form of Afro-diasporic cultural production and, for many, a lifestyle. In this studio course for beginner dancers, students learn movements from the poppin', lockin', house and breakin' dance techniques. This study of movement vocabulary is contextualized in analyses of hip hop's history, culture and current trends. May be taken three times for a total of six credits. Enrollment limited to 30. {A}

Fall, Spring

DAN 149 Salsa Dance I (2 Credits)

This course introduces the students to the New York mambo style of salsa (beginner-level). It also covers elements of the Cuban style of salsa, representative of an Afro-Caribbean dance aesthetic. Students master different variations of the salsa basic step, as well as turns, connecting steps and arm work. They learn how to dance in couples and also in larger groups known as ruedas (wheels). Toward the end of the semester, students are able to use their salsa vocabulary as basis for improvising and choreographing salsa combinations. We approach salsa as a social dance form expressive of Caribbean culture and Latino culture in the United States. Most of the work takes place in the studio but, in addition to learning the dance, students read selected articles and watch documentaries about the dance genre. Class discussions and brief writing assignments serve as an opportunity to reflect on salsa's history and culture. Enrollment limited to 30. {A}

Fall, Spring, Variable

DAN 151 Elementary Dance Composition (4 Credits)

Introductory study of dance composition, including movement research, spatial design, rhythmic phrasing, musical forms and performance. Enrollment limited to 12. {A}

Spring

DAN 171 Dance History: Political Bodies From the Stage to the Page (4 Credits)

This course excavates the artistic, social and cultural trends that have driven the histories of ballet, jazz dance, modern dance and postmodern dance throughout the 20th & 21st centuries. The course looks critically at artists such as Isadora Duncan, Rudolf Laban, George Balanchine, Martha Graham, Katherine Dunham, Alvin Ailey, Anna Halprin, Pina Bausch and Bill T. Jones. Through readings, discussions, dance viewings, movement activities and sessions in the Museum of Art, Josten Library and Sophia Smith Collection, students examine how notions of race, nationality, gender, sexuality and political ideology inform dance. Students conduct historical research on a topic of their choice. Enrollment limited to 20. {A}{H}

Fall, Spring

DAN 200 Dance Production (1 Credit)

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including stage crew. It may not be used for performance or choreography. May be taken four times for credit, with a maximum of two credits per semester. {A}

Fall, Spring

DAN 201 Dance Production (1 Credit)

A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production related responsibilities, including stage crew. It may not be used for performance or choreography. May be taken four times for credit, with maximum of two credits per semester. Can be taken with DAN 200. {A}

Fall, Spring

DAN 202 Strength and Flexibility through Movement Intermediate (2 Credits)

This course provides students with a practical and theoretical understanding of the relationship between strength, flexibility and mobility of the body. Through experiential methods students learn how the connective tissues of the body function as an interconnected web which facilitates movement, alignment, coordination and proprioception. Students develop an individualized practice throughout the semester drawing from various movement systems and dance training methods. The course examines the relationship between strength, flexibility and agility as applied to dancing. This course supports students training in dance and other movement forms. Students learn anatomical connections within the musculo-skeletal system and apply them to movement practice. Enrollment limited to 25. (E) {A}

Spring

DAN 207 Intermediate Repertory (2 Credits)

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. May be taken three times for credit. Audition and instructor permission required. {A}

Fall

DAN 210 Hybrid Technique: The Modern Dance to Ballet Continuum (2 Credits)

This technique course emphasizes that dance genres are not isolated in themselves. Each style has a variety of influences. The course will physically explore and embody both the similarities and differences between two forms of dance and the variety of movement aesthetics and possibilities created when ideas and tools from both forms are present in the body simultaneously. The course will also teach how these two genres can support each other and enrich a dancer's unique movement qualities and sequences. Prerequisite: Modern and/or Contemporary Technique at the Advanced Beginner level. Enrollment limited to 35. {A}

Fall, Spring, Annually

DAN 215 Intermediate Contemporary Dance 1 (2 Credits)

Prerequisite: Any topic of DAN 113 or previous dance experience. Enrollment limited to 30. {A}

Fall

DAN 216 Intermediate Contemporary Dance 2 (2 Credits)

May be taken three times for a total of six credits. Prerequisite: DAN 215 or equivalent. Enrollment limited to 30. {A}

Spring

DAN 219 Intermediate Contact Improvisation (2 Credits)

A duet form of movement improvisation. The technique focuses on work with gravity, weight support, balance, inner sensation, outer awareness, and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or equivalent. Enrollment limited to 25. Instructor permission required. {A}

Fall, Spring, Annually

DAN 222 Intermediate Ballet 1 (2 Credits)

Intermediate study of the principle and vocabularies of classical ballet. Class covers both Barre and Center. The primary concepts from the beginning study are developed: body alignment, development of whole-body movement, musicality and embodiment of performance style. All types of turns and various jumps are developed, both petit and grand allegro. Two to three semesters at the intermediate level are recommended before auditioning for Advanced levels. Prerequisite: DAN 121 or equivalent. May be repeated up to three times. Enrollment limited to 25. {A}

Fall

DAN 223 Intermediate Ballet 2 (2 Credits)

A continuation of DAN 222. Intermediate study of the principle and vocabularies of classical ballet. Class covers both Barre and Center. The primary concepts from the beginning study are developed: body alignment, development of whole-body movement, musicality and embodiment of performance style. All types of turns and various jumps are developed, both petit and grand allegro. Two to three semesters at the intermediate level are recommended before auditioning for Advanced levels. Prerequisite: Previous dance experience. May be taken up to three times. Enrollment limited to 30. {A}

Spring

DAN 227 Intermediate Pointe Technique (1 Credit)

This course is an intermediate study of contemporary pointe technique. All students are assumed to have an appropriate level of ballet technique (as covered in the FCDD's ballet courses or the equivalent). The FCD Advanced Placement status is not required however, all students must be concurrently registered for a related two credit technique class and are required to be at the intermediate level in that technique. May be taken up to three times. Meets with DAN 327. Combined enrollment limited to 30. {A}

Fall, Spring, Annually

DAN 237 Intermediate Tap (2 Credits)

Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis is on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Beginning Tap or permission of the instructor. Enrollment limited to 15. {A}

Fall, Spring, Variable

DAN 241 Scientific Foundations of Dance (4 Credits)

An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 30. {A}

Fall, Spring, Alternate Years

DAN 242 Dance Forms of the African Diaspora Intermediate (2 Credits)

This studio course offers intermediate level technique training in any of the dance forms from Africa and the African Diaspora. The physical study of the form is contextualized socially, culturally and historically, favoring an interdisciplinary perspective. Through the course, students approach the study of dance as a catalyst for cultural empowerment and social change. Enrollment limited to 30. {A}

Spring

DAN 246 Intermediate Hip Hop (2 Credits)

This course journeys through time and allows students to experience in their own bodies the evolution of Hip hop from its social dance roots to the contemporary phenomenon of commercial choreography that Hip hop has become. Using film and text in addition to studio work, this class creates a framework from which to understand and participate in the global culture of Hip hop dance. May be taken twice for a total of four credits. Enrollment limited to 30. {A}

Spring

DAN 252 Intermediate Dance Composition (4 Credits)

Course work emphasizes dance making, improvisation, and performance through generating and designing movement based studies and one fully realized performance project. Various devices and approaches are employed including motif and development, text and spoken language, collage and structured improvisation. Enrollment limited to 10. {A}

Fall

DAN 267 Dance in the Community (4 Credits)

During the first part of the semester, students in the Dancing in the Community course collaborate to create an interactive lecture demonstration of dances based on their interests and backgrounds. The program will be adapted for audiences of all ages and abilities. The second half of the semester, students will travel to various venues in the Pioneer Valley to perform. Performances will be held during the Tuesday/Thursday class period. A strong background in dance is not required but students must be interested in movement and willing to perform. Enrollment limited to 12. {A}

Spring

DAN 272 Dance Anthropology: Performed Identities and Embodied Cultures (4 Credits)

What are social functions of dance? How does the body signify culture? How does movement articulate identities? What forms of knowledge do dance anthropologists produce, and how? Through theories of performance and embodiment, this course illuminates the relationships between self, body, culture, and society. It discusses the nature of fieldwork and ethnographic research in dance, critically examining how contemporary ethnographers negotiate the historical relationship between anthropology and coloniality. The course highlights ethnographies of dance forms from the Americas, Africa, Asia, the Middle East, and Europe. Students conduct a fieldwork project of their choice, engaging in participant observation and fieldnote writing. Enrollment limited to 20. {A}{S}

Spring

DAN 287 Analysis of Music from a Dancer's Perspective (4 Credits)

A primary goal is development of the ability to focus on subtle details in music while dancing, teaching, choreographing, or performing. Dancers cultivate an open-mind and skills for imagining many relationships between dance and music. Students improvise music, make up songs, translate choreography into music, and dance with music from various cultures and historical periods. The course emphasizes rhythm, terminology, and categories, meaning in music, and strategies for finding music. Students listen to varied musical styles and paradigms, formulate statements about music, study ethical questions about music and musicians, and distinguish between recorded and live music. Enrollment limited to 12.

Fall, Spring, Alternate Years

DAN 300ct Topics in Dance Technique and Performance-Contemporary Trends (1 Credit)

This studio dance course offers a series of contemporary dance technique master classes with Smith MFA teaching fellows and other dance artists. It is designed to augment students' on-going dance training. Through this course students engage in a wide range of approaches and material in the contemporary dance realm. Each week will be a "deep-dive" into a different aesthetic and artistic philosophy. It aims to introduce students to a variety of perspectives on dance and its place in our culture.

Fall, Spring, Variable

DAN 305 Advanced Repertory (2 Credits)

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted, and finally presented in performance. May be taken twice for credit. Instructor permission and audition required. {A}

Fall

DAN 309 Advanced Repertory (4 Credits)

This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). May be taken twice for credit. Audition and instructor permission required. {A}

Fall

DAN 317 Advanced Contemporary Dance 1 (2 Credits)

By audition/permission only. Prerequisite: DAN 216. Enrollment limited to 25. {A}

Fall

DAN 318 Advanced Contemporary Dance 2 (2 Credits)

May be taken twice for a total of four credits. Prerequisite: DAN 317. Enrollment limited to 25. Audition and instructor permission required. {A}

Spring

DAN 324 Advanced Ballet 1 (2 Credits)

Advanced study of the principle and vocabularies of classical and contemporary ballet. Registration is allowed after passing a placement exam at the start of the academic year. Classes move at a rapid pace. A demonstrated understanding of body alignment and turnout, are expected, along with directions of the body, the use of port de bras, and advanced "bravado" steps. Emphasis is placed on musicality and an embodiment of performance style. Pointe work is optional in class, at barre and/or center, with the instructor's permission. May be repeated up to three times. Enrollment limited to 25. Audition and instructor permission required. {A}

Fall

DAN 325 Advanced Ballet 2 (2 Credits)

A continuation of DAN 324. Advanced study of the principle and vocabularies of classical and contemporary ballet. Registration is allowed after passing a placement exam at the start of the academic year. Classes move at a rapid pace. A demonstrated understanding of body alignment and turnout are expected, along with directions of the body, the use of port de bras and advanced "bravado" steps. Emphasis is placed on musicality and an embodiment of performance style. Pointe work is optional in class, at barre and/or center, with the instructor's permission. May be taken up to three times. Enrollment limited to 30. Audition and instructor permission required. {A}

Spring

DAN 327 Advanced Pointe Technique (1 Credit)

This course is an advanced study of contemporary pointe technique. All students are assumed to have an appropriate level of ballet technique (as covered in the FCDD's ballet courses or the equivalent). The FCD Advanced Placement status is not required however, all students must be concurrently registered for a related two credit technique class and are required to be at the advanced level in that technique. May be taken up to three times. Meets with DAN 227. Combined enrollment limited to 30. {A}

Fall, Spring, Annually

DAN 339 Movement, Ecology and Performance in the Smith Landscape (4 Credits)

This course offers an opportunity to explore how place and landscape offer inspiration and opportunities for dance, performance and embodied experience. Place can include natural landscapes, buildings, parks, pathways, stairways, living rooms, and the place of our bodies. The goal of this course is to create bridges between the ecological and the poetic realms of human experience. Students will explore how creativity is being in relationship to things, beings, environments, and the historical and cultural contexts. This course includes a series of public performances and is open to students interested in engaging in creative collaborative process. Enrollment limited to 18. {A}

Spring, Alternate Years

DAN 377ci Advanced Studies in History and Aesthetics-Contact Improvisation Practice and History (4 Credits)

In this course students will engage throughout the semester both in the practice of contact improvisation (CI) and the study of its history from 1972 till the present. We will study how CI has become a world-wide phenomenon, how it has evolved on different continents and regions, and how its participants have navigated issues of power, sexuality, race, identity, and culture. We will consider the ecosystems of CI classes, jams, and performances; CI in academia; and CI in relationship to professional dance training, aesthetics, and performance. All levels. Enrollment limited to 20. {A}

Fall, Spring, Variable

DAN 377sa Topics in Advanced Studies in History and Aesthetics-Salsa in Theory and Practice (4 Credits)

This course is an in-depth exploration of salsa from theoretical and practical perspectives. Dance lessons familiarize the students with beginner to intermediate level salsa steps, targeting skills in bodily coordination, musicality, expressivity and improvisation, as well as in memorization of choreography and communication between partners. The learning of the dance is framed within and analysis of literature on salsa cutting across dance history, anthropology, musicology and cultural studies. Readings, documentaries, class discussions and research assignments situate salsa as an expression of Latino and Latin American cultures, but also as a global product through which dancers and musicians from Cuba to Japan perform notions of gender, ethnicity and nationality. No previous dance experience required. Enrollment limited to 20. {A}

Fall, Spring, Variable

DAN 399 Senior Seminar (4 Credits)

Senior seminar is a capstone course that integrates dance studies through an individual research or creative project and to articulate critical analysis and feedback for peers. Required for senior dance majors. Enrollment limited to 12. Senior Dance majors only. Open by permission to other seniors with a serious interest in dance. Instructor permission required. {A}

Spring

DAN 400 Special Studies (1-4 Credits)

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. May be substituted for DAN 399 with permission of the department. May be taken twice for credit.

Fall, Spring

DAN 430D Honors Project (4 Credits)

Fall, Spring, Annually

DAN 431 Honors Project (8 Credits)

Fall, Spring, Annually

DAN 500ct Graduate Seminar: Topics in Dance Theory-Contemporary Trends in Dance (4 Credits)

Fall, Spring, Variable

DAN 500dp Graduate Seminar: Topics in Dance Theory-Dance Pedagogy (4 Credits)

Enrollment limited to 12. Dance MFA students only. Instructor permission required.

Fall, Spring, Variable

DAN 500ms Graduate Seminar: Topics in Dance Theory-Music and Sound (4 Credits)

Fall, Spring, Variable

DAN 500pc Graduate Seminar: Topics in Dance Theory-Philosophies of Contemporary Dance (4 Credits)

Fall, Spring, Variable

DAN 500pi Graduate Seminar: Topics in Dance Theory-Performance Improvisation (4 Credits)

Enrollment limited to 12. Dance MFA students only. Instructor permission required.

Fall, Spring, Variable

DAN 500pt Graduate Seminar: Topics in Dance Theory-The Pedagogy of Dance Technique (4 Credits)

The goal of this course is to grow pedagogical techniques for teaching dance technique that can be used on a college or high school level. These strategies should include a thoughtful understanding of each teacher's creative aesthetic, artistic philosophy, current passions in the field of dance and dance making, and a personal sense of the value of dance and its place in our culture. Enrollment limited to 12. Dance MFA Program students only. Instructor permission required.

Fall, Spring, Variable

DAN 500vc Graduate Seminar: Topics in Dance Theory-Video and the Camera (4 Credits)

Fall, Spring, Variable

DAN 505 First Year Performance (2 Credits)

First-year MFA students enroll in this course to fulfill the graduate performance requirement. Enrollment in DAN 505 takes place in the same semester as the performance. The requirement is met by participating in the choreography of a Five College Dance Department faculty member (including guest artists) or an MFA thesis. Students must attend the respective auditions.

Fall, Spring

DAN 507 Production and Management (2 Credits)

First-year MFA students enroll in this course to fulfill the graduate dance production requirement (usually stage managing a dance concert). Enrollment in DAN 507 takes place in the semester when the student completes the dance production assignment, as scheduled by the faculty.

Fall, Spring

DAN 515 Creative Process and Choreography I (3 Credits)

First-year MFA students enroll in this course to accrue independent study credit for their grad event choreography, but only in the semester when their grad event piece is not created within a choreography course (DAN 521 or DAN 553).

Fall, Spring, Alternate Years

DAN 521 Choreography & Creative Process (5 Credits)

Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography.

Fall, Spring, Alternate Years

DAN 540 History and Literature of Dance (4 Credits)

This course seeks to expand the students' knowledge of the literature in dance history and theory. It prompts discussions of historiography, writing, research methods, and cultural theory in dance studies. The readings trace the development of critical dance studies since the 1990s by surveying the field's foundational texts as well as recent scholarship. These texts illuminate a variety of dance genres, time periods, and artists, while theorizing the body, movement, choreography, and performance from cultural, social, and ideological perspectives. Additionally, this course cultivates skills in dance research and writing. Students work on individual research projects throughout the semester.

Fall, Spring, Alternate Years

DAN 553 Choreography and Design (5 Credits)

This class examines and engages the choreographic process through a study of the interaction of expressive movement with concrete and abstract design ideas. Choreographic ideas developed in this class are based on the premise that design elements can be used as source materials for choreographic intent. In addition to studies and projects, weekly writings are assigned.

Fall, Spring, Alternate Years

DAN 560 Scientific Principles in the Teaching of Dance (4 Credits)

This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent.

Fall, Spring, Alternate Years

DAN 570 SECOND YEAR SUMMER RESEARCH (2 Credits)

MFA students enroll in this course to conduct independent research for the thesis in the summer between their first year and second year in the program. Summer research indications are detailed in the MFA Handbook.

Fall, Spring, Summer, Variable

DAN 580 Special Studies (1-4 Credits)

Fall, Spring

DAN 590 Second-Year Thesis: Process and Design (4 Credits)

MFA students enroll in this course to obtain credit for the creative process of the thesis in the Fall semester of their second year in the program. Directions for the thesis are detailed in the MFA Handbook.

Fall

DAN 591 Second-Year Thesis: Production and Analysis (4 Credits)

Second-year MFA students enroll in this course in the Spring semester to obtain credit for the public presentation of the thesis choreography, the ensuing paper and the oral examination. Directions for the thesis are detailed in the MFA Handbook.

Spring

Goals for majors in Dance

The major is designed to instill a broad view of dance in preparation for a professional career or further study while promoting liberal arts learning capacities. Students complete courses in dance history; anthropology and aesthetics; composition and creative process; kinesiological and somatic aspects of dance; dance production; and dance technique, movement vocabulary and performance. A dancer's instrument is her body and it must be trained consistently; technique courses are therefore a core component of the curriculum.

The capacities for the major in dance overlap and are integrated throughout the curriculum. In this section we individuate these capacities into subsets of the discipline.

Dance Technique. By graduation, dance majors have engaged deeply with the physical practice of dance and possess the embodied knowledge and physical training that enables them to perform and generate a variety of technical dance skills. These courses focus on the practice and analysis of movement. They promote the development of physical skills and physical intelligence (the ability to efficiently solve movement and performance-related tasks/problems). Students generate and analyze physical data through courses in technique and improvisation movement. Their understanding of expressive human movement is the bedrock of their studies and interwoven in all creative and theoretical research in dance.

Composition and Creative Process. Creative research through choreography and dance repertory comprises a large part of the theory requirements for the major. This sequence of courses begins with the most basic study of dance composition—gesture, space, time, energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and music. The movement materials that a student explores are not limited to any specific genre. This sequence also includes 4-credit repertory courses at the intermediate and advanced levels, in which students, as dancers, are participants in the creative process and development of faculty and guest artists' choreography.

Dance History, Anthropology and Aesthetics. Further study of dance is divided into dance aesthetics, dance anthropology and dance history. Students learn to conceptualize dance through these theoretical lenses and apply methods in dance history, anthropology and aesthetics in their own research. They also acquire an interdisciplinary understanding of dance scholarship through study of dance theory in dialogue with fields such as area studies, gender studies, African American studies and film studies. The theory curriculum promotes dance literacy through a broad perspective that highlights the practice of this art both in the United States and globally, as a concert form and also an expression of popular culture, in variety of social contexts and serving a vast array of artistic and cultural purposes.

Dance Science and Somatics. The science of movement, perception and intention underlie all aspects of dancing. Dance majors acquire skill in these areas through mindful, directed practice, feedback from their instructors, and from learning about anatomy, physiology, motor control and learning and the study of somatics. Although this material is covered specifically in the scientific foundations of dance, it is integrated into our technique courses as well. Emphasis is placed not only on functional alignment, coordination and the development of basic and higher level physical skills, it is also on the cognitive and emotional processes that clarify intention, expression, performance awareness, creative imagination and perceptual attunement both to one's surroundings and one's body.

By learning the science and somatic principles of dance, students are able to analyze movement and movement pedagogy, critically assessing how what they are doing can be deepened through the knowledge of the mind/body and how what they are doing might either be expanding their movement potential or potentially causing harm to their body. Dancers learn to critically assess the concept of body image, posture and fitness. They learn that movement intelligence is not about a body type or movement that looks a certain way, but the capacity to engage in the task of solving movement and performance problems or challenges.

It is about the development of resilience and the ability to draw upon varied experiences to have an increased potential to adapt to emerging situations.

Music and Dance. The study of music for dance is the topic of a full theoretical course required for the major but also an important discussion in all choreography and repertory courses. Finding and accurately naming music-specific information as related to dance, particularly with respect to rhythm and phrasing, is an expected skill of all majors. Additionally they learn to recognize aspects of basic music theory and the cultural, cognitive and emotional effects of listening. Majors also grow an ethical and respectful approach to live and prerecorded music as the artistic expression and intellectual property of composers, accompanists and performers.

Goals for MFA in Dance

The mission of the MFA program is to foster the study of choreography and performance from a critical perspective that holds dance as a mode of research, means of expression, tool for interpretation of the human experience and practice of engagement with the world.

The program promotes the acquisition of choreographic tools, performance techniques, creative process methods, dance production skills and teaching methods informed by theories about dance, the body, aesthetics, design, creativity and pedagogy. The curriculum positions choreography and performance as forms of critical inquiry.

The program nurtures pluralist aesthetics by supporting students in the exploration of their own artistic interests and the development of an original voice in choreography. It prompts students to articulate their artistic identity as much in their choreographic production as in the analysis and self-assessment of their work in speech and writing.

It offers technique training in modern and postmodern dance, improvisation and contemporary ballet. Moreover, it comprises specialists in choreographic methods, creative process research, design thinking, music/sound for dance, dancefilm and digital technology, theatrical production, kinesiology and somatic science, dance pedagogy, dance history, cultural studies, writing and qualitative research methods.

Composition, Creative Process and Dance Production. With choreography as its focus, students take four courses that foster the acquisition of thorough skills in creative process. Additionally, in their first year students give two public presentations of their choreography (the fall and spring grad events). In their second year, they work from summer to spring in the creation of an ambitious thesis project, leading to the presentation of the choreography in our state-of-the-art Theatre 14, with production support of professional level for lights, multimedia, sound, costumes, publicity and recording.

Performance. Live performance is at the heart of the MFA in dance and all graduate students in dance are expected to present mastery as performance artists. As performers, graduate students are cast in the choreography of faculty from Smith and the Five Colleges, having the opportunity to collaborate with their professors in the development of new work. The production of new choreography is a research-based, collaborative endeavor in which faculty and students work as creative partners.

Dance Pedagogy. Graduate students teach three technique courses per year, while receiving instruction in dance pedagogy in two required courses: Scientific Principles in the Teaching of Dance and The Pedagogy of Dance Technique. This combination of hands-on experience,

coursework and mentoring is highly desirable in an master's program, as the MFA is a terminable degree in dance and many students pursue it with the goal of leading careers in academia.

Research and Theory. The program's emphasis is on dance research, theory and writing. Two required courses bolster this element of the curriculum: History and Literature of Dance: Research Methods and Landmarks and New Trends in Contemporary Dance. Additionally, two of the thesis' components, Second Year Summer Research and Second Year Thesis: Production and Analysis, foreground research and writing through the completion of two in-depth papers that, combined, amount to 60 pages.

East Asian Languages and Cultures

Department website (<https://www.smith.edu/academics/east-asian-languages-cultures/>)

The Department of East Asian Languages and Cultures offers multiple pathways for students to develop their knowledge of the vibrant cultures of China, Japan and Korea. While developing linguistic and cultural fluency through our language, literature and culture courses, students will engage with a diverse array of genres from traditional poetry to popular fiction and will explore issues such as translation, identity and gender within traditional and modern contexts. Students can choose to further expand their knowledge of East Asia through courses in anthropology, art history, economics, government, history, music, religion and world literatures.

Within the major, students can choose tracks in either Chinese, Japanese or East Asian studies and take a combination of language, literature, culture or other classes in the humanities and social sciences. The minor allows for concentrations in Chinese, Japanese, Korean or East Asian studies. We also encourage students to take advantage of our outstanding study abroad programs, where they accelerate their language studies and learn firsthand about contemporary Chinese, Japanese or Korean society and culture.

Faculty

Marnie Anderson, Ph.D., Professor of History, *Chair*
 Yalin Chen Geiger, M.A., Senior Lecturer
 Kimberly Kono, Ph.D., Professor
 Yuri Kumagai Ed.D., Senior Lecturer
 Suk Massey Ed.D., Five College Senior Lecturer
 Jessica D. Moyer, Ph.D., Associate Professor
 Irhe Sohn, Ph.D., Assistant Professor
 Atsuko Takahashi, M.S., Senior Lecturer
 Sujane Wu, Ph.D., Professor

Lecturers and Visiting Faculty, 2023-24

Ya-Ching Hsu, M.A., Lecturer
 Jeehyun Moon, M.A., Lecturer
 Elizabeth Rock, Ph.D., Lecturer
 Lu Yu, M.A., Core Lecturer

Chinese Track Advisers

Yalin Chen, Jessica Moyer, Sujane Wu

Japanese Track Advisers

Kimberly Kono, Yuri Kumagai, Atsuko Takahashi

Korean Minor Advisers

Suk Massey, Irhe Sohn

East Asian Studies Track Advisers

Marnie Anderson, Kimberly Kono, Suzanne Gottschang, Jessica Moyer, Irhe Sohn, Sujane Wu

Honors Director

Kimberly Kono

East Asian Languages and Cultures Major Chinese Track

The first year of Chinese (CHI 110 and CHI 111) is a prerequisite for admission to the major.

Requirements

Eleven courses (46 credits)

1. Second-year language courses (10 credits): CHI 220 and CHI 221 (two courses). Students who place into the third year or above will have this credit requirement waived (that is, such students need only nine courses or 36 credits for the major).
2. Third-year language courses (8 credits): CHI 301 and CHI 302 (two courses). In consultation with their adviser, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Chinese literature or culture, including a departmental seminar. Students concentrating on China are strongly encouraged to take EAL 231, EAL 232/ WLT 232, and/or EAL 234 early, and they must take at least one of these three courses.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.
5. Three additional courses (12 credits), which may be chosen from other advanced language or literature courses in the department or, at the recommendation of the adviser, from related courses in other departments.
 - No more than five of the 11 required courses shall normally be taken in other institutions, such as through the Five Colleges, study abroad programs or summer programs. Students should consult their advisers prior to taking such courses.
 - S/U grading option is not allowed for courses counting toward the major.
 - Students with native fluency of a language are encouraged to take another East Asian language.

Japanese Track

The first year of Japanese (JPN 110 and JPN 111) is a prerequisite for admission to the major.

Requirements

Eleven courses (46 credits)

1. Second-year language courses (10 credits): JPN 220 and JPN 221 (two courses). Students who place into the third year or above will have this credit requirement waived (that is, such students need only nine courses or 36 credits for the major).
2. Third-year language courses (8 credits): JPN 301 and JPN 302 (two courses). In consultation with their adviser, a student whose proficiency places them beyond the third year must substitute advanced language or literature courses for this requirement.
3. At least three EAL-prefix courses (12 credits) in Japanese literature or culture, including a departmental seminar. Students concentrating on Japan are strongly encouraged to take both EAL 241 and EAL 242, but they must take at least one of the two.
4. At least one EAL-prefix course (4 credits) focusing principally on the literature of another East Asian country.

5. Three additional courses (12 credits), which may be chosen from other advanced language or literature courses in the department or, at the recommendation of the adviser, from related courses in other departments.

- No more than five of the 11 required courses shall normally be taken in other institutions, such as through the Five Colleges, study abroad programs or summer programs. Students should consult their advisers prior to taking such courses.
- S/U grading options are not allowed for courses counting toward the major.
- Students with native fluency of a language are encouraged to take another East Asian language.

East Asian Studies Track

The major track in East Asian studies reflects the emergence of East Asia politically, economically and culturally onto the world scene, especially during the last century, and anticipates the continued importance of the region in the future. It also offers students an opportunity to develop a coherent and comprehensive understanding of the great civilizations of the Asia Pacific region.

The major track in East Asian studies combines language study with courses in anthropology, art, economics, government, history and religion. Majors graduate from the program with a firm grasp on the culture and history of the region, as well as a command of at least one language.

Thus, the program prepares students for post-graduate endeavors ranging from graduate school to careers in the public and private sectors dealing with East Asia.

Requirements

Ten courses

1. Two East Asian language courses: The second year of an East Asian language, which can be fulfilled by CHI 220 and CHI 221, JPN 220 and JPN 221, or KOR 201 and KOR 202, or any higher-level courses. Extensive language study is encouraged, but only two courses at the second-year level or higher will count toward the major. Normally, language courses will be taken at Smith or within the Five Colleges. Students with native or near-native fluency in an East Asian language must take a second East Asian language. Native and near-native fluency is defined as competence in the language above the fourth-year level.
2. Two survey courses
 - a. One survey course on the premodern civilization of an East Asian country: HST 222pp, HST 223at, EAL 231, EAL 233, EAL 234, EAL 235, EAL 241, ARH 200 or ARH 352ce
 - b. HST 200, normally taken by the second year
3. Six elective courses, which shall normally be determined in consultation with the adviser from the list of approved courses.
 - Four of the elective courses shall constitute an area of concentration, which can be an emphasis on the civilization of one country (China, Japan or Korea) or a thematic concentration (comparative modernization, religious traditions, women and gender, political economy, thought and art). Other concentrations may be formulated in consultation with an adviser.
 - Electives must include courses in both the humanities and the social sciences.
 - Electives must include courses on more than one East Asian country.

- One of the elective courses must be a Smith seminar on East Asia.
- One elective may be a non-seminar course, approved by the adviser, offering a broader comparative framework for East Asian studies.

Major Requirement Details

- At least half of the course credits toward the major must be taken at Smith.
- No more than two 100-level courses shall count as electives.
- No course taken for a satisfactory/unsatisfactory grade counts toward the major.
- Normally students with a second major may count a maximum of three (3) courses from the department of that other major toward the EAS major.

Honors

Please consult the director of honors for specific requirements and application procedures.

East Asian Languages and Cultures Minor

Minor requirements are designed so that a student concentrates on one of the East Asian languages but has the option of being exposed to the other courses in the department.

Track 1: Chinese

The first year of Chinese (CHI 110 and CHI 111) is a prerequisite for admission to the minor.

Requirements

Six courses

1. Second-year language courses (10 credits): CHI 220 and CHI 221 (two courses)
2. Four courses, at least two of which must be EAL-prefix courses in Chinese literature and culture.

Track 2: Japanese

The first year of Japanese (JPN 110 and JPN 111) is a prerequisite for admission to the minor.

Requirements

Six courses

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

Track 3: Korean

The first year of Korean (KOR 101 and KOR 102) is a prerequisite for admission to the minor.

Requirements

Six courses

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

Track 4: East Asian Studies

The minor track in East Asian studies provides a coherent understanding of and basic competence in the civilizations and societies of China, Japan and Korea. It may be undertaken to broaden the scope of any major; to acquire, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work or careers related to East Asia.

Requirements

Six courses

1. HST 200, normally taken by the second year
2. Five elective courses, chosen in consultation with the adviser. One year of an East Asian language is strongly encouraged and may constitute two elective courses. (One semester of a language may not be counted as an elective.)
3. The S/U grading option is not allowed for courses counting toward the EAS minor.

Minor Requirement Details

- No more than three courses counting toward the minor may be taken in other institutions. Students should consult the department prior to taking courses in other institutions.
- The S/U grading option is allowed for only one course counting toward the minor for Chinese, Japanese, and Korean tracks. The S/U grading option is not allowed for courses counting toward the EAS minor.

East Asian Literature Courses

EAL 231 The Culture of the Lyric in Traditional China (4 Credits)

China grounds its literary tradition in lyric poetry. One enduring definition of lyric, or shi, in the Chinese tradition is the natural, direct expression and reflection of one's inner spirit as a result of a unique encounter with the world. This course is an introduction to masterworks of the Chinese lyric tradition from its oral beginnings through the Qing dynasty. Through close, careful readings of folk songs, poems, prose and excerpts from the novel *Dream of the Red Chamber*, students inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. All readings are in English translation; no knowledge of Chinese required. {L}

Fall, Spring, Variable

EAL 232/ WLT 232 Modern Chinese Literature (4 Credits)

Offered as WLT 232 and EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L}

Fall, Spring, Alternate Years

EAL 233 Chinese Travel Writing (4 Credits)

Who travels in China and for what reasons? What does a traveler write about—the scenery of a particular location or the experience of a journey itself; the homesickness or the joy of traveling; the philosophical and spiritual insights or the political implications? Much of Chinese literature is composed from the perspective of one who is, or has been, on the road: whether as exile, pilgrim, soldier, pleasure traveler, or even shaman. Through close reading of selected poems, diary entries, essays, and fictional writings, and visual images selected from across the centuries, we explore how various writers define such notions as "place" and "home." All readings are in English translation. {L}

Fall, Spring, Variable

EAL 234 Self and Society in Chinese Fiction and Drama (4 Credits)

This survey of traditional Chinese fiction and drama from roughly 800-1900 reads classical tales of the strange, vernacular stories, novels, zaju and chuanqi drama alongside official narratives such as histories and biographies, as well as popular genres like ballads, baojuan (precious scrolls) and tanci (plucking songs). The class considers the ways individuals, family, community and government appear in literature, along with the conflicting loyalties presented by romance, family and the state. All readings are in English translation; no previous knowledge of Chinese required. {L}

Spring

EAL 235 Class, Gender and Material Culture in Late Imperial China (4 Credits)

This class examines the continuum between subject and object in Chinese fiction, drama, and poetry from the 16th through the 18th centuries, discussing how individuals participate as agents and objects of circulation; how objects structure identity and articulate relationships; the body as object; and the materiality of writing, illustration, and the stage. We analyze historical constructions of class and gender and reflect on how individuals constructed social identities vis-à-vis objects and consumption. All readings in English translation. {L}

Fall, Spring, Variable

EAL 237 Chinese Poetry and Other Arts (4 Credits)

Poetry, painting, calligraphy and other visual and plastic arts are ways of expressing oneself and forms of communication. In this course, we explore the relationships between words and images and the issues such as how poetry and other arts are inextricably linked; What makes a painting a silent poem? and a poem a lyrical painting? and how do poetry and painting inspire one another? How do they respond to one another? All readings are in English translation. {L}

Fall, Spring, Variable

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction (4 Credits)

Offered as EAL 239 and WLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L}

Fall, Spring, Variable

EAL 240 Japanese Language and Culture (4 Credits)

This course introduces the historical, social and ideological background of "standard Japanese" and the Japanese writing system. The course looks at basic structural characteristics of the language and interpersonal relations reflected in the language, such as politeness and gender. The course also addresses fluidity and diversity of linguistic and cultural practices in contemporary Japan. This course is suitable for students with little knowledge about the language as well as those in Japanese language courses. All readings are in English translation. Enrollment limited to 30. {S}

Fall, Spring, Variable

EAL 241 Literature and Culture in Premodern Japan: Court Ladies, Wandering Monks and Urban Rakes (4 Credits)

A study of Japanese literature and its cultural roots from the eighth to the 19th century. The course focuses on enduring works of the Japanese literary tradition, along with the social and cultural conditions that gave birth to the literature. All readings are in English translation. {L}

Fall, Spring, Variable

EAL 242 Modern Japanese Literature (4 Credits)

A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. {L}

Fall, Spring, Variable

EAL 244 Japanese Women's Writing (4 Credits)

This course focuses on the writings of Japanese women from the 10th century until the present. We examine the foundations of Japan's literary tradition represented by such early works as Murasaki Shikibu's Tale of Genji and Sei Shonagon's Pillow Book. We then move to the late 19th century to consider the first modern examples of Japanese women's writing. How does the existence of a "feminine literary tradition" in pre-modern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as "race," class and sexuality in relation to gender and to each other. Taught in English, with no knowledge of Japanese required. {L}

Fall, Spring, Variable

EAL 245 Writing, Japan and Otherness (4 Credits)

An exploration of representations of "otherness" in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course pays special attention to the role of "otherness" in the development of national and individual identities. In conjunction with these investigations, we also address the varied ways in which Japan is represented as "other" by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation.

Fall, Spring, Variable

EAL 253 Korean Cinema: Cinema and the Masses (4 Credits)

This course offers a survey of Korean film history in light of cinema's relationship to the masses. As a popular art form, cinema has always been in close contact with its audiences. Cinema has contributed to the emergence of modern masses. By examining how cinema has shaped its audiences and vice versa, this course charts the development of Korean cinema as a popular entertainment as well as an art form during the last hundred years. This course starts from the globalization of Korean cinema and its transnational audiences and chronologically harks back to the colonial period. {H}{L}

Fall, Spring

EAL 254 Modern Korean Literature in Translation (4 Credits)

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

Fall, Spring, Variable

EAL 261 Gender and Sexuality in Late Imperial Chinese Literature (4 Credits)

This class will examine Chinese literary traditions in various different genres such as fiction, poetry and drama from the 16th through the 18th centuries from perspectives of gender and sexuality. Through the class, you will learn to examine Chinese literary tradition from the perspective of gender, discussing the gendering of new modes of expression in de/constructing men and women as social categories over the long course of Chinese literary history. We will pay special attention to how women were represented in classical literature, primarily poetry and fiction, both through their own writing and in the writing of men. {L}

Fall, Spring, Variable

EAL 263 Romance and Martial Arts in Chinese Popular Fiction (4 Credits)

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

Fall, Spring, Variable

EAL 273 Colloquium: Women and Narration in Modern Korea (4 Credits)

This class explores modern Korean history from women's perspectives. It charts the historical and cultural transformation in modern Korea since the 1920s by coupling key terms of modern history with specific female figures: (1) Colonial modernity with modern girls in the 1920s and 30s; (2) colonization and cold-war regime with "comfort women" and "western princesses" from the 1940s to the 1960s; (3) industrial development under the authoritarian regime in the 1970s with factory girls; and (4) democratization and multiculturalism with rising feminists in the new millennium. {H}{L}

Fall, Spring, Variable

EAL 274 Voices From Japan's Margins (4 Credits)

Reflecting their marginalized status in Japanese society, minority groups in Japan, including Ainu, burakumin, Korean-Japanese, and Okinawans, have until recently received minimal recognition in modern Japanese literature. This course will examine “minority literature” in Japan in order to develop students’ knowledge of the experiences of ethnic minorities in Japan as well as the ways in which these experiences have been reflected in literature and film. We will consider how this literature has been received in Japan and how “minority” subjects have utilized the media of film and literature to present their own voices. {L}

Fall, Spring, Variable

EAL 281 Colloquium: Revising the Past in Chinese and Taiwanese Film and Literature (4 Credits)

This colloquium explores how China and Taiwan recollect, reflect and reinterpret their past and how multifaceted traditions are represented in a new light on the world stage. We will reflect on our perceptions and receptions of the past through close readings of films and literature from China and Taiwan. We will explore what aspects of the past are erased, re-packaged, or re-imagined and why. These preeminent figures and events – in history or fiction – presented in film and literature include, but are not limited to, Confucius, the First Emperor of China, Mulan, Qiu Jin, and Nie Yinniang. All readings are in English translation. Chinese text will be provided upon request. Enrollment is limited to 20. {L}

Fall, Spring, Variable

EAL 291 Writing Empire: Images of Colonial Japan (4 Credits)

This course explores the development of Japanese and colonial identities in literature produced in and about Japan’s colonies during the first half of the 20th century. We read literary works written during and about the Japanese empire by Chinese, Japanese, Korean, Okinawan and Taiwanese writers. By bringing together different voices from inside and outside of Japan’s empire, students gain a deeper understanding of the complexities of colonial hegemony and identity. Taught in English: no knowledge of Chinese, Japanese or Korean required. {L}

Fall, Spring, Variable

EAL 292sh Topics in Japanese Popular Culture-The Shojo (Girl) (4 Credits)

This course examines representations of the figure of the Shōjo (girl) in Japanese popular culture from the mid-1900s to the present. Enrollment limited to 20. {L}

Fall, Spring, Variable

EAL 292tc Topics in Japanese Popular Culture-Traditional Context (4 Credits)

This course studies features of contemporary Japanese popular culture by placing it in the context of tradition. Students gain a working knowledge of traditional Japanese literature and culture in order to examine the ways in which this tradition is re-worked and re-invented in contemporary popular works of literature, manga, anime and film. Enrollment limited to 20. {L}

Fall, Spring, Variable

EAL 360bh Seminar: Topics in East Asian Languages and Literatures-Book History and Print Culture in East Asia (4 Credits)

This course explores print and media cultures of the 16th through the 20th centuries in China, Japan, Korea and Taiwan. Students read literary and popular works in the context of the cultural, intellectual and technological transformations that defined these texts’ creation, circulation and reception. Students study historical and theoretical scholarship on topics such as language reform, the book market and changing literacies for men and women. The course also considers how media developments shape the experience of Asian modernity. All readings in English translation. Prerequisite: one 200-level EAL course or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

EAL 360rw Seminar: Topics in East Asian Languages and Literature-Notorious Trailblazers: Reading Women’s Lives, Past and Present (4 Credits)

The seminar is for students who want to design and deeply engage in their own independent research project to explore the following questions on East Asian Women’s life experiences: What do we really know about the social, political and literary roles that women play in pre-modern society? Do women throughout history always occupy a position inferior to their male counterparts? And when they rise to a powerful position, how are they perceived and through what lens? How about their self-perceptions and self-representations through writing? In modern society, how do we understand women’s voices when the traditional perspective still has its impact? Are we still accustomed to reading women’s life experiences in a stereotypical and narrow way? Are they represented to fit into a modern prejudiced agenda? This seminar focuses on women’s experiences, past and present in East Asia through critical exploration of representation, reception, and agency. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

EAL 400 Special Studies (1-4 Credits)

For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature.

Fall, Spring

EAL 430D Honors Project (4-8 Credits)

Fall

EAL 431 Honors Project (8 Credits)

Fall

Chinese Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor’s permission, advanced language courses (CHI 350 and CHI 351md) may be repeated when the content changes. A grade of C or higher in the preceding level is required to enter the next level language course.

CHI 110 Chinese I (Intensive) (5 Credits)

An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and active mastery of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. This course is suitable for students with no prior study of Chinese. Students with prior language experience should take the placement test before registering. Enrollment limited to 15.

Fall

CHI 111 Chinese I (Intensive) (5 Credits)

A continuation of CHI 110. Students extend and develop confidence in all four communicative skills, culminating in a creative digital project. Prerequisite: CHI 110 or by placement test. Enrollment limited to 15. {F}

Spring

CHI 120 Chinese I for Novice High Speakers (4 Credits)

Designed for students with previous Chinese language experience who have at least a Novice High oral proficiency, but whose reading and writing proficiency is at Novice Low or Novice Mid level. The course will cover the same material as CHI 110 at an accelerated pace, helping students build grammar knowledge and reading and writing skills through interactive, communicative and task-based activities. This introductory course does not fulfill the foreign language requirement for Latin honors. CHI 120 and CHI 121 together fulfill the foreign language requirement for Latin honors. Enrollment limited to 15. Placement test and instructor permission required.

Fall, Annually

CHI 121 Chinese I for Intermediate Low Speakers (4 Credits)

This continuation of CHI 120 is designed for students with previous Chinese language experience who have at least an Intermediate Low oral proficiency and a Novice High reading and writing proficiency. The course covers the same material as CHI 111 at an accelerated pace, focusing on helping students build grammar knowledge and reading and writing skills through interactive, communicative and task-based activities. CHI 120 and CHI 121 together fulfill the foreign language requirement for Latin honors. Enrollment limited to 15. Prerequisite: CHI 120 or placement test. {F}

Spring, Annually

CHI 220 Chinese II (Intensive) (5 Credits)

Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments and work with multi-media content, culminating in a creative digital project. Prerequisite: CHI 111 or placement test. Enrollment limited to 15. {F}

Fall

CHI 221 Chinese II (Intensive) (5 Credits)

A continuation of CHI 220. Students transition from functional communication skills to expressing and supporting opinions about topics including modernization, health, the environment and economics, ending by creating a digital narrative exploring a culturally or socially significant topic. Prerequisite: CHI 220 or by placement test. Enrollment limited to 15. {F}

Spring

CHI 301 Chinese III (4 Credits)

Building on the skills and vocabulary acquired in Chinese II, students learn to read simple essays on topics of common interest and develop the ability to understand, summarize and discuss social issues in contemporary China. Readings are supplemented by digital materials, and the semester ends with a creative digital project. Prerequisite: CHI 221 or placement test. Enrollment limited to 15. {F}

Fall

CHI 302 Chinese III (4 Credits)

A continuation of CHI 301, with a focus on developing narrative and storytelling skills, cultural knowledge, and increased use of authentic language materials. Projects include, but are not limited to, blog posts, podcasts and magazines. Prerequisite: CHI 301 or by placement test. Enrollment limited to 15. {F}

Spring

CHI 350 Advanced Chinese through Film and Literature (4 Credits)

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students explore literary and formal expression in original works, including fiction, short stories, prose, novellas and screenplays. With the instructor's permission, advanced language courses may be repeated when the content changes. Prerequisite: CHI 302 or by placement test. {F}

Fall, Spring, Variable

CHI 351md Topics in Advanced Readings in Chinese-Modern Lens (4 Credits)

This course mainly focuses on readings of cultural, political and social import. Through in-depth study and discussion of modern and contemporary texts and essays drawn from a variety of sources, students develop advanced reading, writing and discussion skills in Chinese and increase their understanding of modern and contemporary China. Prerequisite: CHI 302 or placement test. {F}

Fall, Spring, Variable

CHI 352 Food for Thought: Chinese Language, Culture, Environment, and Health (4 Credits)

This course focuses on Chinese food culture and its relationship with environment and health. This course is an advanced-high Chinese language course that contextualizes learning through textual-visual analysis of food-related topics. The materials integrate different disciplines and genres to help students speak and write in Chinese coherently and critically. Through activities in and out of class, this course aims to develop students' deeper understanding of how language, along with food, both shapes and mirrors culture. Students explore cultural complexities and subtleties through literary-based online videos and compare with their own cultures on how flavors and tastes are used metaphorically. Prerequisites: CHI 302 and above at Smith College or equivalent, or by placement. Instructor permission required. {F}

Fall, Spring, Variable

CHI 353 Talking Point: Epidemics and Their Controversies in China and Beyond (4 Credits)

This course is designed to help students to deepen their understanding of China's culture and society through the controversies and debates surrounding the epidemics, and Covid-19 in particular, while developing their Chinese language skills in the process. In this course, students attempt to understand people's experiences and feelings in the locked-down cities, analyze gender issues in the medical care workplace and study discrimination against people who are from high-risk districts. Students explore topics such as whether or not people feel comfortable covering their faces; the role of NGOs in epidemics; and so on. Enrollment limited to 15. {F}

Fall, Spring, Variable

Japanese Language Courses

A language placement test is required prior to registration for students who have previously studied the language. With the instructor's permission, advanced language courses (JPN 350 and JPN 351) may be repeated when the content changes. A grade of C or higher in the preceding level is required to enter the next level language course.

JPN 110 Japanese I (Intensive) (5 Credits)

An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students acquire knowledge of basic grammatical patterns, strategies in daily communication, hiragana, katakana and about 90 Kanji. Designed for students with no background in Japanese. Enrollment limited to 15.

Fall

JPN 111 Japanese I (Intensive) (5 Credits)

A continuation of JPN 110. Development of utilization of grammar and fluency in conversational communication. About 150 more kanji are introduced for reading and writing. Prerequisite: JPN 110 or equivalent. Enrollment limited to 15. {F}

Spring

JPN 220 Japanese II (Intensive) (5 Credits)

Course focuses on further development of oral proficiency, along with reading and writing skills. Students attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: JPN 111 or equivalent. Enrollment limited to 15. {F}

Fall

JPN 221 Japanese II (Intensive) (5 Credits)

A continuation of JPN 220. Prerequisite: JPN 220 or equivalent. Enrollment limited to 15. {F}

Spring

JPN 301 Japanese III (4 Credits)

Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: JPN 221 or equivalent. Enrollment limited to 15. {F}

Fall

JPN 302 Japanese III (4 Credits)

A continuation of JPN 301. Prerequisite: JPN 301 or equivalent. {F}

Spring

JPN 350 Contemporary Texts I (4 Credits)

This course focuses on contemporary texts from different genres including newspaper and magazine articles, fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. Students work on group and individual projects such as translation of a text from Japanese to English. Prerequisite: JPN 302 or equivalent. With the instructor's permission, advanced language courses may be repeated when the content changes. {F}

Fall

JPN 351 Contemporary Texts II (4 Credits)

Continued study of selected contemporary texts including fiction and short essays from print and electronic media. This course further develops advanced reading, writing and discussion skills in Japanese and enhances students' understanding of various aspects of contemporary Japanese society. With the instructor's permission, advanced language courses may be repeated when the content changes. Prerequisite: JPN 302 or equivalent. Enrollment limited to 15. {F}

Spring

Korean Language Courses

A language placement test is required prior to registration for students who have previously studied the language. A grade of C or higher in the preceding level is required to enter the next level language course.

KOR 101 Korean I (4 Credits)

Beginning Korean I is the first half of a two-semester introductory course in spoken and written Korean for students who do not have any previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include oral dialogue journals (ODJ), expanding knowledge of vocabulary, conversation in authentic contexts, in-depth study of grammar, listening comprehension, pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Enrollment limited to 15.

Fall

KOR 102 Korean I (4 Credits)

Beginning Korean II is the second half of a two-semester introductory course in spoken and written Korean for students who have some previous knowledge of Korean. This course improves students' communicative competence in daily life, focusing on the four language skills: speaking, listening, reading and writing. Some of the activities include vocabulary-building exercises, conversation in authentic contexts, in-depth study of grammar, listening comprehension and pronunciation practice, mini-presentations, Korean film reviews and Korean film making. Prerequisite: KOR 101 or equivalent. Enrollment limited to 15. {F}

Spring

KOR 201 Korean II (4 Credits)

Intermediate Korean I is the first half of a two-semester intermediate course in spoken and written Korean for students who already have a basic knowledge of Korean. This course reinforces and increases students' facility with Korean in the four language areas: speaking, listening, reading and writing. Students are encouraged to expand their knowledge and take confidence-inspiring risks through such activities as expanding knowledge of vocabulary, role play in authentic contexts, in-depth study of grammar, students mini-presentations, various types of writing, Korean film reviews, skits and Korean film making. Prerequisite: KOR 102 or equivalent. Enrollment limited to 15. {F}

Fall

KOR 202 Korean II (4 Credits)

Intermediate Korean II is the second part of a one-year intensive course for students who have already completed the intermediate-level Korean course, Intermediate Korean I, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, conversing in authentic contexts (conversation cafe), studying grammar intensively, reading stories and news articles, reviewing Korean films and Korean film making. Prerequisite: KOR 201 or equivalent. Enrollment limited to 15. {F}

Spring

KOR 301 Korean III (4 Credits)

This course helps students become proficient in reading, writing and speaking at an advanced level of Korean. This course is particularly appropriate for Korean heritage language learners, that is, those who have some listening and speaking proficiency but lack solid reading and writing skills in Korean. In addition, this course would fortify and greatly expand the skills of those who have studied Korean through the intermediate level or who have equivalent language competence in Korean. Class activities include (1) reading of Korean literature and current news sources; (2) writing assignments such as Korean-film responses, journal entries and letters; (3) expanding vocabulary knowledge; (4) practicing translation skills; (5) understanding Korean idioms; (6) learning basic Chinese characters. Prerequisite: KOR 202 or equivalent. Enrollment limited to 15. {F}

Fall

KOR 302 Korean III (4 Credits)

This course is the second part of a one-year intensive course for students who have already completed the advanced-level Korean course, KOR 301, or who have the equivalent language competence in Korean. Designed for students seeking to become bilingual (or multilingual), this course provides numerous and varied opportunities to develop and practice speaking, listening, reading and writing skills. Activities include expanding vocabulary, learning basic Chinese characters, conversing in authentic contexts, studying grammar intensively, reading stories and news articles, reviewing Korean soap operas and debating contemporary social issues. Enrollment limited to 15. {F}

Spring

Crosslisted Courses

ANT 223 In Sickness and in Health: Biopolitics, Public Health, and Medicine in East Asia (4 Credits)

Same as EAS 223. What happens when states focus on their citizen's potential productivity and discipline to serve the interests of the nation? Biopolitics or the regulation and optimization of populations relies on biomedicine, science, statistics, laws, and policies to ensure the health and future of the nation. Using an anthropological lens the course examines how trajectories of East Asian history, politics, and science intersect with health in our globally connected futures. From SARS, AIDS, and Avian Flu, the dynamics of public health and medicine in East Asia offer an opportunity to develop insights into the relations between states, populations, and citizens. {S}

Fall, Spring, Variable

ANT 342bb Seminar: Topics in Anthropology-Biopower, Biopolitics and Governance (4 Credits)

The obesity epidemic, personalized cancer treatments, and the commercialization of surrogate pregnancy represent manifestations of Foucault's conception of biopower or the regulation of the lives of individuals and populations. While institutions like law, medicine, and public health can make visible state interests in bodies and population, more indirect social processes operate to the same ends. For example, advertising and consumer products indirectly shape norms and ideals convergent with government interests. This seminar explores the workings and limitations of biopower, biopolitics, and governance through case studies drawn from anthropology. Enrollment limited to 12. Juniors and seniors only. Instructor permission only.

Fall, Spring, Variable

ARH 200 China in Expansion (4 Credits)

During the formative periods when the local and global forces simultaneously took actions in shaping Chinese civilization, the functions of images and objects, the approaches to things and the discourses around art underwent significant shifts, not only responding to but also mapping out the "Chinese-ness" in visual and material culture. This course of early Chinese art investigates diverse media bronze vessels, sculptures, murals, textiles, architecture and other visual and material forms in relation to political and military conquest, cross-cultural exchange, the dissemination of ordinary practices and the formation of identities. Key terms/issues for the course will include expansion, connection and materiality. Counts for ARU. {A}{H}

Fall, Spring, Alternate Years

ARH 290ib Colloquium: Topics in Art Historical Studies-Playing with Ink and Brush (4 Credits)

For more than a thousand years, ink has been maintained as the principal medium of painting and calligraphy in East Asia. This course surveys the continuities and ruptures of East Asian ink art seen through the formal, cultural and political factors. It also unravels the constant re-appropriation of the "archaic" medium. The course embraces art works in various media—paintings, calligraphy, books, woodblock prints, installation, performance and animation—that were created by premodern and modern artists. Sessions are organized both thematically and according to a rough, chronological sequence. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 290mc Colloquium: Topics in Art Historical Studies-Meditations in Caves (4 Credits)

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

Fall, Spring, Variable

ARH 352ce Seminar: Topics in Art History-Imperial Matter: The Arts of China's Early Empires (4 Credits)

Why did the First Emperor of China build his grand mausoleum as a microcosm? What foreign motifs and luxury goods were brought to the Chinese proper and by whom? How did trade and war affect the making of the arts 2,000 years ago? These are some of the core questions embedded in this seminar, which investigates the power of things that made a difference in shaping the conditions of the Qin and the Han, Chinese first empires. Throughout the semester, students closely examine art objects and read leading scholars of early imperial Chinese art around the world. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. Counts for ARU. {A}{H}

Fall, Spring, Variable

BUS 254 Buddhist Culture and Thought of Japan (Global FLEX Program) (3 Credits)

This Global FLEX program will bring students to Kyoto University for a three week intensive study focused on Buddhist Studies, widely understood doctrine, history, art and architecture, performing arts (tea, Noh), martial arts, contemporary philosophy, Buddhist psychology, ritual and contemplative practice, and visits to temples and other sites. Classes will be taught by a team of Kyoto University faculty and colleagues along with the Smith faculty member who accompanies the group. We will also offer opportunities for students to stay longer in Kyoto, either enrolling in other Kyoto University programs and/or engaging in Summer Intern programs. Enrollment limited to 15. {A}{H}{L}

Spring

EAL 232/ WLT 232 Modern Chinese Literature (4 Credits)

Offered as WLT 232 and EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L}

Fall, Spring, Alternate Years

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction (4 Credits)

Offered as EAL 239 and WLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L}

Fall, Spring, Variable

ECO 219 The Chinese Economy (4 Credits)

This course offers an analysis of the recent development of the Chinese economy, its rapid transformation in the post-Mao period, and the implications of this transformation for the welfare of Chinese households. Topics to be discussed include economic reform, trade liberalization, demography, inequality, health and environmental challenges. Fundamental topics in principles of economics will be covered in an intuitive way through topics pertaining to China. Course performance will be assessed through participation, in-class quizzes, literature critiques, and a final paper plus presentation. Prerequisite: ECO 150 and ECO 153. {S}

Fall, Spring, Annually

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

FYS 150 Writing and Power in China (4 Credits)

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennia-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 183 Geisha, Wise Mothers, and Working Women (4 Credits)

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

GOV 230 Chinese Politics (4 Credits)

The People's Republic of China represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses of a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China, primarily focusing on the reform era (1978-present). Specifically, we examine China's political institutions, political economy, state-society relations, and the politics of Hong Kong and Taiwan. Designation: Comparative. {S}

Fall, Spring, Variable

HST 200 Modern East Asia (4 Credits)

This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements. {H}

Fall

HST 213 History of Modern China (4 Credits)

This course examines the history of China, primarily from the 18th century until today. The course covers topics ranging from the expansion of the Qing, the transition from empire to nation, and economic development and environmental disasters in the PRC. The readings and lectures establish a framework of critical analysis for issues of both historical and contemporary importance. Having completed the course, students are expected not only to understand the major events and themes in the history of Modern China, but also to be aware of the ways in which contemporary politics make use of different historical narratives. (E) {H}

Fall, Spring, Variable

HST 217 World War Two in East Asia: History and Memory (4 Credits)

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. {H}

Fall, Spring, Variable

HST 222pp Colloquium: Topics in Japanese History-The Place of Protest in Japan (4 Credits)

Histories of social conflict, protest and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, "world-renewal" movements and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years and finally, a range of citizens' movements in the postwar decades. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 223at Colloquium: Topics on Women and Gender in Japanese History-Ancient Times to the 19th Century (4 Credits)

The dramatic transformation in gender relations is a key feature of Japan's premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women's and men's lives. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 301 Calderwood Seminar: Writing about Twentieth-Century Wars in Asia (4 Credits)

How is historical memory made—and lost? Students in this Calderwood seminar will reflect upon and intervene in this process as they consider how the major wars of the mid-twentieth century have been remembered or forgotten in the public sphere. The focus is on wars in Asia, most notably the Asia-Pacific theater of World War II followed by the supposedly "forgotten" war in Korea. Yet public knowledge about these wars is extremely limited in the United States. At the same time, war memories, particularly those surrounding World War II, are more contentious than ever across East Asia today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Spring, Variable

HST 313ap Seminar: Topics in East Asian History-Remembering the Asia-Pacific War (4 Credits)

Examines recent historical controversies over World War II in East Asia, also known as the Asia-Pacific War. Focuses on the Japanese empire and includes studies of government policies, narratives of life on the homefront and in the colonies, and the critical transition from a "hot" war to the Cold War. Topics include war crimes, total war, "Comfort Women," atomic bombs, and biological warfare. There are no specific disciplinary prerequisites, but the course is well-suited for juniors and seniors with a background in History or East Asian Studies. Although the course focuses on East Asia, students are welcome to research other theaters of the war. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

REL 164 Buddhist Meditation (4 Credits)

This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. {H}

Fall, Spring, Variable

REL 270 Zen Buddhism and Japanese Culture (4 Credits)

The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) {H}

Fall, Spring, Variable

WLT 270 Colloquium: Health and Illness: Literary Explorations (4 Credits)

From medieval Chinese tales to memoirs about SARS and COVID-19, this cross-cultural literary inquiry explores how conceptions of selfhood and belonging inform ideas about well-being, disease, intervention and healing. How do languages, social norms and economic contexts shape experiences of health and illness? From depression and plague to aging, disability and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 20. {L}

Fall, Spring, Variable

Goals for Majors in East Asian Languages and Cultures

To develop linguistic and cultural fluency, students will:

- Be able to use Chinese, Japanese or Korean to navigate a variety of social and professional situations appropriately and confidently.
- Grasp of both language and culture will allow them to have nuanced discussions about social and cultural issues, as well as professional and academic topics that are of interest to them, in Chinese, Japanese or Korean.
- Learn to analyze and interpret texts in an informed and critical way, both orally and in writing.
- Be able to conduct research on topics of their choice utilizing primary and secondary sources.
- Have an understanding of East Asian literature and culture—modern and premodern—that will lead them to develop historical and comparative perspectives on the world that go beyond simple East-West binaries.
- Engage with the international community at Smith and abroad, learning to communicate respect and understanding across cultures, preparing for—and beginning—lives of ongoing influence in today's global world.

Economics

Department website (<https://www.smith.edu/academics/economics/>)
Economics studies how society organizes production and distributes what is produced to its members. *Microeconomics* is the study of how individual production and consumption decisions are made and how markets coordinate them. *Macroeconomics* is the study of how overall output and employment and the price level are determined. Both of these branches of economics aim not only to understand the economy but also to prescribe policies to improve its performance. Through teaching and research, Smith students use economic theory, statistical and experimental methods, and historical and institutional analysis to investigate the behavior of the economy.

Faculty

Gillian Brunet, Ph.D., Assistant Professor
Terry-Ann Craigie, Ph.D., Associate Professor
Deborah Haas-Wilson, Ph.D., Marilyn Carlson Nelson Professor of Economics
Mahnaz Mahdavi, Ph.D., Professor, *Chair*
James Daniel Miller, J.D., Ph.D., Professor
Roisin Ellen O'Sullivan, Ph.D., Professor
Susan Stratton Sayre, Ph.D., Associate Professor
Lucie Schmidt, Ph.D., Robert A. Woods Professor of Economics
Vis Taraz, Ph.D., Associate Professor
Argyris Tsiaras, Ph.D., Assistant Professor
Jorge Vasquez, Ph.D., Assistant Professor
Pun Winichakul, Ph.D., Assistant Professor
Mariyana Zapryanova, Ph.D., Assistant Professor

Lecturers and Visiting Faculty, 2023-24

Gunjan Sharma, Ph.D., Visiting Assistant Professor

Major and Minor Advisers

Terry-Ann Craigie, Deborah Haas-Wilson, Mahnaz Mahdavi, James Miller, Roisin O'Sullivan, Lucie Schmidt, Susan Stratton Sayre, Vis Taraz, Argyris Tsiaras and Mariyana Zapryanova.

Honors Director

Mariyana Zapryanova

Study Away

James Miller, adviser
Majors may spend their junior year abroad if they meet the college's requirements. Majors may also participate in the Jean Picker Semester-in-Washington Program, administered by the Department of Government and described under the government major.

Economics Major Requirements

Ten courses (minimum)

1. Five core courses
 - a. ECO 150 and ECO 153 or equivalent
 - b. One of:
 - i. ECO 220 (preferred)
 - ii. SDS 201 taken at Smith, plus one additional elective in economics
 - iii. SDS 220, plus one additional elective in economics
 - iv. SDS 291
 - c. ECO 250 and ECO 253
2. Four electives in economics
3. One seminar in economics

See Major Requirement Details for additional information

Quantitative Economics Major Requirements

Eleven courses (minimum)

1. Six or seven core courses
 - a. ECO 150 and ECO 153 or equivalent
 - b. One of:
 - i. ECO 220 (preferred)
 - ii. SDS 201 taken at Smith, plus one additional elective in economics
 - iii. SDS 220, plus one additional elective in economics
 - iv. SDS 291
 - c. ECO 240
 - d. ECO 250 and ECO 253
2. Two upper-level courses in economics (ECO 254 - ECO 296)
3. Two electives in economics
4. One seminar in economics

See major Requirement Details for additional information.

Major Requirement Details

- Students who pass the department's placement examination in microeconomics or macroeconomics, or who pass the AP examination in microeconomics or macroeconomics with a score of 4 or 5, or who have the appropriate grades in A-level or IB courses in economics, may count this as the equivalent of ECO 150 or ECO 153 (Economics Major) or both (Quantitative Economics Major). Course credit toward the major will be granted as long as the overall number of economics credits (not including those from one- or two-credit special studies) recorded on the transcript is at least 36. Students with AP, A-level or IB credit are urged to take the placement exams to ensure correct placement.
- Students who have already taken any of GOV 203, SOC 204, SDS 201, PSY 201 or SDS 220 may not receive college or major credit for ECO 220.
- SDS 201 may be taken as transfer credit with the permission of the major adviser or department chair.
- Economics credit will be given for public policy, environmental science and policy, and for Middle East studies courses when taught by a member of the economics department and with prior permission of the instructor.
- Economics credit will not be given for IDP 223.

- The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of ECO 150 and ECO 153.
- Four semester credits (and no more than 2 in any one semester) taken by a Smith student outside the Five Colleges may be counted toward the courses required for the major. This includes courses taken during study abroad or study away, and courses taken in summer school or during a leave of absence from the college.
- Any course taken for economics credit outside the Five Colleges should normally have prior approval by the major adviser or the department's adviser for study abroad.
- Economics courses and appropriate statistics courses taken by transfer students before their matriculation to Smith and approved by the department and the college will be counted toward the major as if they had been taken at Smith.

Honors

Please consult the director of honors and the departmental website at www.smith.edu/economics/honors.php (<http://www.smith.edu/economics/honors.php>) for specific requirements and application procedures.

Economics Minor

Requirements

Six courses

1. ECO 150 and ECO 153
2. ECO 220, or one statistics course taken outside of the department plus one additional elective in economics
3. Three electives in economics

See Major Requirement Details on the major tab (p. 186) for additional information pertaining to the minor.

Courses

ECO 125 Game Theory (4 Credits)

An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies are examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. {S}

Fall, Spring, Annually

ECO 150 Introductory Microeconomics (4 Credits)

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what is produced and decide who gets the goods? This course considers important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. Enrollment limited to 40. {S}

Fall, Spring

ECO 153 Introductory Macroeconomics (4 Credits)

An examination of current macroeconomic policy issues, including the short and long-run effects of budget deficits, the determinants of economic growth, causes and effects of inflation and the effects of high trade deficits. The course focuses on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth and rising real wages. Enrollment limited to 40. {S}

Fall, Spring

ECO 201 Gender and Economics (4 Credits)

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes in households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women?

Prerequisites: ECO 150. {S}

Fall, Spring, Alternate Years

ECO 203 Economics of Education (4 Credits)

This course introduces the theoretical and empirical tools that economists use to understand education and evaluate education policy. It will provide an overview of how economists evaluate a wide range of issues in K-12 and higher education in the United States and in other countries. Topics will include the theory of human capital, gender and race gaps in education, accountability measures and incentive effects in education, college financial aid, and education and economic growth, among others. For each topic, the course will highlight relevant theories, methodologies, and findings in economics of education research, and their implications for education policy. Prerequisite: ECO 150. {S}

Fall, Spring, Alternate Years

ECO 205 Inequality and Public Policy (4 Credits)

This course examines the causes and dynamics of economic inequalities and public policies aimed at addressing these inequalities. Beginning with an overview of economic growth at the country level, the course moves to examine the division of income between labor and capital, inequality in labor earnings, and wealth inequality. Policies studied include targeted innovation policies, "good jobs" policies, corporate governance reforms, wealth and income tax reforms, economic mobility programs, and social insurance policies. Prerequisite: One introductory economics course, such as ECO 150 or ECO 153, or equivalent. (E) {S}

Fall, Spring, Alternate Years

ECO 207 18th Century Economic History: Colonial Development, Revolution and Institutions (4 Credits)

This course examines how economic forces influenced the economic, political and institutional development of the United States and other British colonies in North America and the Caribbean over 1600 to 1810. The class begins with an overview of the colonial economy, including the influences of mercantilism and slavery. Students then examine the role of economics in the American Revolution, the failure of the Articles of Confederation, the framing of the US Constitution and institutional development in the early republic. Readings will draw from historical documents and contemporary scholarship from both economists and historians. Prerequisites: ECO 150 or ECO 153. Enrollment limited to 30. {S}

Fall, Annually

ECO 211 Economic Development (4 Credits)

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. {S}

Fall, Spring, Annually

ECO 214 Anti-Trust Economics (4 Credits)

This course examines industry structure and firm behavior under imperfect competition and the public policy response to abuse of market power. There is evidence that market power is becoming increasingly entrenched in many industries. This can lead to inefficient outcomes and lower welfare. Students study theoretical and case study examinations of strategic firm interactions in monopolistic and oligopolistic markets, dominant firm behaviors, and entry deterrence by incumbents; pricing and marketing strategies firms may use to increase profits; the design of marketplaces; and public policy responses to firm behavior, including antitrust laws and regulation. The course is a combination of economic theory and case studies of specific firms or industries. Prerequisite: ECO 150. {E}

Fall, Spring, Annually

ECO 219 The Chinese Economy (4 Credits)

This course offers an analysis of the recent development of the Chinese economy, its rapid transformation in the post-Mao period, and the implications of this transformation for the welfare of Chinese households. Topics to be discussed include economic reform, trade liberalization, demography, inequality, health and environmental challenges. Fundamental topics in principles of economics will be covered in an intuitive way through topics pertaining to China. Course performance will be assessed through participation, in-class quizzes, literature critiques, and a final paper plus presentation. Prerequisite: ECO 150 and ECO 153. {S}

Fall, Spring, Annually

ECO 220 Introduction to Statistics and Econometrics (5 Credits)

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 203, PSY 201, SDS 201, SDS 220 or SOC 204. Enrollment limited to 55. {M}{S}

Fall, Spring, Annually

ECO 222 Economics of Race, Policy, and Mass Incarceration (4 Credits)

The United States has the world's highest incarceration rate at more than five times the global median. This country is regrettably distinguished by significant racial-ethnic and gender disparities in its carceral population. This course uses the tools of economic analysis to address three main questions: First, how did the United States become the world's leader in incarceration? Second, what are the economic implications and collateral consequences of racialized mass incarceration? Finally, can economic tools be used to examine the efficacy of criminal justice reform? Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 224 Environmental Economics (4 Credits)

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, permits, public goods and common property resources. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 226 Economics of European Integration (4 Credits)

Why would countries give up their own currencies to adopt a common new one? Why can citizens of Belgium simply move to France without any special formalities? This course investigates such questions by analyzing the ongoing integration of European countries from an economic perspective. While the major focus is on the economics of integration, account is taken of the historical, political and cultural context in which this process occurred. Major topics include the origins, institutions and policies of the European Union, the integration of markets for labor, capital and goods and monetary integration. Prerequisites: ECO 150 and 153. Enrollment limited to 36. {S}

Fall, Spring, Alternate Years

ECO 230 Urban Economics (4 Credits)

Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them include housing, transportation, concentrations of poverty, financing local government. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 234 Partisan Economic Issues (4 Credits)

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. {S}

Fall, Spring, Alternate Years

ECO 238 Inequality and Economic Growth (4 Credits)

An examination of the global dynamics and determinants of inequality in income and wealth and its interplay with economic growth, from antiquity to the present. Beginning with an overview of growth at the country level, the course moves to examine the division of income between labor and capital, inequality in capital ownership, and inequality in labor earnings, ending with a discussion of policy proposals to address increasing inequality. Topics covered include the labor share, the concentration of wealth at the top, the skill premium, intergenerational mobility, managerial compensation, the racial and gender wage gaps, and offshore tax evasion. Prerequisite: ECO 150 or ECO 153, or equivalent. {S}

Fall, Spring, Variable

ECO 240 Econometrics (4 Credits)

This course offers an introduction to the basic principles of econometrics and the methods used to present and analyze economic data. Knowledge of statistical methods is essential for understanding and evaluating critically much of what is written about economics and social policy. The main goal of the course is for you to leave it as an informed and critical consumer of empirical studies and with the foundational skills to conduct your own original empirical research. Prerequisites: ECO 150, ECO 153, MTH 111 and either ECO 220, SDS 220 or SDS 291. {M}{S}

Fall, Spring, Annually

ECO 250 Intermediate Microeconomics (4 Credits)

Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy and of federal and state policies which influence market choices. Prerequisites: ECO 150 and MTH 111 or equivalent. Enrollment limited to 55. {S}

Fall, Spring, Annually

ECO 253 Intermediate Macroeconomics (4 Credits)

Builds a cohesive theoretical framework within which to analyze the workings of the macroeconomy. Current issues relating to key macroeconomic variables such as output, inflation and unemployment are examined within this framework. The role of government policy, both in the short run and the long run, is also assessed. Prerequisites: ECO 153 and MTH 111 or equivalent. Enrollment limited to 55. {S}

Fall, Spring

ECO 254 Behavioral Economics (4 Credits)

An examination of the combination of economists' models and psychologists' understanding of human behavior. This combination fosters new understanding of consumers' and firms' decision-making. Topics include decisions motivated by issues of fairness or revenge (rather than self-interest); decisions based on the discounting of future happiness; decisions based on individuals' incorrect beliefs about themselves (such as underestimating the power of bad habits or cravings). This new understanding has implications for economic, political, legal and ethical issues. Prerequisites: ECO 220 and ECO 250.

Fall, Spring, Variable

ECO 255 Mathematical Economics (4 Credits)

Review of mathematical techniques required for a rigorous study of economics. Extensive instruction on applications of these techniques to economic problems are provided. Emphasis is on static and dynamic optimization and comparative statics. Applications to microeconomics, macroeconomics and financial economics discussed. Prerequisites: ECO 220 and MTH 112. {M}{S}

Fall, Spring, Variable

ECO 257 Economics, Policy and Data Analytics (4 Credits)

A great deal of empirical analysis is carried out with the aim of understanding the causal effects of interventions – both in policy and economic environments. This course covers the main empirical methods used in economics to evaluate causal effects of policies related to anti-discrimination, education, criminal justice, the labor market and healthcare. Students design and execute studies that can credibly evaluate public policies and economic theories. Students apply these methods by replicating and extending economic and public policy research with the goal of developing the skills needed to fully understand empirical research design. Prerequisites: ECO 220 or SDS 220 or SDS 291, and ECO 250 or ECO 253. Enrollment limited to 30. {S}

Fall, Annually

ECO 258 Applied Market Design (4 Credits)

In 2012, the Nobel Memorial Prize in Economics Sciences was awarded to Alvin Roth and Lloyd Shapley for their theoretical and practical work on the design of markets. This course provides an introduction to the field of market design, focusing on the functioning of specific markets and market mechanisms. Applications include but are not limited to: auctions, kidney exchange, medical match, school choice, course allocation, and trading on the stock market. In addition, we will study the market design aspects of new technologies that facilitate new types of marketplaces, such as cryptocurrencies and taxi-ride platforms. Prerequisite: ECO 250 or permission of the instructor. {S}

Fall, Spring, Variable

ECO 260 Public Economics and Finance (4 Credits)

Why does the government intervene in the economy? What are the responses of private agents to government's actions? What are optimal government policies? This course focuses on the role of the government in the economy and uses tools of microeconomic analysis to study the taxing and the spending activities of the government. The course covers tax policy, inequality, social insurance programs, public goods, environmental protection, and education. Special emphasis is on current policy issues in the U.S., such as income inequality, poverty, healthcare reform, income tax reform, and crime. Prerequisite: ECO 250. {S}

Fall, Spring, Alternate Years

ECO 261 Economics of Healthcare (4 Credits)

An examination of current economic and public policy issues in health care. Topics include health care reform and the Affordable Care Act, regulation and competition policies in markets for health insurance, physician services and hospital services; public policies to enhance access (Medicare and Medicaid) and health care quality; and the economics of the pharmaceutical industry. Prerequisites: ECO 250 and 220 or permission of the instructor. {S}

Fall, Spring, Variable

ECO 263 Labor Economics (4 Credits)

This course applies economic principles and elementary statistics to the study of labor markets. Topics include labor force participation, unemployment, immigration, wage determination, income distribution and labor market discrimination. Students examine the rationale for and consequences of many economic policies such as a statutory minimum wage, unemployment compensation, child care policies and public pension programs. The class investigates these issues through readings of recent economic research and by analyzing labor market data. Prerequisites: ECO 153, 220 and 250. {S}

Fall, Spring, Variable

ECO 265 Economics of Corporate Finance (4 Credits)

An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager and the methods of analysis employed by them are emphasized. This course offers a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: ECO 220, ECO 250 and MTH 111. {S}

Fall

ECO 271 The Economics of Climate Change (4 Credits)

Climate change has been recognized as "the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators" by the United Nations Secretary General. In this class we use the tools of economics to analyze and understand the many challenges of climate change. Topics covered include climate damages, market failure and externalities, emissions standards and taxes, cap and trade, discounting, risk and uncertainty, mitigation and integrated assessment models, adaptation, development, and gender. Prerequisites: ECO 220 and ECO 250. {S}

Fall, Spring, Alternate Years

ECO 272 Law and Economics (4 Credits)

An economic analysis of legal rules and cases. Topics include property law, contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: ECO 250. {S}

Fall, Spring, Variable

ECO 275 Money and Banking (4 Credits)

An investigation of the role of financial instruments and institutions in the economy. Major topics include the determination of interest rates, the characteristics of bonds and stocks, the structure and regulation of the banking industry, the functions of a modern central bank and the formulation and implementation of monetary policy. Prerequisite: ECO 253 or permission of the instructor. {S}

Fall, Spring, Alternate Years

ECO 280 Colloquium: Economic Research Methods (4 Credits)

An introduction to the research workflow in economics. Drawing on examples from a variety of economic fields, students learn how to search, read and write about the economic literature and to generate reproducible economic data analysis using statistical software like R and Stata. The course focuses on the practical skills needed to apply the tools from economic theory and econometric methods to real economic research questions. Prerequisites: ECO 220, ECO 240, SDS 220 or SDS 291; and ECO 250 or ECO 253. Enrollment limited to 25. {S}

Fall, Spring, Variable

ECO 285 Colloquium: Applied Financial Economics (4 Credits)

This course offers an introduction to computational and empirical finance, emphasizing data work using R. Topics covered include optimal portfolio construction and performance evaluation; factor pricing models; time-series econometrics; market efficiency; and asset valuation. A prior course using R is recommended. No prior knowledge of financial economics is assumed. Prerequisites: MTH 111 and ECO 220, ECO 240, SDS 220 or SDS 291. Enrollment limited to 25. {E} {S}

Fall, Spring, Alternate Years

ECO 295 International Trade and Commercial Policy (4 Credits)

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: ECO 250. {S}

Fall, Spring, Annually

ECO 296 International Finance (4 Credits)

An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments, macroeconomic and exchange-rate policy for internal and external balance, international movements of capital and the history of the international monetary system: its past crises and current prospects, issues of currency union and optimal currency area, and emerging markets. Prerequisite: ECO 253. {S}

Spring

ECO 311 in Seminar: Topics in Economic Development-India (4 Credits)

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Prerequisites: ECO 220 and 250. Recommended: ECO 211 or 213. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 314 Seminar: Industrial Organization and Antitrust Policy (4 Credits)

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Annually

ECO 315 Seminar: Markets and Economic Models (4 Credits)

This course uses microeconomic theory tools to survey the literature on the various ways that markets determine the allocation of scarce resources: via a single market-clearing price, queueing, rationing, a centralized matching or assignment algorithm, or an auction. Students examine a specific marketplace and analyze it using either an economic model, data or both. The economic analysis should propose ways of improving the studied allocation and discuss their economic rationale. Students are welcomed to use data to quantify the potential gains associated with the recommended improvement. Alternatively, students could use computer simulations, or conduct a full theoretical analysis. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{S}

Fall, Spring, Variable

ECO 316 Seminar: Poverty and Public Policy in the United States (4 Credits)

Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies intended to improve the well-being of the poor in this country. These policies include social insurance programs like Unemployment Insurance; safety net programs like Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs like Head Start; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

ECO 318 Seminar on Macroeconomic Policy from the Great Depression to the Present (4 Credits)

What can history teach us about macroeconomic policy? This course will use macroeconomic history from 1913 to the present to explore key issues in macroeconomic policy that remain relevant today, with special focus on the Great Depression and Great Recession. Students will examine the evidence behind the theoretical frameworks presented in ECO 253 and delve into the empirical literature on both historical and contemporary monetary and fiscal policy. Prerequisites: ECO 253; and ECO 220 or SDS 220. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Annually

ECO 319 Seminar: Economics of Migration (4 Credits)

Who migrates? Why do they move? Where do they leave from and move to? What are the economic impacts? This course offers an overview of historical and current migration patterns, and examines the main theories and empirics behind the economics of migration – its causes and consequences. The course concludes with a discussion of the policy implications, drawing examples from internal migration reform in China and current immigration policy debates in the U.S. Prerequisite: ECO 250, 253 and 220. {M}{S}

Fall, Spring, Variable

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources (4 Credits)

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can market outcomes be improved in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods, and their implications for the allocation of resources. The course explores these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, the course touches upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 331 Seminar: The Economics of Sports (4 Credits)

This seminar will explore economic principles behind the operation of the sports industry in the United States and internationally. Specific topics to be covered include: antitrust; athlete compensation; labor market behavior; competitive balance; team value and profitability; economic impact and financing of stadiums; economics of the Olympics and World Cup; and, economic issues in college sports. Prerequisites: ECO 250 and ECO 220. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Spring

ECO 338 Seminar: Household Finance and Inequality (4 Credits)

How do individual economic decisions shape wealth inequality and economic mobility? This course examines topics at the intersection of household finance, the field of economics studying the financial decisions of households, and the economics of inequality. Beginning with an overview of the historical dynamics and theories of wealth inequality, we study recent empirical and theoretical findings on how household preferences and beliefs, financial portfolio investment mistakes, financing frictions, entrepreneurship, and taxes affect the distribution of wealth. Prerequisites: ECO 220 and ECO 250. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

ECO 360 Seminar: Economics of Crime (4 Credits)

This course is designed with two central goals. First, to use microeconomic and econometric tools to explore and understand crime and incarceration. Relevant topics include but are not limited to: Are criminals rational economic actors? What policies most efficiently mitigate the social costs associated with criminal activity? What role does incarceration play in deterrence incapacitation and rehabilitation? Second, to develop the key tools for economic work including analytical thinking and writing as well as research and presentation skills. Prerequisites: ECO 220, SDS 220 or SDS 291; and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 361 Seminar: Economics of Discrimination (4 Credits)

It is hotly debated whether and to what extent observable outcome differentials in various markets can be attributed to the effects of discrimination. This course critically explores various discrimination topics, paying special attention to the evidence in the economics literature that potentially proves or disproves the presence of discrimination. A critical skill essential to the economic analysis of discrimination is the use of econometrics in analyzing discriminatory practices. The course explores the main econometric methods used to measure discrimination, debate their strengths and limitations, as well as discuss the economic implications for anti-discriminatory policies. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Annually

ECO 363 Seminar: Inequality (4 Credits)

The causes and consequences of income and wealth inequality. Social class and social mobility in the U.S. The role of IQ and education. The distributional impact of technical change and globalization. Is there a "trade-off" between equality and economic growth? The benefits of competition and cooperation. Behavioral and experimental economics: selfishness, altruism and reciprocity. Fairness and the dogma of economic rationality. Does having more stuff make us happier? Prerequisites: ECO 220 and 250. {S}

Fall, Spring, Variable

ECO 364 Seminar: The Economics of Future Technology (4 Credits)

Brain implants, embryo selection, self-driving cars, nanotechnology, robot nurses, virtual teachers, cognitive enhancing drugs and artificial general intelligences are among the technologies that might have a large impact on the economy over the next few decades. This course uses the tools of microeconomics to explore the potential effects of these and other possible technologies and to explain how economic incentives shape the types of technologies businesses develop. Prerequisite: ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 375 Seminar: The Theory and Practice of Central Banking (4 Credits)

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course explores the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks are then examined. Much of the analysis focuses on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 220 and ECO 253. A course in either international finance or money and banking such as ECO 275 or ECO 296 is recommended. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

ECO 400 Special Studies (1 Credit)

Admission to special studies is by permission of the department. S/U only.

Fall, Spring

ECO 401 Special Studies (1-2 Credits)

Fall, Spring

ECO 404 Special Studies (4 Credits)

Admission to special studies is by permission of the department, normally for majors who have had four semester courses in economics above the introductory level.

Fall, Spring

ECO 430 Honors Project (4 Credits)

Honors project.

Fall, Spring, Annually

ECO 430D Honors Project (4 Credits)

Fall, Spring, Annually

Goals for Majors in Economics

- Understand and synthesize the basic concepts of economics
- Use those economic concepts to solve problems, particularly in the realm of public policy
- Consider different perspectives in the approach to solving problems
- Develop critical thinking
- Conduct independent research
- Develop an ability for abstract reasoning based on tight, clear logic
- Develop quantitative skills for data management and systematic empirical analysis
- Develop a precise writing style
- Develop a facility for effective oral presentation

Education and Child Study

Department website (<https://www.smith.edu/academics/education-child-study/>)

At the Smith College Department of Education and Child Study, we believe the study of teaching, of how people learn, and of the diverse contexts and institutions where learning takes place is central to the health and future of our rapidly changing and diverse society. Students majoring in education and child study will select one of three strands to organize the focus of their course work and learning:

- Teaching and Learning: Focused on how people learn and of particular interest to students interested in teaching.
- International/Global Education: Focused on exploring the context of global economic, political, cultural, and community influences on education.
- Youth, Community and Policy Studies: Focused on the design, policy, and educational practices of school, out-of-school and community-based educational initiatives.

Faculty

Shannon Audley, Ph.D., Associate Professor, *Chair*

Maleka Donaldson, Ed.D., Assistant Professor

Samuel M. Intrator, Ph.D., Elizabeth A. Woodson 1922 Professor of Education & Child Study

Lucy W. Mule, Ph.D., Professor

Cristina Valencia Mazzanti, Ph.D., Assistant Professor, Ph.D.

Lecturers and Visiting Faculty, 2023-24

Kathleen Casale, M.Ed. Lecturer

Lynn R. Dole, M.A., Lecturer

Hannah Lord, Psy.D., Lecturer

Keddie Loughrey, M.Ed., Lecturer

Miranda McCarvel, Ph.D., Lecturer

Renata Pienkawa, M.A., Lecturer

Major and Minor Advisers

Shannon Audley, Maleka Donaldson, Sam Intrator, Lucy Mule, Cristina Valencia Mazzanti

Honors Director

Shannon Audley

Coordinator Of Teacher Education

Lynn R. Dole

Campus School Faculty Liaison

Maleka Donaldson

Campus School Leadership

Jon Deveaux, M.A., Head of School. Laura Tiktin-Sharick, Ed.M., Assistant Head of School

Graduate Program Faculty Liaison

Lucy Mule

Education and Child Study Major

Students may major by completing either a licensure or non-licensure program. Those pursuing the licensure track will graduate with all necessary requirements to teach in Massachusetts public schools.

Those taking the non-licensure track can design their major around their particular interests in the field, working in consultation with their major adviser.

Requirements

Ten courses

1. Three foundations courses (breadth), one in each of the three areas, completed by the end of sophomore year
 - a. One course in the science of learning: EDC 238 or EDC 240
 - b. One course in human development: EDC 231, EDC 235, EDC 239 or EDC 342
 - c. One course in settings and contexts: EDC 110, EDC 200, EDC 231, EDC 232, EDC 237, EDC 278, EDC 299, EDC 243, EDC 239 or EDC 342
2. Three courses in a single curricular strand (depth)
 - a. Teaching and Learning: EDC 110, EDC 212, EDC 231, EDC 238, EDC 240, EDC 311, EDC 338, EDC 243, EDC 345ws, EDC 345ms, EDC 346, EDC 347, EDC 352, EDC 390, ENG 399, HST 390, SPN 299/ FRN 299/ ITL 299/ POR 299
 - b. Youth, Community and Policy: EDC 200, EDC 206/ MTH 206, EDC 216, EDC 232, EDC 235, EDC 239, EDC 298, EDC 299, EDC 331, EDC 336rm, EDC 341, EDC 342, EDC 243
 - c. International/Global Education: EDC 216, EDC 237, EDC 278, EDC 243, EDC 278, IDP 203
3. Three electives, selected in consultation with the major adviser and chosen from Smith offerings, offerings from the Five Colleges and/or the student's study abroad program.
4. Capstone course: EDC 340, taken during the spring semester of the senior year

Courses fulfilling major requirements may not be taken S/U.

Honors

Please consult the director of honors or the departmental website for specific requirements and application procedures. It is important to begin this process junior year.

The Education and Child Study Minor

The minor requires six courses. Minors are student initiated and decided in consultation with a departmental adviser. Students interested in pursuing a minor should contact a faculty member in the department as soon as possible. Courses required for the minor in education and child study may not be taken S/U.

Requirements for Programs Leading to Educator Licensure

Smith College is an approved licensure provider in the state of Massachusetts. To become eligible for licensure in the state of Massachusetts while at Smith College, students must successfully complete the requirements of the teacher licensure program, pass the required Massachusetts Tests for Educator Licensure (MTEL) [fees apply], and submit licensure application materials and fees to the Massachusetts Department of Elementary and Secondary Education. The initial license earned in Massachusetts may transfer to other states, although additional requirements may exist. If students are interested in finding out more about licensure in a different state, they should contact the coordinator of teacher education to set up an appointment.

Smith College offers programs of study in which students may obtain a license enabling them to become public school teachers. We offer licensure in the following fields and levels:

Elementary 1–6 Baccalaureate and Post-baccalaureate
 Biology 8–12 Baccalaureate and Post-baccalaureate
 Chemistry 8–12 Post-baccalaureate
 Earth and Space Science 8-12, Post-baccalaureate
 English 5–12 Baccalaureate and Post-baccalaureate
 Foreign Language (French, Mandarin, or Spanish) 5–12 Baccalaureate and Post-baccalaureate
 General Science 5–8 Baccalaureate and Post-baccalaureate
 History 5–12 Baccalaureate and Post-baccalaureate
 Middle School Humanities 5–8 Baccalaureate and Post-baccalaureate
 Mathematics 5–8 Post-baccalaureate
 Mathematics 8–12 Baccalaureate and Post-baccalaureate
 Middle School Math/Science 5–8 Baccalaureate and Post-baccalaureate

Physics 8–12 Baccalaureate and Post-baccalaureate
 Social Science 5–12 Post-baccalaureate
 Visual Arts PK–8 Baccalaureate and Post-baccalaureate

Students must meet specific requirements, including subject matter appropriate for the teaching field and level, knowledge of teaching, pre-practicum fieldwork and a practicum experience. Students who are anticipating licensure at the elementary level are required to take courses in a range of content areas to meet licensure subject matter requirements, including nine credits of math. All students seeking educator licensure must also take and pass the Massachusetts Tests for Educator Licensure (MTEL).

Students interested in obtaining educator licensure and in preparing to teach should contact a member of the Department of Education and Child Study or schedule an appointment with the coordinator of teacher education as early in their Smith career as possible. Students can obtain a copy of the program requirements for all fields and levels of licensure at the department office in Morgan Hall. Please refer to the Education and Child Study website for specific guidelines for licensure.

The Master of Arts in Teaching (M.A.T.)

Grounded in the liberal arts, Smith's M.A.T. teacher preparation program combines the study of the learning sciences, human development, and educational and social theory with intensive experiences in the classroom. Our small, flexible program allows students to engage deeply with faculty, peers, and practicing teachers around teaching and learning.

Our M.A.T. program offers a pathway to Initial Licensure in Massachusetts in a number of fields, including elementary education, visual arts, and a variety of secondary disciplines. Through the NASDTEC Interstate Agreement, Massachusetts participates with other states and the District of Columbia in a system of licensure reciprocity; the specific requirements for transferring Massachusetts licensure to another state are determined by each state.

M.A.T. coursework focuses on learning theory, pedagogy, and curriculum development, emphasizing classroom teaching and instructional roles. M.A.T. students who already hold Initial Licensure may pursue a second Initial license in a new field or age group or they can complete summer coursework and fieldwork in order to apply for an add-on license for

Moderate Disabilities. Candidates who seek to earn an M.A.T. without pursuing licensure should consult with the coordinator of teacher education.

Education and child study (EDC) courses required for licensure are typically offered in the mid- to late afternoon and evenings. Other EDC courses and college courses in other disciplines typically take place during the school day. Applicants who currently work full or part-time as teachers must consult with the coordinator of teacher education to determine the feasibility of their course of study.

A minimum of 32 semester hours and final course grades of B- or better are required for completion of the M.A.T. degree. The program may be completed in one or two years; this includes two courses during the summer.

Elementary Level (Grades 1–6)

- EDC 556
- EDC 511
- EDC 338
- EDC 548
- EDC 554
- EDC 345ms
- EDC 345ws
- EDC 552
- EDC 559

To meet licensure requirements established by the Department of Elementary and Secondary Education, candidates for Elementary Licensure must have completed coursework or learning experiences addressing a breadth of subject matter knowledge, including:

LANGUAGE ARTS AND LITERATURE

- Including composition and American literature

HISTORY AND SOCIAL SCIENCES

- U.S. history and/or American government, including the founding documents
- World history
- Economics and geography

SCIENCE

- Two science courses, including one lab science

MATHEMATICS

- Must include 9 credits of college-level math courses

The Coordinator of Teacher Education and faculty advisor work with the M.A.T. candidate to review their undergraduate transcript and identify any additional subject matter coursework that needs to be completed to fulfill requirements for licensure.

Secondary-Level (Grades 5–12)

M.A.T. students may pursue secondary licensure in a wide variety of fields including mathematics, history, social science, English, middle school humanities, several world languages, and many scientific disciplines. M.A.T. students who seek Secondary licensure take these courses, or their equivalent:

- EDC 556
- EDC 511
- EDC 548
- EDC 554
- EDC 352
- EDC 559
- EDC 552
- Subject-specific methods course (semester dependent on subject area)

Applications for candidates for secondary level licensure are reviewed by a committee that includes members of the Department of Education and Child Study and faculty from the discipline of the licensure subject.

Students work with advisors from the department to select additional courses that complete the requirements for subject matter knowledge in the subject/area for which they seek licensure, based on requirements established by the Department of Elementary and Secondary Education.

Teaching Practicum Experience

An internship with a mentor teacher is central to the M.A.T. program. One semester is a part-time pre-practicum placement and the second semester is a full-time practicum placement in a local school.

Local Fieldwork Placements

The Department of Education and Child Study uses a variety of schools and settings to provide opportunities for observation, service learning and classroom teaching experiences. These include the Campus School of Smith College (<https://campus-school.smith.edu/>), public schools in Northampton and neighboring communities, as well as charter and independent schools.

Summer Education Courses for Teachers

Smith College is pleased to offer graduate courses during the summer, available to M.A.T. students, area teachers and those studying education at other institutions. In our five-week summer session, teachers can earn four or eight credits (90–180 PDPs). Teachers successfully completing EDC 511 will earn their Sheltered English Immersion Endorsement in Massachusetts. Questions about the summer offerings should be directed to Lynn R. Dole (ldole@smith.edu), coordinator of teacher education, 413-585-4650.

Course Information

Teaching and Learning Strand

The foundational ideas of the Teaching and Learning strand are about how people learn, how they develop, and how this knowledge should influence teaching and the design of learning environments. Learning environments include classrooms and also less formal settings such as museums, after-school and summer programs. Inclusion, individual differences, and the demands of different subject matter are important considerations in all decisions about learning environments. Core ideas about teaching and learning inform public policy and the creation of educational standards. Students interested in any of the diverse topics

related to learning and teaching should find a home in this strand. The Teaching and Learning Strand is well suited for students who are preparing to teach, and licensure requirements are embedded in this strand.

Youth, Community and Policy Strand

The Youth, Community and Policy strand within the major is intended to equip students with the knowledge and skills needed to design, lead, research, evaluate, and work in educational settings. Courses within the strand provide a theoretical grounding in learning science, development, youth policy, and leadership while teaching applicable skills for working with and for youth in school and out-of-school settings. Students pursuing this strand are required to have a school and out-of-school experience as part of the major, through community service learning placements, summer work (including PRAXIS), Urban Education Initiative, Project Coach or other course-based placements. The Youth, Community and Policy strand is well suited for students who are preparing to work in research, policy, social work, out-of-school programming, counseling, as well as teaching.

International/Global Education Strand

The Global strand within the major is intended for students who have a particular interest in international and/or comparative theories, practices, and policies in education. Courses within this strand are focused on teaching and learning policies and practices outside the United States, on the history and philosophy of education in other countries, and on the status of teaching and schooling worldwide. Students pursuing this strand are encouraged to have an international experience as part of the major, either through study abroad, internships, or short term FLEX programs. Advisors will point majors towards programs abroad that are especially suited to the study of global education. Some second language experience is encouraged.

Courses

EDC 110 Introduction to American Education (4 Credits)

This course is an introduction to educational foundations. It is designed to introduce students to the basic structure, function and history of American education, and to give them perspective on important contemporary issues in the field. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. Enrollment limited to 35.

Fall, Spring, Annually

EDC 200 Critical Perspectives in the City (4 Credits)

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

Fall

EDC 205 Colloquium: Coming of Age in Three Cultures: Japan, Finland and America (4 Credits)

This course will consider the experience of emerging adulthood in three very different contemporary societies: America, Japan, and Finland. Through discussions of scholarly articles, current news stories, considerations of film and visual culture, and face-to-face interviews with teachers and young people around the world, students will appreciate the impact of culture on the creation of identity and the experience of transitioning from adolescence into the adult world. {S}

Fall

EDC 206/ MTH 206 Statistical Literacy in Educational Research and Policy (4 Credits)

Offered as EDC 206 and MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. {M}

Fall, Spring, Variable

EDC 212 Linguistics for Educators (4 Credits)

Knowledge of linguistics is a valuable tool for educators. Understanding the linguistic underpinnings of language, variation between spoken and written language, and sociolinguistic variation that exists in the classroom is beneficial in teaching reading and writing to all students and in understanding classroom discourse. Knowing how language works allows educators to recognize the linguistic issues they may encounter, including delays in reading; the effects of multilingualism on writing, speaking, and reading; and differences due to dialectical variation. This course provides a basic understanding of linguistic concepts, how written and spoken language interact and vary, and sociolinguistic variation in the classroom. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

EDC 216 Colloquium: Feminism, Decolonialism, and Education (4 Credits)

This course centers a critical approach to studying education through feminist and decolonial perspectives. Drawing on the interdisciplinary understandings that have been advanced through these movements students will: (1) analyze education as a global phenomenon and its social purpose, (2) identify structural inequalities in education, and (3) consider how to address the legacy of colonialism in educational systems. Students will study the social construction of identity, nations, languages and knowledge to deconstruct personal and collective experiences with education while centering the embodied and material dimensions of learning. Enrollment limited to 25. (E) {S}

Fall, Alternate Years

EDC 222 Education and Development in the Global South (4 Credits)

This course introduces students to education and development in the global South. Students engage with concepts and discourses that are shaping the development and NGO sector education agendas for countries in the global South. They also explore contemporary debates about education and development in specific regions in the global South. Students develop an understanding of the critiques of dominant educational policies and the development sector from a feminist perspective and the forms of resistance emerging from the global South. (E) {S}

Spring, Variable

EDC 231 Foundations and Issues of Early Childhood Education (4 Credits)

This course explores and examines the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations and field-based experiences in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This leads students to consider, compare and contrast a variety of programs and models in early childhood education. This course requires weekly fieldwork in local early childhood education classrooms. Enrollment is limited to 20. {S}

Spring

EDC 232 The American Middle School and High School (4 Credits)

A study of the American secondary and middle school as a changing social institution. Provides an analysis of the history and sociology of this institution, modern school reform, curriculum development and contemporary problems of secondary education. This course includes a weekly service learning commitment. Enrollment limited to 35. {S}

Fall

EDC 235 Child and Adolescent Growth and Development (4 Credits)

This course is a study of the theories of growth and development of children, from prenatal development through adolescence. This course looks at basic considerations of theoretical application to the educative process and child study and involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S}

Fall, Spring

EDC 237 Comparative Education (4 Credits)

This course introduces students to the field of comparative and international education. Students survey general features of educational systems and examine key educational policies and practices in select countries. They also explore a variety of theoretical approaches and research methods for understanding educational policy and practice in comparative perspective. Focus areas include: educational access, quality and equity; teacher quality and professionalism; and educational reform in a globalized context. Enrollment limited to 35. {S}

Fall, Spring, Variable

EDC 238 Introduction to the Learning Sciences (4 Credits)

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning.

Enrollment limited to 30. {N}{S}

Fall, Spring

EDC 239 Counseling Theory and Education (4 Credits)

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S}

Fall, Spring, Variable

EDC 240 How Do We Know What Students Are Learning (4 Credits)

This course serves as an introduction to the theories, strategies and techniques that form the bases for assessing learning in classrooms. The focus is on the assumptions, strengths and weaknesses associated with various approaches. Students encounter a variety of instruments and methods used for summative and formative evaluations of student comprehension, learning needs, and academic progress. Students also develop authentic assessment tools as they work through evaluation problems associated with particular curriculum programs and instructional techniques. This course has a community-based project that requires a regular out-of-class time commitment and a final group presentation for a professional learning community of Smith College Campus School teachers and staff. Enrollment limited to 20. {S}

Fall, Spring, Variable

EDC 243 Multicultural Education (4 Credits)

This course examines the multicultural approach in education, its roots in social protest movements and its role in educational reform. The course aims to develop an understanding of the key concepts, developments and controversies in the field of multicultural education; cultivate sensitivity to the experiences of diverse people in American society; explore alternative approaches for working with diverse students and their families; and develop a sound philosophical and pedagogical rationale for a multicultural education. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

EDC 244 Colloquium: Trauma Informed Practices for Classroom and Community (2 Credits)

This course will explore how a trauma-informed lens and trauma informed practices can be used to better understand and work with students and classroom communities. The course considers the prevalence of trauma for children and adolescents (individual, community, systemic) in North America, the common pathways through which trauma impacts individuals and the potential pathways of focus and intervention within a trauma-informed approach. Students explore both specific tools and the sociopolitical context and impact of the range of theories that inform the field of trauma studies. While the focus is the educational/classroom setting, additional contexts (individual psychotherapy, community programming) are briefly introduced as well. Not open to first years. Enrollment limited to 12. Instructor permission required. (E) {S}

Interterm, Variable

EDC 278 Race and Education (4 Credits)

This course examines the centrality of race in education mainly in the United States but also in other parts of the world. Using an interdisciplinary lens, the course explores an array of theories of race and intersectionality as they relate to education, and interrogates related empirical research and personal narratives. Among the topics to be explored are the history of the concept of race; complexity of race and the intersections of race, ethnicity, gender, class, nationality and identity; everyday racism and racism in educational contexts; racialized educational policies and practices; and strategies for working towards racial equity in educational contexts. Enrollment limited to 35. {S}

Fall, Spring, Variable

EDC 284 Teaching and Mentoring Adolescents in Community Programs (4 Credits)

This course focuses on understanding and using a positive youth and community development framework in supporting the learning and development of youth. Students will explore emerging science on youth and adolescent development, while learning about evidence-based pedagogies and promising programs that support youth development in school and community programs. Students will participate on a weekly basis in community-engaged placements and learn to teach, coach, and mentor adolescents using the theory, principles and practices associated with positive youth development. {S}

Fall

EDC 298 Rethinking Leadership and Policy Practicum (1 Credit)

This practicum is the internship with a school or educational setting designed as the companion experience to EDC 299. This experience (which involves a remote internship) provides students with an opportunity to pursue deeper understanding about the impact of current challenges facing education, teaching, school reform and educational policy. The course examines how educators can better harness what is known in the research. S/U only. Instructor permission required. {S}

Interterm, Variable

EDC 299 Rethinking Leadership and Policy for Tomorrow's World (3 Credits)

This course is designed to provide students with an opportunity to pursue deeper understanding about education, teaching, school reform and educational policy while completing a remote internship in a school or educational setting. The course examines how educators can better harness what is known in the research, practice and policy arenas to ensure that all youth thrive. This course is open to all Five College students who have applied for and been accepted into the Mindich Fellowship. This course may be taken up to three times. Prerequisite: EDC 298. Enrollment limited to 40. {S}

Spring

EDC 311 Rethinking Equity and Teaching for English Language Learners (4 Credits)

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Enrollment limited to 35.

Spring

EDC 331 Seminar: The Stories Children Tell (4 Credits)

This course focuses on examining children's social and moral development through the use of narrative methodology. Students examine how the use of cultural tools such as narratives and social media allow them to investigate how contexts, such as schools and youth organizations, influence children's understanding of and response to (in)justice. In particular, the class focuses on the role of teachers and peers as agents of socialization by examining children's stories about their experiences in classrooms. Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

EDC 335 Calderwood Seminar: Complicating and Simplifying Educational Policy (4 Credits)

Education is a topic about which almost everybody has an opinion. And yet policies surrounding schooling and the politics that drive those policies have changed little over the course of the last 30 years. Though deep divisions manifest in other arenas of American life, there has been surprisingly little policy difference between Republicans and Democrats when it comes to American schools, their structures, content, and funding. This course will ask students to dig deeper into prevailing educational policy, find topics that are worthy of debate and argument, and write about them to a general audience. Prerequisite: permission of the instructor; at least one Education course is recommended. WI {S}

Fall, Spring, Variable

EDC 336rm Seminar: Topics in Education-Research Methods in Education (4 Credits)

Students will be provided an introduction to educational research methods through two main activities in this weekly seminar. They will (1) discuss texts pertaining to analytical approaches and theoretical models in educational research inspired by constructivist and sociocultural theories, and (2) participate in research projects guided by Campus School teachers' inquiries about learning. Students will be paired with teachers as research teams and regularly engage in providing and receiving feedback on their collaborative projects. Student research teams will support their teacher collaborators by constructing research plans, and observing, documenting, analyzing, and reporting on aspects of classroom learning throughout the semester. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Alternate Years

EDC 338 Children Learning to Read (4 Credits)

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: EDC 238. Juniors, seniors and graduate students only. Instructor permission required. {S}

Fall

EDC 340 Senior Colloquium (4 Credits)

A colloquium integrating foundations, the learning process and curriculum. Open only to Smith senior EDC majors. Enrollment limited to 20. {S}

Spring

EDC 341 The Child in Modern Society (4 Credits)

What does it mean to be a successful child or have a successful childhood in modern society today? This interdisciplinary course helps students develop a theoretically, historically and culturally informed perspective on childhood and child development and use this knowledge to think about and address the dilemmas that confront children and families in modern societies. Students examine how the experience of childhood is shaped by the interplay of family, schooling and wider culture by drawing on directed field observations and experiences.

Prerequisite: 235 or permission of the instructor. {S}

Fall, Spring, Variable

EDC 342 Growing Up American: Adolescents and Their Educational Institutions (4 Credits)

The institutional educational contexts through which adolescents move can powerfully influence their growth and development. Using a cross-disciplinary approach, this course examines those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations and cyber-communities. We investigate what theoretical and socio-cultural perspectives shape these educational institutions and how these institutions serve or fail the diverse needs of American youth. This course includes a service learning commitment and several evening movie slots. Enrollment limited to 35.

Fall, Spring, Variable

EDC 345L Elementary Student Teaching Practicum Lab (1 Credit)

This lab accompanies the elementary student teaching internship course EDC 345ms. The focus of the lab will be the examination of student teaching dilemmas for discussion and reflection. Student teachers will be introduced to key topics germane to their internship while examining the student teaching experience. The course will bring together content knowledge, professional dispositions/caring, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. In this lab, student teachers will also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. Corequisite: EDC 345ms. S/U only. (E)

Fall

EDC 345ms Elementary Curriculum and Methods: Math/Science (4 Credits)

A study of the elementary school curriculum and the application of the principles of teaching in the elementary school, focusing on mathematics and science. Two class hours and a practicum involving directed classroom teaching. Prerequisites: EDC 235, EDC 238 and one more EDC course; a grade of B- or better in education courses. Co-requisite: EDC 345L. Instructor permission required. {S}

Fall, Annually

EDC 345ws Elementary Curriculum and Methods: Writing/Social Studies (4 Credits)

A study of the elementary school curriculum and the application of the principles of teaching in the elementary school, focusing on writing and social studies. Two and a half class hours and a practicum involving directed classroom teaching. Prerequisites: EDC 235, EDC 238 and one more EDC course, and a grade of B- or better in education courses. Instructor permission required. {S}

Spring, Annually

EDC 346 Clinical Internship in Teaching (8 Credits)

Full-time practicum in grade K-12 schools. Open to seniors only and offered in two sections. Section 01 is offered to students who have completed the prerequisite courses for elementary student teaching. Section 02 is offered to students who have completed the prerequisite courses for Middle/Secondary student teaching, and includes a weekly companion seminar for students completing a full-time practicum at the middle or high school level. Department permission required. {S}

Spring

EDC 347 Individual Differences Among Learners (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. {S}

Fall

EDC 352 Methods of Instruction (4 Credits)

Examining subject matter from the standpoint of pedagogical content knowledge. The course includes methods of planning, teaching and assessment appropriate to the grade level and subject-matter area. Content frameworks and standards serve as the organizing themes for the course. Corequisite: EDC 352L. Department permission required.

Fall

EDC 352L Secondary Student Teaching Practicum Lab (1 Credit)

This lab accompanies the secondary student teaching internship course EDC 352. The focus of the lab will be the examination of student teaching dilemmas for discussion and reflection. Student teachers will be introduced to key topics germane to their internship while examining the student teaching experience. The course will bring together content knowledge, professional dispositions/caring, instructional methods, assessment strategies, collaboration, diversity, classroom management, and technology. In this lab, student teachers will also reflect on teaching and their plans for future learning, and work on building the portfolio of teaching required for state licensure. Only open to students in Smith's teacher education program. Corequisite: EDC 352. S/U only. (E)

Fall

EDC 390 Colloquium: The Teaching of Science, Engineering and Technology (4 Credits)

Breakthroughs in science, technology and engineering are occurring at an astounding rate. This course focuses on providing the skills and knowledge needed to bring this excitement into the classroom. Students explore theories on student learning and curriculum design, investigate teaching strategies through hands-on activities and discuss current issues. Although the focus of the course is to prepare middle and secondary school teachers, other participants are welcome: the ideas help develop communication and learning skills that prepare one for a variety of careers. Not open to first years. Enrollment limited to 20. {S}

Spring

EDC 400 Special Studies (1-4 Credits)

Fall, Spring

EDC 432D Honors Project (6 Credits)

Fall, Spring

EDC 511 Rethinking Equity and Teaching for English Language Learners (4 Credits)

The focus of this course is to prepare teachers to shelter their English language instruction by increasing their knowledge of student variation and cultural considerations, second language acquisition theory, English language arts/literacy, English language development standards and assessments and effective practices in English language learner (ELL) instruction. Participants learn to tailor their instruction for ELLs by including rigorous academic language and vocabulary development, readings of complex grade-level informational and literary texts, discussion and writing in response to texts and also by developing content standards for various academic disciplines. This course requires fieldwork in public summer school classrooms.

Summer

EDC 548 Student Diversity and Classroom Teaching (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Research and pre-practicum required. {S}

Fall

EDC 550 The Policies and Procedures of Inclusion (4 Credits)

This course focuses on the laws and policies governing special education, including eligibility categories and determinations, testing and creating useful assessment reports, progress monitoring, writing and implementing IEP and 504 plans, working collaboratively with agencies and other service providers and using assistive technology.

Summer, Variable

EDC 551 The Inclusive Classroom: Designing Effective Instruction (4 Credits)

This course focuses on the models of instructional practice for students with mild to moderate disabilities, including models of co-teaching and inclusion, differentiated instruction, universal design, positive behavioral supports and effective classroom management practices. Students learn strategies for supporting students in reading, writing and mathematics, as well as with executive function and study skills. This course requires fieldwork in an inclusive classroom.

Summer, Variable

EDC 552 Perspectives on American Education (4 Credits)

This course is intended to help second semester MAT students transition into the field as "research practitioners," with public-facing voices on issues of policy and practice. Required of all candidates for the M.A. and the M.A.T. degrees.

Spring

EDC 554 Knowing, Thinking and the Design of Learning Environments (4 Credits)

This course examines current theoretical perspectives about learning and teaching that are emerging from the learning sciences. Central to these theories are ideas about how people learn, both independently and in groups, in ways that facilitate critical thinking and the development of meaningful knowledge. Theories are applied to the design of curriculum, instruction and assessment. Open to seniors by permission of the instructor.

Fall

EDC 556 Learning in Classrooms (4 Credits)

What makes a good teacher? What makes a good student? This course combines perspectives on child and adolescent development with cognitive science to examine how principles of educational psychology can be applied to the classroom. Students will critically read educational research and apply major course concepts to case studies. This course requires fieldwork.

Summer

EDC 559 Clinical Internship in Teaching (8 Credits)

Full-time practicum in grade K-12 schools. Offered spring semester for graduate students pursuing educator licensure and offered in two sections. Section 01 is for elementary student teachers, and section 02 is for Middle/Secondary student teaching. In addition to the student teaching practicum, students participate in a weekly companion seminar that addresses state licensure requirements and supports their classroom teaching experiences.

Spring

Crosslisted Courses

CCX 120 Community-Based Learning: Ethics and Practice (2 Credits)

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

Fall

CCX 320 Capstone Seminar for the Community Engagement and Social Change Concentration (4 Credits)

This course provides a forum for Community Engagement and Social Change concentration students to develop research projects that synthesize their prior coursework and practical experiences. In a typical capstone project, student teams complete a collaborative project focused on imagining concrete ways out of current crises by designing and proposing innovative approaches to dismantling structures of inequality or catalyzing structures of equity. Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Spring

EDC 206/ MTH 206 Statistical Literacy in Educational Research and Policy (4 Credits)

Offered as EDC 206 and MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions.

This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. {M}

Fall, Spring, Variable

ENG 399 Teaching Literature (4 Credits)

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Juniors, seniors and graduate students only. Enrollment limited to 15. {L}

Fall

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FYS 145 Life in the Classroom-Narratives of Teachers and Students in Context (4 Credits)

This course inquires into the day-to-day lives of teachers and students in U.S. K-12 classrooms, specifically through the lens of narratives. Students engage with works of ethnography and portraiture that reflect a range of school settings and student developmental levels. Further insights are derived from guest speakers, classroom observations, documentaries and other resources. Course readings, discussions and assignments facilitate in-depth explorations of real-world school contexts—considering the implications of these past and present accounts for the future. Enrollment limited to 16 first-years. (E) WI {S}

Fall, Spring, Alternate Years

HST 390 Seminar: Teaching History (4 Credits)

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Does not count for seminar credit in the history major. Enrollment limited to 12. Juniors, seniors and graduate students only. Instructor permission required. {H}

Fall

LSS 110 Interpreting New England Landscape (1 Credit)

Spend one week of your J-term at the Smith College Ada & Archibald MacLeish Field Station in Whately, Mass. This course will encourage students to experience the natural cultural history of the New England landscape and to develop educational activities that explore ways of sharing the significance of MacLeish (and the broader New England landscape) with a variety of audience types. The week concludes with a visit by local 6th graders eager to learn from you! This course is ideal for anyone interested in learning more about the ecology of New England and its history and those with interests in environmental and experiential education. Enrollment limited to 10.

Fall, Spring, Variable

POR 211 Transnational Visions on Pedagogy and Theater of the Oppressed (4 Credits)

This course combines theories and techniques created by Augusto Boal for his "Theater of the Oppressed" with those of Paulo Freire in "Pedagogy of the Oppressed." It will also involve transnational and educational perspectives that prompted Boal's view of theater as a political act, including contributions from philosophers such as Aristoteles and Machiavelli and from playwrights such as Bertolt Brecht and Dario Fo. Students will be exposed to critical pedagogy and performance theories in the first part of the course, and, in the second part, will experiment with theatrical games based on Boal's approach. Course conducted in English. . All course content will be in English, but the students who can read Portuguese, Italian and German will have the option of reading some texts in the original versions. Cannot be taken S/U. Enrollment limited to 25. {F}{S}

Spring, Variable

SOC 317 Seminar: Inequality in Higher Education (4 Credits)

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S}

Fall, Spring, Alternate Years

Goals for Majors in Education and Child Study

- Understand the field of education from an array of disciplinary perspectives, i.e., philosophical, historical, sociological, psychological, statistical and ethical.
- Understand the role of cultural and human diversity in the design and practice of education.
- Understand current theories of learning and how they shape principles of pedagogical practice across ages and subject matter.
- Understand current theories of human development, from infancy through adolescence.
- Understand the major factors that influence the design of learning environments.
- Understand how education policy is shaped and how to change educational practice.
- Develop applied and practical knowledge and skill to support the growth and success of beginning teachers. (These learning goals are elaborated in the description of our state approved teacher preparation programs.)

Goals for Master of Arts in Teaching

- Understand the role of cultural and human diversity in the design and practice of education.
- Understand current theories of learning and how they shape principles of pedagogical practice across ages and subject matter.
- Understand current theories of human development—infancy through adolescence.
- Understand the major factors that influence the design of learning environments.
- Develop applied and practical knowledge and skill to support the growth and success of beginning teachers. (These learning goals are elaborated in the description of our state approved teacher preparation programs.)

Engineering

Department website (<https://www.smith.edu/academics/engineering/>)

To adequately address the challenges facing society in the 21st century, there is a critical need for broadly educated engineers who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets. Engineers must have the understanding needed to address the cultural, political, and economic realities of our times, along with the technical depth to appropriately frame complex problems using ethical reasoning. The preparation for such a path is argued to be effectively achieved in a liberal arts setting.

Smith College offers an ABET-accredited bachelor of science (S.B.) in engineering science. The Picker Engineering Program's educational objectives are to produce graduates who, within a few years of graduation, will:

- incorporate their knowledge and understanding of the natural sciences, humanities, and social sciences in the application of their engineering education;
- apply their engineering education in service to humanity;
- enter the engineering profession or graduate school if they choose one of those pathways;
- consider the impact of their professional actions on society;
- demonstrate leadership in their personal and professional endeavors; and
- have advanced their professional development by acquiring new skills and knowledge.

Prior to graduation, all students majoring in engineering science are strongly encouraged to take the Fundamentals of Engineering Exam (the FE), administered by the National Council of Examiners for Engineering and Surveying.

Faculty

Judith B. Cardell, Ph.D., Professor

Glenn William Ellis, Ph.D., Professor

Andrew John Guswa, Ph.D., L. Clark Seelye Professor of Engineering
Susannah V. Howe, Ph.D., Senior Lecturer and Director of the Design Clinic

Niveen S. Ismail, Ph.D., Associate Professor

Mike Kinsinger, Ph.D., Senior Lecturer

Denise McKahn, Ph.D., Associate Professor, *Director*

Borjana Mikic, Ph.D., Rosemary Bradford Hewlett 1940 Professor

Sarah Jean Moore, Ph.D., Associate Professor

Susan Voss, Ph.D., Achilles Professor of Engineering

Paul B. Voss, Ph.D., Associate Professor

Lecturers and Visiting Faculty 2023-24

Aaron Rubin, Ph.D., Lecturer

Major and Minor Advisers

Judith B. Cardell, Glenn Ellis, Andrew Guswa, Susannah Howe, Niveen Ismail, Mike Kinsinger, Denise McKahn, Borjana Mikic, Sarah Moore, Susan Voss, Paul Voss

Honors Director

Borjana Mikic

Engineering Science, Bachelor of Science

Smith offers an undergraduate curriculum leading to an ABET-accredited degree in engineering science, the broad study of the foundational scientific and engineering principles that govern the practice of all engineering disciplines. The bachelor of science degree program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets." An integral component of the program is the continuous emphasis on the use of engineering science principles in design. This culminates in a final capstone design project that incorporates broad-based societal aspects. Students are encouraged to pursue a corporate and/or research internship to complement their classroom instruction. Engineers must be able to communicate effectively and work in team settings. Smith's highly-regarded writing intensive first-year curriculum ensures that engineering students begin their engineering curriculum with appropriate communication skills that will be refined during the remainder of their studies. Many engineering courses offered at Smith incorporate elements of teamwork and oral/written communication.

Requirements

1. Eight credits of math from the following: MTH 111, MTH 112, MTH 211, a topic of MTH 264
2. Five math and science courses: MTH 212, SDS 220, PHY 210, PHY 117 or PHY 119, CHM 111 or CHM 118
3. An additional lab science (5 credits) from the following: PHY 118, PHY 119, CHM 118, CHM 222, CHM 224, BIO 130/BIO 131, BIO 132/BIO 133
4. One computer science course from the following: CSC 110, CSC 120, CSC 205/ MTH 205, CSC 210 or CSC 220
5. Seven required engineering courses: A topic of EGR 100, EGR 110, EGR 220, EGR 270, EGR 290, EGR 374 and EGR 410D
6. Five additional technical depth courses, chosen in consultation with the major adviser.
 - At least four out of the five courses must be engineering courses at the 300 level or higher.
 - Special studies and honors credits can be counted toward this category by petitioning the department.
7. A year-long capstone design course, taken in the senior year, that incorporates appropriate engineering standards and multiple constraints and is based on the knowledge and skills acquired in earlier course work. Students may satisfy the capstone design requirement through a design-based project with an individual member of the faculty (EGR 421D), or through a team-based industry or nonprofit-sponsored project (EGR 422D).
8. Liberal arts breadth, one of the following:
 - Complete Latin honors distribution requirements
 - Complete requirements for another major or minor exclusively within Division I (humanities) or Division II (social sciences)
 - An approved proposal to fulfill the requirements for a minor that is not exclusively within Division I and/or II where a minimum of 5 proposed courses have a Smith College Latin honors distribution coding other than or in addition to N (natural science) and M (mathematics and analytical philosophy), for consideration and approval by the engineering program

- An approved cogent proposal describing an alternative approach (e.g., concentration) including all courses the student will take to acquire curricular breadth, for consideration and approval by the engineering faculty in exceptional circumstances
9. Book of Evidence Requirement: Bachelor of science in engineering science majors must complete a book of evidence with a minimum of 20 approved artifacts. These artifacts serve as evidence of the performance indicators that are linked to the program's ABET student outcomes and mapped to the curriculum.

Major Requirement Details

- Engineering science majors with PHY 119 credit are not eligible to take PHY 118. PHY 119 can fulfill the introductory physics requirement or the 5-credit lab-based science requirement but not both.
- It is strongly recommended that students complete all math, science, and 100- and 200-level EGR requirements by the end of the first semester in their junior year.

Engineering Science Minor

The minor in engineering science enables students to study engineering in a meaningful and flexible way.

Requirements

Five courses

1. A topic of EGR 100
2. EGR 110
3. Three additional engineering courses, at least one of which must be at the 300 level or higher, approved by an engineering academic advisor.

The minor requires prerequisite courses in math and science that depend on the set of engineering courses chosen by the student. The flexibility allows multiple pathways through engineering with different areas of focus.

Course Information

A topic in EGR 100 introduces potential majors and non-majors to the field of engineering through authentic practice (design). Other required courses introduce the fundamental engineering principles and concepts that underlie most fields and engineering and impart the skills and capacities that are necessary for deeper learning within engineering.

Seminars in an area of faculty expertise, while topically diverse, leverage the expertise of our faculty and their work as scholars. Additionally, these courses are connected to each other and to our required courses through deep and coherent knowledge of cross-cutting principles and authentic practices. More foundational technical-depth courses provide the basis for additional study in many areas of engineering.

Engineering majors receive priority registration in engineering courses listed as for "Engineering majors only." All students with the appropriate prerequisites are welcome on a space-available basis.

Courses

EGR 100df Topics: Engineering for Everyone-Design for the Future (4 Credits)

This class explores a range of future societal challenges before settling in on a "grand challenge" of particular interest to students to focus on with our design work. Through readings, discussions, short assignments and a semester-long collaborative design project, students work together to identify unmet needs and learn a process for creating solutions to meet those needs. Students start by developing an initial understanding of a need area through relevant background research and then spend the majority of their time continually improving solution ideas through prototyping, testing, feedback and revision. Enrollment limited to 20. {N}
Fall, Spring, Annually

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment (4 Credits)

Through readings, discussion, labs and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enables students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. Enrollment limited to 20. {N}

Fall, Spring, Variable

EGR 100hh Topics: Engineering for Everyone-Challenges in Human Health (4 Credits)

We will explore broadly how engineering design approaches can be used to address a variety of challenges in human health. Through readings, discussions, lab experiences, short design assignments, and a semester-long team design project, we will work to identify open unmet biomedical needs, and learn a process for how to develop solutions to meet those needs. The emphasis will be on first gaining a thorough understanding of an unmet need, and then on continually improving solution ideas, through testing and seeking feedback on the current set of possible solutions, and learning from failure. {N}

Fall, Spring, Variable

EGR 100mr Topics: Engineering for Everyone-Mobile Robot Design (4 Credits)

Through readings, presentations and group activities, students are introduced to the principles of human-centered design. The engineering design process is explored through assignments that guide students in ideation, testing and documentation of an engineering system. Students engage in hands-on workshops to learn and practice new technical skills, and they apply these tools towards completing a semester-long collaborative project to design, build and program an autonomous mobile robot. Enrollment limited to 20. {N}

Fall, Variable

EGR 100se Topics: Engineering for Everyone-Sustainable Energy (4 Credits)

This course focuses on the global transition of energy systems toward sustainability and net-zero emissions. There is interest across the planet to transition to energy systems that emit zero pollutant emissions – but is this actually possible? Students learn about both the engineering elements of energy systems and the societal and government initiatives for The Energy Transition. Students work in teams to design sustainable energy systems, balancing the tradeoffs in cost, reliability, community needs, consumer responsibility and the environment, that are required to achieve “net-zero.” Students also learn about what it means to be an engineer, engineering science, ethics, decision making and how to navigate through the engineering program at Smith. Enrollment limited to 20. {N}

Fall, Spring, Variable

EGR 100sw Topics: Engineering for Everyone-Sustainable Water Resources (4 Credits)

We investigate and design water resources infrastructure – for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton’s water resources, Boston’s Deer Island wastewater treatment facility, San Francisco’s water supply system, California’s State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. {N}

Fall, Spring, Variable

EGR 110 Fundamental Engineering Principles (4 Credits)

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

Spring

EGR 220 Engineering Circuit Theory (5 Credits)

Analog and digital circuits are the building blocks of computers, medical technologies and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applications in areas throughout engineering and science. Topics include Kirchhoff’s laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, and frequency-selective networks. Required laboratory taken once a week. Corequisite: PHY 210. Prerequisite: MTH 212. Enrollment limited to 20. Engineering majors only. {N}

Spring

EGR 270 Engineering Mechanics I (5 Credits)

This course introduces the basic theoretical concepts, procedures and methodologies needed to understand the mechanical behavior of objects in static equilibrium. Topics to be covered include 2d and 3d particle and rigid body equilibrium; analysis of frames, trusses, beams and machines; centroids; distributed loading; moment of inertia; internal forces and moments; and an introduction to stress and strain. In addition to developing competence in applying standard problem-solving procedures, students will also apply their understanding in real world contexts. Prerequisites: PHY 117 and MTH 112 or equivalent. Engineering majors only. Enrollment limited to 20. {N}

Fall

EGR 290 Engineering Thermodynamics (4 Credits)

Modern civilization relies profoundly on efficient production, management and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration and microchip processing. Course topics include first and second laws of thermodynamics, power cycles; combustion and refrigeration; phase equilibria; ideal and nonideal mixtures, conductive, convective and radiative heat transfer. Prerequisite EGR 110; CHM 111 or CHM 118; and MTH 212 (may be concurrent). Enrollment limited to 20. Engineering majors only. {N}

Fall, Spring

EGR 312 Seminar: Atmospheric Processes (4 Credits)

This course explores key topics including atmospheric circulation, global warming, stratospheric ozone depletion and urban air pollution. How does ground-level ozone form and why is it harmful to people and agriculture? What are high-pressure systems and why are they associated with fair weather? How do clouds form and what impact do they have on the climate? What instruments are being used to measure the properties of the atmosphere and how do these instruments work? This course is recommended for anyone with a solid grounding in math and science and is for students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110 and EGR 374 (may be concurrent) or equivalent. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Alternate Years

EGR 314 Seminar: Contaminants in Aquatic Systems (4 Credits)

Chemical and microbiological contamination of freshwater is a growing concern around the world. Understanding how these contaminants behave in the environment is essential when considering ecosystem implications and engineering approaches towards remediation. Topics covered include water chemistry, water policy and regulation and chemical contaminant partitioning. The class explores how contaminants enter the ecosystem, the fate of these contaminants due to environmental action and the potential for remediation to help restore freshwater health using a course based research approach. In addition, current and historical water quality events are reviewed as case studies. Through the research-based course project, students have an opportunity to explore a chosen topic of interest related to water quality and/or aquatic chemical or microbiological contamination. Prerequisites: CHM 111 and SDS 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 315 Seminar: Ecohydrology (4 Credits)

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course introduces students to the Pioneer Valley, the cloud forests of Costa Rica and African savannas. Prerequisites: MTH 112 and SDS 220. Enrollment limited to 12. Juniors and senior Engineering majors only.

Fall, Spring, Variable

EGR 320 Signals and Systems (4 Credits)

The concepts of linear system theory (e.g., signals and systems) are fundamental to all areas of engineering, including the transmission of radio signals, signal processing techniques (e.g., medical imaging, speech recognition, etc.) and the design of feedback systems (e.g., in automobiles, power plants, etc.). This course introduces the basic concepts of linear system theory, including convolution, continuous and discrete time Fourier analysis, Laplace and Z transforms, sampling, stability, feedback, control and modulation. Examples are utilized from electrical, mechanical, biomedical, environmental and chemical engineering. The course includes several short laboratory experiences to help understand the relevant concepts. Prerequisites: EGR 220 and PHY 210. Enrollment limited to 20. Junior and senior Engineering majors only. {M}

Fall, Spring, Annually

EGR 322 Seminar: Acoustics (4 Credits)

Acoustics describes sound transmission through solids and fluids; the focus here is on sound transmission through air. This seminar provides an overview of the fundamentals of acoustics, including derivation of the acoustic wave equation, the study of sound wave propagation (plane and spherical waves), the study of sound transmission through pipes, waveguides and resonators impedance analogies, an overview of the acoustics related to the human auditory system and an introduction to room acoustics. The course includes several short hands-on experiments to help understand the relevant concepts. Prerequisite: EGR 220 or equivalent. Enrollment limited to 12. Junior and senior engineering majors only. {M}{N}

Fall, Spring, Variable

EGR 323 Seminar: Introduction to Microelectromechanical Systems (MEMS) (4 Credits)

Miniature and micro-scale electromechanical systems (MEMS) have applications ranging from navigation systems in your phone to disease diagnosis at your doctor's office. This course asks and answers questions related to MEMS fabrication, design and modeling. Application including inertial sensors, biological and chemical sensors, microfluidics and wearable devices are discussed. Students complete a final project by applying a MEMS sensor to an application of their choice. Prerequisites: EGR 220 and EGR 270. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 324 Seminar: Fundamentals of Microelectronics (4 Credits)

The electronic world relies on transistors, amplifiers and other microelectronic circuits. This course introduces the principles required to analyze and design basic microelectronic circuits. Topics will include the device principles of diodes, bipolar junction transistors and field effect transistors, the design of simple analog and digital circuits and microelectronic circuit analysis using simulation software (SPICE). Prerequisite: EGR 220. Enrollment limited to 12. Juniors and seniors only. {N}

Fall, Spring, Variable

EGR 325 Seminar: Sustainable Electric Power Systems (4 Credits)

Electric power systems across the globe, from continental to neighborhood-sized grids-are undergoing a comprehensive shift referred to as "The Energy Transition." In this course, students learn modeling and analysis tools for integrating alternative energy sources (including geothermal and new storage technologies), as well as conventional technologies, into power systems. The class discusses barriers and possible solutions to the widespread desire to electrify everything, when the electric power grid itself is not yet sustainable, clean or reliable enough to absorb the new demand for electricity. Prerequisite: EGR 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 326 Dynamic Systems and Introduction to Control Theory (4 Credits)

Dynamic systems are systems that evolve with time, such as plants growing, populations migrating, systems storing energy (RLC circuits, rolling carts, heated building), national economy behavior, etc. They occur throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer's design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220, CSC 110 or CSC 120, and a basic linear algebra from course such as PHY 210 or MTH 211. Enrollment limited to 20. Engineering majors only. {N}

Fall, Spring, Annually

EGR 328/ CSC 328 Seminar: Digital Circuits and Sensors (4 Credits)

Offered as CSC 328 and EGR 328. Previously EGR 390dc. Digital circuits are everywhere, from basic thermostat controls and stop light sequencers to smart phones, computers and even Mars Rovers! This course covers the basic building blocks for all electronics. Students investigate basic logic circuits, combinatorial logic and sequential logic with an introduction to the basic digital circuits such as encoders and multiplexers. The second part of the semester focuses on microprocessors, using the Arduino. Students will build a variety of circuits with input (from a computer, or from the environment via sensors) and programmed output (LEDs, sound, data sent to a computer), in order to learn how information from our analog world can be converted into digital data. There will be a lab about every other week, and a final project for students to explore an area of their choosing in more depth. Prerequisites: CSC 110 or CSC 120, and either EGR 220 or CSC 231. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 340 Seminar: Geotechnical Engineering (4 Credits)

What is quicksand and can one really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage; volume changes; and effective stress, strength and compaction. Students use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 351 Seminar: Introduction to Biomedical Engineering (4 Credits)

There are countless challenges in medicine that engineering can help to address, from the molecular scale to the level of the entire human body. This course introduces students to engineering problem solving approaches to explore important biomedical questions. The class integrates learning of underlying biological systems with developing engineering thinking to examine those systems. Students use mathematical tools to interpret and model the behavior of various biological phenomena. Upon completion of this course, students are able to identify open medical needs and propose ways in which engineering can contribute to understanding and meeting those needs. Prerequisites: PHY 210 or equivalent. Enrollment limited to 12. Junior and senior engineering majors only.

Fall, Spring, Annually

EGR 360 Seminar: Advanced Thermodynamics (4 Credits)

Significant challenges underlie our ability to effectively harness, convert and distribute energy. This course builds on a fundamental knowledge of thermodynamics to understand the operating principles behind, and characterize the limits of, energy generation and conversion technologies. Methods of power generation are examined, including combustion engines, nuclear reactors and hydrogen fuel cells. Topics covered in this course include: exergy, advanced cycle analysis, ideal gas mixtures, thermodynamic relations and energy analysis of reacting systems. Prerequisites: CHM 111, EGR 290 and MTH 212. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Annually

EGR 363 Mass and Heat Transfer (4 Credits)

This upper-level course introduces the processes and accompanying mathematical representations that govern the transport of heat and mass, including advection, dispersion, adsorption, conduction, convection and radiation. Applications include environmental transport and mixing, cooling and heat exchange, and separation processes. Prerequisites: EGR 290 and EGR 374. Enrollment limited to 20. Engineering majors only. {N}

Fall, Spring, Annually

EGR 373 Seminar: Skeletal Biomechanics (4 Credits)

Knowledge of the mechanical and material behavior of the skeletal system is important for understanding how the human body functions and how the biomechanical integrity of the tissues comprising the skeletal system are established during development, maintained during adulthood and restored following injury. This course provides a rigorous approach to examining the mechanical behavior of the skeletal tissues, including bone, tendon, ligament and cartilage. Engineering, basic science and clinical perspectives are integrated to study applications in the field of orthopaedic biomechanics. Prerequisites: EGR 375. Enrollment limited to 12. Junior and senior Engineering majors only. {N}

Fall, Spring, Variable

EGR 374 Fluid Mechanics (5 Credits)

This is the second course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Concepts and topics to be covered in this course include intensive and extensive thermophysical properties of fluids; control-volume and differential expressions for conservation of mass, momentum and energy; dimensional analysis; and an introduction to additional topics such as aerodynamics, open-channel flow and the use of fluid mechanics in the design process. Required concurrent laboratory. Prerequisites: EGR 270 and MTH 212. Enrollment limited to 20. EGR majors only. {N}

Fall, Spring

EGR 375 Strength of Materials (4 Credits)

This course introduces students to the fundamentals of mechanics of materials from a static failure analysis framework. Structural behavior is analyzed, along with the material and geometric contributions to this behavior. Lecture topics are complemented with hands-on project work designed to help students make connections between the theoretical and experimental behavior of materials. Prerequisite: EGR 270. Engineering majors only. {N}

Fall, Spring, Annually

EGR 376 Materials Science and Engineering (4 Credits)

Periods in human history have been defined by advancements in new materials. Discoveries in Materials Science have led the way to new technologies in every engineering discipline and continue to be at the forefront of developing fields such as biomaterials and nanotechnology. This course will provide a broad introduction into the world of Materials Science with a special emphasis on the relationship between the composition, processing, structure, and properties of metals, ceramics, polymers, and composites. EGR Majors only. Prerequisites: EGR 270 and EGR 290. Enrollment limited to 20. {N}

Fall, Spring, Annually

EGR 377 Seminar: Aerial Vehicle Design (4 Credits)

Remotely piloted and autonomous aircraft are increasingly being used in scientific research, agriculture, disaster mitigation and national defense. These small and efficient aircraft offer major environmental benefits while, at the same time, raise complex ethical and policy issues. This seminar introduces the rapidly growing field of aerial vehicle design and low-Reynolds number aerodynamics through a major project in which students design, fabricate and test a remotely piloted aircraft. Prerequisites: EGR 374, CSC 111, and either EGR 220 or CSC 270. Enrollment limited to 12. Juniors and seniors only.

Fall, Spring, Variable

EGR 388 Seminar: Photovoltaic and Fuel Cell System Design (4 Credits)

This seminar applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Corequisite: EGR 290. Prerequisites: EGR 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}
Fall, Spring, Variable

EGR 389 Seminar: Techniques for Modeling Engineering Processes (4 Credits)

The goal of this seminar is to introduce students to several approaches used to model, understand, simulate and forecast engineering processes. One approach covered is the use of artificial neural networks—a branch of artificial intelligence (AI) with connections to the brain. Other approaches covered are based upon probability and statistics and include autoregressive moving average (ARIMA) processes. Although students learn about the theory behind these approaches, the emphasis of the course is on their application to model processes throughout the field of engineering. Some examples include earthquake ground motion, financial markets, water treatment and electrical systems. Acknowledging the interdisciplinary nature of AI, students also investigate the possibilities of machine consciousness. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 390fe Seminar: Advanced Topics in Engineering-Finite Element Modeling (4 Credits)

Computer simulations are an increasingly large part of engineering research and design, but how do we know if the results on the screen match reality? This course is an introduction to finite element methods for the analysis of solids, fluids, and heat transfer. Topics covered include the creation of 1D, 2D, and 3D models of engineering problems in COMSOL Multiphysics (a commercial engineering program), comparison of modeled results to laboratory measurements, and the evaluation of modeled results. An emphasis will be not only on the creation of computer models, but also on how to validate those models with real world data. Small projects and modeling homework assignments will lead to a more complex final project on a chosen topic of interest. EGR majors only. Prerequisites: EGR 270, EGR 290 and EGR 374. Juniors and seniors only. Enrollment limited to 12. {N}

Fall, Spring, Variable

EGR 390ge Seminar: Advanced Topics in Engineering-Geothermal Engineering (4 Credits)

Roughly two thirds of the energy used in a typical home in the United States is for heating and cooling. Most often, this energy is produced by burning fossil fuels or pulling electricity from the grid to power inefficient space heaters or air conditioners. Geothermal systems have been used since the 1970s to efficiently provide environmentally sustainable heating and cooling capacity for structures as small as homes or as large as hospitals. Topics to be covered include the different types of geothermal systems used for heating and cooling, calculating heat exchange, evaluation of site geothermal potential, design of geothermal systems, as well as construction techniques and considerations. Course activities will include discussions, design projects and field trips to ongoing geothermal construction sites (when possible). Prerequisites: EGR 290. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 390rs Seminar: Advanced Topics in Engineering-Remote Sensing (4 Credits)

Engineers need data to solve problems, but what does one do when one can't gain access to a location or conduct intrusive tests? Remote Sensing explores technology such as radar, sonar, LiDAR, resistivity and other techniques used to collect data when engineers have to be "hands off." An emphasis on both research of cutting-edge techniques and practical application of field work and data collection. Course activities include discussions, research projects and field work using ground penetrating radar and other systems. Enrollment limited to 12. Juniors and seniors only. Engineering majors only. Instructor permission required. {N}

Fall, Spring, Variable

EGR 400 Special Studies (1-4 Credits)

Engineering majors only.

Fall, Spring

EGR 410D Engineering Design and Professional Practice (1 Credit)

This two-semester course focuses on the engineering design process and associated professional skills required for careers in engineering. Topics include a subset of the following: the engineering design process, project definition, design requirements, project management, concept generation, concept selection, engineering economics, design for sustainability, design for safety and risk reduction, design case studies, teamwork, effective presentations, professional ethics, networking, negotiation and intellectual property. This course is required of all senior engineering students pursuing the B.S. in engineering science and must be taken in conjunction with EGR 421D, EGR 422D or EGR 431D. EGR majors only. Seniors only.

Fall, Spring, Annually

EGR 421D Capstone Design with Faculty (3 Credits)

This two-semester course leverages students' previous coursework to address an engineering design problem. Students work on a design project sponsored by an individual member of the engineering faculty. Regular design meetings, progress reports, interim and final reports, and presentations are required. Prerequisites: Senior standing in engineering, EGR 220, EGR 270, EGR 290, EGR 374 and at least one additional 300-level engineering course, plus a clear demonstration of intent and a faculty sponsor. Corequisite EGR 410D.

Fall, Spring

EGR 422D Design Clinic (3 Credits)

This two-semester course leverages students' previous coursework to address an engineering design problem. Students collaborate in teams on real-world projects sponsored by industry and government. Regular team design meetings, weekly progress reports, interim and final reports, and multiple presentations are required. This course requires an ability to work on open-ended problems in a team setting. Corequisite EGR 410D. Prerequisites: EGR 100, EGR 220, EGR 270, EGR 290, EGR 374 and at least one additional 300-level engineering course, or equivalent. Enrollment limited to 36. Senior engineering majors only.

Fall, Spring, Annually

EGR 423 Engineering Capstone Immersion (1 Credit)

This course is intended for students currently enrolled in Design Clinic (EGR 422D) to augment the two-semester capstone design experience with immersive work over interterm. Activities students are likely to pursue during interterm as part of this course include learning new software specifically for their projects, traveling to project sites or sponsor offices, conducting experiments or prototyping. Work may be concentrated in the case of a week-long site visit or more spread out when doing experimentation or prototyping. S/U only. Limited to students in EGR 422D. Instructor permission required.

Interterm

EGR 430D Honors Project (4 Credits)

Independent work in any area of engineering with a faculty member for a total of 8 credits. This pathway is separate from the capstone design experience required for the B.S. degree. Senior engineering majors only. Requires permission of the department.

Fall, Spring, Annually

EGR 431D Honors Capstone Design with Faculty (4 Credits)

Honors version of EGR 421D. Corequisite: EGR 410D. Engineering majors only. Requires permission of the department.

Fall, Spring, Annually

Goals for Majors in Engineering

The Picker Engineering Program has adopted the seven student learning outcomes suggested by ABET. For each learning outcome, the engineering faculty have identified specific performance indicators that can be measured—there are two to four performance indicators for each learning outcome. The learning outcomes are as follows.

- An ability to identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics.
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

English Language and Literature

Department website (<https://www.smith.edu/academics/english/>)
The purpose of the English major is to develop a critical and historical understanding of the English language and of the literary traditions it has shaped in Britain, in the Americas and throughout the world. During their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, film and theatre. Interested students are strongly encouraged to visit the department website.

Faculty

Floyd Cheung, Ph.D., Professor
Craig R. Davis, Ph.D., Professor
Michael E. Gorra, Ph.D., Mary Augusta Jordan Professor of English Language and Literature
Lily Gurton-Wachter, Ph.D., Associate Professor
Ambreen Hai, Ph.D., Andrew W. Mellon Professor in the Humanities, Professor of English Language & Literature
Yona Harvey, Tammis Day Professor of Poetry
Gillian Murray Kendall, Ph.D., Professor
Jina Boyong Kim, Ph.D., Assistant Professor of English and the Study of Women & Gender
Daphne Lamothe, Ph.D., Professor of Africana Studies
Naomi J. Miller, Ph.D., Professor
Melissa Parrish, Ph.D., Assistant Professor
Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language and Literature
Cornelia D.J. Pearsall, Ph.D., Professor
Andrea Stephanie Stone, Ph.D., Associate Professor
Michael Thurston, Ph.D., Helen Means Professor of English Language and Literature

Lecturers and Visiting Faculty, 2023-24

Heather Abel, M.F.A., Lecturer
Tiana Clark, M.F.A., Grace Hazard Conkling Writer-in-Residence
Arda Collins, Ph.D., Lecturer
Matt Donovan, M.F.A., Professor of Practice, Boutelle-Day Poetry Center Director
Seamus Dwyer, Ph.D., Lecturer
Tess Grogan, M.A., Lecturer
Kelly Link, M.F.A., Elizabeth Drew Professor
Sara London, M.F.A., Lecturer
Art Middleton, M.A., Lecturer
Torleif Persson, Ph.D., Lecturer
Samuel Scheer, M.Phil, Lecturer
Susan Stinson, B.A., Lecturer
Russell G. Rymer, B.A., Joan Leiman Jacobson Visiting Non-Fiction Writer

Major and Minor Advisers

Floyd Cheung, Craig Davis, Michael Gorra, Lily Gurton-Wachter, Ambreen Hai, Gillian Kendall, Jina Kim, Naomi Miller, Melissa Parrish, Michael Thurston, Douglas Patey, Cornelia Pearsall, Andrea Stone

Honors Director

Lily Gurton-Wachter

English Language and Literature Major

The following requirements aim to provide majors with a broad understanding of literatures in English, acquaint them with the key questions and intellectual strategies that shape the discipline of literary study, and offer them the opportunity to work independently at an advanced level.

I. Major in English with a Literary Emphasis Requirements

At least ten semester courses

- Gateway requirement:
 - ENG 199 to provide foundational methodological training in interpretation
 - ENG 200 or ENG 231 to provide a foundational understanding of the development of British or American literature from its beginnings
- At least one course wholly devoted to works by Chaucer, Shakespeare or Milton, because their writing has been so crucial to the history of literary study and so generative for later writers
- At least one course at the 200 level (or above) with a focus on race/ethnicity as the central category of analysis, because the spread of the British Empire has made English a global language with a rich array of divergent postcolonial literary traditions, and because multiple racial formations in North America have generated different ethnic American and diasporic literatures
- At least four additional elective courses
 - Only one of which may be in creative writing
 - Only one of which may be a 100-level course (e.g. ENG 125 or one FYS taught by a member of the English Department)
- One 300-level seminar in literature as a capstone experience, to encourage students to move toward greater independence and sophistication as they pursue their studies
- One of the following additional capstone experiences
 - A second 300-level seminar in literature
 - A four-credit special studies course in literature
 - A relevant four-credit concentration capstone course
 - An honors thesis, to be completed in the senior year

II. Major in English with a Creative Writing Emphasis Requirements

At least ten semester courses

- Gateway requirement:
 - ENG 199 to provide foundational methodological training in interpretation.
 - ENG 200 or ENG 231 to provide a foundational understanding of the development of British or American literature from its beginnings.
- At least one course wholly devoted to works by Chaucer, Shakespeare or Milton, because their writing has been crucial to the history of literary study and generative for later writers.
- At least one course at the 200 level (or above) with a focus on race/ethnicity as the central category of analysis, because the spread of the British Empire has made English a global language with a rich array of divergent postcolonial literary traditions, and because multiple racial formations in North America have generated different ethnic American and diasporic literatures.

4. Three writing workshops, two of which must be at the 200 or 300 level.
5. One additional course in literature at the 200 level or above.
6. Two capstone experiences: One 300-level seminar in literature and one of the following:
 - a. A second 300-level seminar in literature.
 - b. An additional writing workshop at the 200- or 300-level.
 - c. A four-credit special studies in literature or creative writing.
 - d. A relevant four-credit concentration capstone.
 - e. An honors thesis in creative writing, to be completed in the senior year.

Major Requirement Details

- Students are encouraged to take more than the minimum ten courses required for the major.
- Students are asked to develop a deliberative plan for their major in consultation with their advisers, to be revised and updated every semester.
- Students may design a special focus within the major by choosing three courses related by genre (such as poetry, fiction, drama), historical period, methodological approach or any other category of interest.
- Courses that fulfill requirement numbers 3 above include, but are not limited to, ENG, AFR, and WLT offerings in postcolonial, African American, Asian American, Latinx and Native American literatures.
- One course in a foreign literature, taught in the original language, may count toward the major.
- While only one course in creative writing may count toward the ten required courses for the literature emphasis, we encourage majors with interests in creative writing to choose additional courses in this area.
- No course counting toward the major may be taken for an S/U grade.
- Majors with a creative writing emphasis must take at least six literature courses.
- We strongly recommend that all students take at least one historical sequence: ENG 200, ENG 201; ENG 202/ WLT 202, ENG 203/ WLT 203; or ENG 231, ENG 233.

Preparation for Graduate Study

Students interested in graduate school in English literature would be well advised to take a course in literary theory (ENG 285 or WLT 300) and should be aware that most doctoral programs in English require a reading knowledge of two foreign languages. Students interested in high school teaching would be well advised to take both the English (ENG 200, ENG 201) and the American (ENG 231, ENG 233) literature surveys and a course in literature in English outside Britain and America. Those considering an MFA program in creative writing would be well advised to take literature courses in their chosen form or forms and to consult with their advisers about building a portfolio of selected writings.

Honors

Applicants to honors must have an average GPA of 3.5 or above in the courses they count toward the major, and an overall GPA of 3.33 or above in all other courses by their junior year. During the senior year they will present a thesis, of which the first complete formal draft will be due by the third week of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise their work in response to their suggestions. The

final completed version of the thesis will be due after spring vacation, to be followed during April by the student's oral presentation and discussion of their work.

English Language and Literature Minor Requirements

Six courses

1. Two gateway courses.
 - a. ENG 199
 - b. ENG 200 or ENG 231
2. Three additional English courses, chosen in consultation with the minor adviser
 - No more than two may be writing workshops.
 - Only one elective course may be at the 100 level.
3. One 300-level seminar in literature.

No course counting toward the minor may be taken for an S/U grade.

Course Information

Most students begin their study of literature at Smith with a first-year seminar, taught by a member of the English Department, before proceeding to one of the courses—ENG 199, ENG 200, or ENG 231—that serves as a gateway for the major. First-year students who have an English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, may enter one of the gateway courses in the fall semester. Those first-year students who have taken a gateway course in the fall may, after consultation with the instructor, elect a 200-level class beyond the gateway in the spring.

To assist students in selecting appropriate courses, the department's offerings are arranged in levels I–V, as indicated and explained below.

Level I: Courses numbered 100–198: Introductory Courses, open to all students.

Level II: Courses numbered 199–249. Open to all sophomores, juniors and seniors, and to qualified first-year students. Fall gateway courses (ENG 199, ENG 200, and ENG 231) are open to first-year students with the English Literature and Composition AP score of 4 or 5, or a score of 710 on the Critical Reading portion of the SAT, or by permission of the instructor. These courses serve as entry points to the major, introductions to the critical, historical and methodological issues and questions that underlie the study of literatures in English.

Level III: Courses numbered 250–299. Open to sophomores, juniors and seniors; first-year students admitted only with the permission of the instructor. Recommended background: at least one English course above the 100 level, or as specified in the course description.

Intermediate/Advanced Creative Writing Courses (above the 100-level) may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student is admitted to a section until they have submitted appropriate examples of their work and received permission of the instructor. The deadline for submitting a writing sample is by the last day before registration starts in April for a fall course and the last day before registration starts in November for a spring course. Please contact the department assistant with any questions.

Level IV: 300-level courses, but not seminars. These courses are intended primarily for juniors and seniors who have taken at least two literature courses above the 100-level. Other interested students need the permission of the instructor.

Level V: Seminars in the English department stand as the capstone experience in the major. They bring students into the public aspects of intellectual life, and the papers they require are not only longer but also different in kind from those in 200-level classes. These papers require a research component in which students engage the published arguments of others, or at least demonstrate an awareness of the ongoing critical conversation their work is entering. But such work proves most useful when most available, and so we also require that students present their thinking in some way to the semi-public sphere of the seminar itself. All students who wish to take a seminar must contact the instructor by the last day of the preregistration period. The instructor selects the students admitted from these applicants. Enrollment limited to 12.

Courses

ENG 112 Reading Contemporary Poetry (2 Credits)

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. S/U only. Course may be repeated. {L}

Fall, Spring

ENG 125 Colloquium: Introduction to Creative Writing (4 Credits)

This course familiarizes students with key aspects of structure and form in poetry, fiction and creative nonfiction. Students focus in turn on such elements of creative writing as imagery, diction, figurative language, character, setting and plot. Students draft, workshop and revise three pieces of writing over the course of the semester, one each in the genres of poetry, fiction and creative nonfiction. Enrollment limited to 15. {A}{L}

Fall, Spring

ENG 135oi/ WRT 135oi Topics: Introduction to Writing Creative Nonfiction-Outside-In: Finding Story Through Shape (4 Credits)

Offered as ENG 135oi and WRT 135oi. Inspiration is the first question any writer faces. What moves the writer to face the blank page and inspires them to make art out of language? Does a piece of creative nonfiction start with an idea, a question, a story, a sentence? It can be any of those things, but sometimes the most surprising writing comes when one approaches a project a bit sideways, starting not with language or feeling but with shape. This course explores various ways that nonfiction writing can begin with structure—in borrowed forms, as research containers and with deeper structural choices—with reading serving to expand ideas for the possibility of students' own work. This course is also an introduction to the tools and frameworks of the writing class, offering new approaches to generating and refining creative work and building creative community. Prerequisite: One WI course. Enrollment limited to 16. (E)

Spring

ENG 135pt/ WRT 135pt Topics: Introduction to Writing Creative Nonfiction-Writing about Travel, Place and Time (4 Credits)

Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don't have to be a seasoned traveler to join the course; you can write about any place at all, including home. We'll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises ("performance writing") in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Prerequisite: One WI course. Enrollment limited to 16.

Spring, Variable

ENG 135wp/ WRT 135wp Topics: Introduction to Writing Creative Nonfiction-Writing in Words and Pictures (4 Credits)

Offered as ENG 135wp and WRT 135wp. In the 20th century, as literacy rates rose, images disappeared from literature. Pictures were relegated to children's books; only words were fit for adults. But the situation is changing. The internet and new printing technologies have allowed serious stories to again be told with words and images. This course examines creative nonfiction in graphic novels, hybrid and artist's books, art labels, zines, digital platforms and more. Students need not be an artist to take this class! Students create word-image memoirs and research-based essays using photos, photocopies, digital images and hand-drawn art. This is a writing course with a visual twist. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

ENG 135ws/ WRT 135ws Topics: Introduction to Writing Creative Nonfiction-Writing about the Senses (4 Credits)

Offered as ENG 135ws and WRT 135ws. Sight, sound, touch, smell, taste: Everything humans know is reached through their senses. Humans share a world filtered through a million sensibilities - finding the words to convey what is heard, seen, smelled, tasted and felt is one of the most fundamental skills a writer can develop. In this class, students hone their descriptive powers to go beyond the obvious and uncover language that delights and surprises. Students learn to use one sense to write about another, combine them in powerful metaphors and explore how senses shape the narratives that drive us. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

ENG 136/ WRT 136 Journalism: Principles and Practice (4 Credits)

Offered as WRT 136 and ENG 136. In this intellectually rigorous writing class, students learn how to craft compelling "true stories" using the journalist's tools. They research, report, write, revise, source and share their work—and, through interviewing subjects firsthand, understand how other people see the world. The course considers multiple styles and mediums of journalism, including digital storytelling. Students should focus their attention and effort on academic exposition and argumentation before learning other forms of writing. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

ENG 170 History of the English Language (4 Credits)

An introductory exploration of the English language, its history, current areas of change and its future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students learn about editing, proofreading and page layout; the course also entails a comprehensive review of grammar and punctuation. WI {L}

Fall, Spring, Variable

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

ENG 199 Methods of Literary Study (4 Credits)

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students learn how poetry, prose fiction and drama work, how to interpret them and how to make use of interpretations by others. This course seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections vary, but all involve active discussion and frequent writing. Enrollment limited to 20. WI {L}

Fall, Spring

ENG 200 The English Literary Tradition I (4 Credits)

A selection of the most engaging and influential works of literature written in England before 1800. Some of the earliest survived only by a thread in a single manuscript, many were politically or religiously embattled in their own day, and some were the first of their kind in English. Fights with monsters, dilemmas of chivalry, a storytelling pilgrimage, a Faustian pact with the devil, a taste of the forbidden fruit, epic combat over a lock of hair: these writings remain embedded in our culture and deeply woven into the texture of the English language. Enrollment limited to 20. WI {L}

Fall, Spring

ENG 201 The English Literary Tradition II (4 Credits)

In this course we journey from the Romantics to the Victorians to the Modernists, reading a wide variety of poetry, plays, and novels from the nineteenth century to the twenty-first. We read some of the most important, strange, beautiful, and complex texts of the English literary tradition, while considering the formations and deformations of that tradition, with its inclusions and exclusions, its riches and its costs, its ceaseless attention to and radical deviations from what is past or passing, or to come. Authors may include Blake, Conrad, Dickens, Eliot, Equiano, Keats, Joyce, Rossetti, Tennyson, Walcott, Wilde, Woolf, and Wordsworth. WI {L}

Fall, Spring, Variable

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Dante's Divine Comedy." Enrollment limited to 20. WI {L}

Fall

ENG 203/ WLT 203 Western Classics in Translation II: Renaissance to Modern (4 Credits)

Offered as WLT 203 and ENG 203. Considers works of literature from different linguistic and cultural traditions that have had a significant influence over time. May include Shakespeare, Cervantes, Goethe, Balzac, Tolstoy, Ibsen and others. Enrollment limited to 20. WI {L}

Spring

ENG 206 Intermediate Fiction Writing (4 Credits)

A writer's workshop that focuses on sharpening and expanding each student's fiction writing skills, as well as broadening and deepening their understanding of the short and long-form work. Exercises concentrate on generative writing using a range of techniques to feed one's fictional imagination. Students analyze and discuss each other's stories, and examine the writings of established authors. May be repeated. Enrollment limited to 12. Writing sample and instructor permission required. {A}{L}

Fall, Spring, Variable

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

ENG 208 Science Fiction? Speculative Fiction? (4 Credits)

Today, most people probably think of science fiction in terms of big-budget movies and TV series. But SF began in print and continues to flourish in novels and stories. SF has promised cheap thrills in inexpensive pulp magazines, and aspired to seriousness between hard covers; it has been the literature of proudly distinctive, and sometimes politically radical, subcultures, yet it has also sought to break into the literary mainstream. This course introduces students to works of SF—considering the forms they take, the conventions they play with, and issues they address—from H.G. Wells to Nnedi Okorafor. Prerequisite: one college-level literature course or equivalent. Recommended for nonmajors. {L}

Fall, Spring, Variable

ENG 210 Old English (4 Credits)

A study of the language of Anglo-Saxon England (ca. 450-1066) and a reading of Old English poems, including *The Wanderer* and *The Dream of the Rood*. We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. {F}{L}

Fall, Spring, Variable

ENG 211 Beowulf (4 Credits)

A reading of Anglo-Saxon England's most powerful and significant poem, invoking the world of barbarian Europe after the fall of Rome. {F}{L}

Fall, Spring, Variable

ENG 212 American Poetry and Social Movements (4 Credits)

From the civil rights, countercultural, feminist, gay rights and anti-war movements to Occupy Wall Street and Black Lives Matter, American social movements after World War II have had profound influences on the country's cultural and social terrain. This course puts these movements in conversation with postwar American poetry written by activist women, queer people, pacifists and people of color. Through a close examination of poetry's social life—its forms, its contexts and its archival remainders—in the U.S., this class raise vital questions about the role that literary aesthetics can play in political life. {L}

Fall, Spring, Alternate Years

ENG 213 Playing Knights: Chivalry, Romance, Fantasy (4 Credits)

The knight in shining armor has long outlived the medieval chansons de geste in which s/he was born, riding forward into the modern Western, the fantasy novel, even the space opera. This course explores the premodern English chivalric romance alongside its afterlives, asking what has made this imaginary world—with its quests, duels, magicians, hippogriffs, crossdressing, lady knights—perennially entrancing for so many readers. The course considers the genre's standard features, development and influences; the course also explores the many subversions of this tradition and transgressions of its rules. Why was chivalric romance once considered dangerous reading material? What is heroism good for, and what is it less good at? What expectations and norms do these tales perpetuate, and what fantasies do they allow readers to realize? Discussions include: gender, sexuality, class and empire; Arthuriana; chivalry in art and film; cosplay; and YA fiction. Enrollment limited to 30. (E) {L}

Spring

ENG 216 Colloquium: Intermediate Poetry Writing (4 Credits)

In this course students read as writers and write as readers, analyzing the poetic devices and strategies employed in a diverse range of contemporary poetry, gaining practical use of these elements to create a portfolio of original work and developing the skills of critique and revision. In addition, students read and write on craft issues and attend Poetry Center readings and Q&A's. May be repeated. Enrollment limited to 12. Writing sample and instructor permission required. {A}{L}

Fall, Spring, Annually

ENG 218 Colloquium: Monstrous Mothers (4 Credits)

This course explores the monstrosity of motherhood - the fear, disgust, alienation and confusion of both being a mother and having one. The class discusses literary and cinematic representations of mothers as absent, distant, cruel, ambivalent, irresponsible and deviant, and considers ways motherhood is thought of both as a self-sacrifice and as a necessity. Students also seek new models of care, love and attachment that are dependent neither on the sacrifice of one's self nor on biological reproduction and that recast mothering as potentially revolutionary. Not open to first years. {L}

Fall, Spring, Variable

ENG 219 Poetry, Gender, and Sexuality, and the Limits of Privacy (4 Credits)

This course focuses on the legacy of confessional poetry written by women and queer, trans and nonbinary writers in the US. Frequently misread as self-indulgent, the poets under our purview use radical self-disclosure to trouble the social and legal treatment of gender and sexuality as "private" concerns unworthy of political engagement. In so doing, they resist the universalized heteronormativity of the mainstream confessional tradition and contemporary poetry writ large. Poets studied include Sylvia Plath, Anne Sexton, Adrienne Rich, Audre Lorde, Paul Monette, Essex Hemphill, Claudia Rankine, Cameron Awkward-Rich, and Danez Smith. Enrollment limited to 30. {L}

Fall, Spring, Variable

ENG 220 Colloquium: The Voyage Within: The Novel in England from George Eliot to Virginia Woolf (4 Credits)

What it would be like to hear the squirrel's heartbeat, to open one's mind fully to the sensations and impressions of the world around us? The image belongs to George Eliot, who in *Middlemarch* suggested we couldn't bear it; we would die of a sensory overload, the "roar on the other side of silence." The novelists of the generations that followed tried to live in that roar: to explore the stream of consciousness, to capture the way we make sense of experience and order out of our memory's chaos. Readings in George Eliot, Henry James, Virginia Woolf and others. {L}

Fall, Spring, Variable

ENG 223 Contemporary American Gothic Literature (4 Credits)

This course traces the emergence of a 21st-century gothic tradition in American writing through texts including novels, films and television shows. We analyze the shifting definitions and cultural work of the Gothic in contemporary American literature in the context of political and cultural events and movements and their relation to such concerns as race, gender, class, sexuality and disability. From the New Mexican desert to the rural south, from New York City, San Francisco and the suburbs of Atlanta to cyberspace, these literary encounters explore an expanse of physical, psychological, intellectual and imagined territory. {A}{L}

Fall, Spring, Variable

ENG 225 Hybrid Genres: Experiments in Literary Form (4 Credits)

This literature course explores texts that experiment with the boundaries of genre and form, or with combining different genres, from documentary poetics to the essay film to the graphic novel memoir. Upsetting the conventional distinctions between word and image, fact and fiction, and poetry and history, these hybrid texts ask us to rethink how form and genre work, and what students might learn from their undoing. Students will respond to the readings with their own hybrid essays. Readings will include texts by Alison Bechdel, William Blake, Theresa Hak Kyung Cha, Jamaica Kincaid, Maggie Nelson, M. NourbeSe Philip, and Claudia Rankine. {L}

Fall, Spring, Alternate Years

ENG 228 Children's Literature (4 Credits)

Shapes speak to us. Prose shapes us. From the picture book to the chapter book, we will explore the ways in which literature for children invents the child reading that literature. And we will attempt to break through our natural nostalgia for works we know to rediscover their innovative and experimental nature. In so doing, we will see these works work their magic on themes that will become familiar throughout the semester: identity, nostalgia, interiors and exteriors, authority, independence and dependence and, of course, the nature of wild things. Works may include *Peter Rabbit*, *Where the Wild Things Are*, *Winnie-the-Pooh*, *Alice in Wonderland*, *Peter Pan*, *The Lion, the Witch and the Wardrobe*, *The Secret Garden*, *The Giver*. {L}

Fall, Spring, Variable

ENG 230/ JUD 230 American Jewish Literature (4 Credits)

Offered as JUD 230 and ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H}{L}

Fall, Spring, Variable

ENG 231 Inventing America: Nation, Race, Freedom (4 Credits)

This course focuses on the extraordinary burst of literary creativity that coincided with the emergence of a new American nation. From its conflicted founding episodes to the crisis of the Civil War, American writers interpreted and criticized American life with unmatched imaginative intensity and formal boldness, taking as their particular subject both the promise of freedom implicit in the nation's invention—and the betrayals of that promise: the horrors of slavery, and in the subtler entrapments of orthodox thinking, constricted vision, a self-poisoning psyche, and a repressive or unjust social life. {L}

Fall, Spring, Annually

ENG 232 London Fog: Victorian Secrets, Sensations and Subversions (4 Credits)

The deadly fog that hung over London throughout the 19th century was both a social reality and a pungent metaphor for a metropolis in which it seemed that almost anything could be hidden: secrets, crimes, identities. But sometimes the fog parts—and then comes scandal. We'll begin with Dickens' anatomy of the city in *Bleak House*; move on to sensation novels by Wilkie Collins and Mary Elizabeth Braddon, which contest and subvert the period's gender roles; look at murder with Sherlock Holmes and Dr. Jekyll; urban bombings with Joseph Conrad's *The Secret Agent*; and end with a neo-Victorian novel by Sarah Waters. {L}

Fall, Spring, Variable

ENG 233 Re-forming America: Region, Race, and Empire (4 Credits)

Re-forming the nation after the Civil War was no easy feat. During the period between 1865 and 1914, how did regions recently at war with one another view America differently? How did people of different races, classes, genders and other identities define their relationship to the nation? What role did empire-building, science and industrialization play in the re-forming of America into the superpower that it would become in the twentieth century? This course engages American writers as they explore these and other questions of meaning, value and power—with an emphasis on writers who shaped, critiqued and stood apart from their rapidly changing society.

ENG 235/ AFR 170 Survey of African American Literature 1746–1900 (4 Credits)

Offered as AFR 170 and ENG 235. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnutt, Frederick Douglass and Phillis Wheatley. {L}

Fall, Spring, Variable

ENG 236/ AFR 175 African American Literature 1900 to the Present (4 Credits)

Offered as AFR 175 and ENG 236. A survey of the evolution of African American literature during the 20th century. This class builds on the foundations established in AFR 113, *Survey of Afro-American Literature 1746 to 1900*. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L}

Fall, Spring, Variable

ENG 237 Colloquium: Environmental Poetry and Ecological Thought (4 Credits)

This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how eco-poetry intervenes in debates about climate change. {L}

Fall, Spring, Variable

ENG 238 What Jane Austen Read: The 18th-Century Novel (4 Credits)

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688-1814). Emphasis on the novelists' narrative models and choices; we conclude by reading several novels by Austen—including one she wrote when 13 years old. {L}

Fall, Spring, Alternate Years

ENG 239bc Multi-Ethnic American Literature: Borders and Border Crossings (4 Credits)

What terrain—physically, culturally, and emotionally—do American writers inhabit when they write about borders? How might thinking about borders, whether literal or metaphorical ones, complicate the way race, class, and gender inform matters of belonging and citizenship? Using literary and cultural analysis, this course explores what it means to be, become, or refuse to be “American.” Major course themes include ethnic subjects and the American Dream, internment and detainment, and the disputed ownership of land, resources, and persons. Texts studied will include fiction and poetry written by a broad range of Black, Indigenous, Latinx, and Asian American writers. Not open to first years. {L}

Fall, Spring, Variable

ENG 241 The Empire Writes Back: Postcolonial Literature (4 Credits)

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories and address dominant notions of race, class, gender and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; and global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid and others. {L}

Fall, Spring, Variable

ENG 243 The Victorian Novel (4 Credits)

An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form, authorial voice, and the representation of race, class, gender and disability. Novelists will include Brontë, Collins, Dickens, Eliot and Kipling. {L}

Fall, Spring, Variable

ENG 245lc Topics in Reading and Writing Creative Fiction-The Landscapes and Cityscapes of Creative Fiction (4 Credits)

In this course, we explore the constructed worlds made by some wonderful writers and build fictional worlds of our own. The course involves both in-class participation and a great deal of writing: short stories, worldbuilding exercises, writing about reading. Each week, we read the fiction published in that week's edition of "The New Yorker." {L}

Fall, Spring, Variable

ENG 247 Colloquium: Race, Suburbia, and the post-1945 U.S. Novel (4 Credits)

This course aims to identify, analyze and complicate the dominant narrative of U.S. suburbia vis-à-vis the postwar American novel. While the suburb may evoke a shared sense of tedium, U.S. fiction positions suburbia as "contested terrain," a battleground staging many of the key social, cultural and political shifts of our contemporary age. Reading novels and short stories by writers like Toni Morrison, Hisaye Yamamoto, John Updike, Chang-Rae Lee and Celeste Ng, the class assesses the narrative construction of the suburb as a bastion of white domesticity, as well as the disruption of this narrative through struggles for racial integration. Enrollment limited to 30. {L}

Fall, Spring, Variable

ENG 250 Chaucer's Canterbury Tales (4 Credits)

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

Fall, Spring, Annually

ENG 256 Shakespeare (4 Credits)

A Midsummer Night's Dream, As You Like It, Henry IV, Measure for Measure, King Lear, Macbeth, The Tempest and Shakespeare's sonnets. Not open to first-year students. {L}

Fall, Spring, Annually

ENG 257 Shakespeare (4 Credits)

Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Not open to first-year students. {L}

Fall, Spring, Annually

ENG 258 Feminist Shakespeare (4 Credits)

Shakespeare has been both celebrated for his strong female roles—from independent heroines like Rosalind to formidable villains like Lady Macbeth—and condemned for the troubling politics of gender, class and race that he stages. Over the past fifty years, feminist scholars, writers and directors have grappled with this apparent contradiction via boundary-breaking criticism, radical imaginative work and transgressive productions of the Bard's most difficult plays. Students explore what it means to interpret and perform Shakespeare through a feminist lens across eight fiercely debated plays; they also consider a number of Shakespearean adaptations and appropriations. Not open to first-years. (E) {L}

Fall, Spring, Alternate Years

ENG 260 Milton (4 Credits)

A study of the major poems and selected prose of John Milton, radical and conservative, heretic and defender of the faith, apologist for regicide and advocate of human dignity, committed revolutionary and Renaissance humanist, and a poet of enormous creative power and influence, whose epic, Paradise Lost, changed subsequent English Literature. Not open to first-year students. {L}

Fall, Spring, Annually

ENG 264 Faulkner (4 Credits)

The sustained explosion of Faulkner's work in the dozen-odd years between *The Sound and the Fury* and *Go Down, Moses* has no parallel in American literature. He explored the microtones of consciousness and conducted the most radical of experiments in narrative form. At the same time he relied more heavily on the spoken vernacular than anyone since Mark Twain, and he made his "little postage stamp of native soil" in northern Mississippi stand for the world itself. We read the great novels of his Yoknapatawpha cycle along with a selection of short stories, examining the linked and always problematic issues of race, region and remembrance in terms of the forms that he invented to deal with them. {L}

Fall, Spring, Variable

ENG 271/ GER 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

ENG 273 Colloquium: Bloomsbury and Sexuality (4 Credits)

Members of the Bloomsbury movement led non-normative (what many now call queer) lives. The complexity and openness of their relationships characterized not only the lives but also the major works of fiction, art, design, and critical writings its members produced. "Sex permeated our conversation," Woolf recalls, and in *Bloomsbury and Sexuality* we'll explore the far-reaching consequences of this ostensible removal of discursive, social, and sexual inhibition in the spheres of literature, art, and social sciences. The course will draw from the art of Vanessa Bell and Duncan Grant, the writings of E. M. Forster, Virginia Woolf, Radclyffe Hall, Lytton Strachey, John Maynard Keynes and others, along with contemporary queer theory. {L}

Fall, Spring, Variable

ENG 274 The Pleasures of Not Thinking: Romanticism and the Irrational (4 Credits)

Romantic writers were obsessed with uncertainty, ignorance and the irrational, unthinking mind. Concerned with the unusual ideas that surface when one is sleeping or spaced out, absorbed or intoxicated, Romanticism embraced reason's alternatives: forgetting, fragmentation, stupidity and spontaneous, uncontrollable emotion. From Wordsworth's suggestion that children are wiser than adults, to Keats's claim that great writers are capable of remaining uncertain without reaching for fact or reason, Romantic poets and novelists suggested that one has something to learn from not thinking. Students read texts by Austen, Blake, Burke, Coleridge, Cowper, De Quincey, Freud, Kant, Keats, Locke and Rousseau. {L}

Fall, Spring, Variable

ENG 275 Witches, Witchcraft and Witch Hunts (4 Credits)

This course has two central ambitions. First, it introduces themes of magic and witchcraft in (mostly) American literature and film. We work together to figure out how the figure of the witch functions in stories, novels and movies, what witches and witchcraft mean or how they participate in the texts' ways of making meaning. At the same time, we try to figure out how witches and witchcraft function as loci or displacements of social anxiety—about power, science, gender, class, race and politics. Since the identification of witches and the fear of witchcraft often lead to witch panics, we finally examine the historical and cultural phenomenon of the witch hunt, including both the persecution of persons literally marked as witches and the analogous persecution of persons (Communists, sexual outsiders, etc.) figuratively "hunted" as witches have been. Open to students at all levels, regardless of major. {L}

Fall, Spring, Variable

ENG 278 Asian American Women Writers (4 Credits)

The body of literature written by Asian American women over the past 100 years or so has been recognized as forming a coherent tradition even as it grows and expands to include newcomers and divergent voices under its umbrella. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text—fiction, poetry, memoir, mixed-genre—central or marginal to the tradition and how do emergent writers take this tradition in new directions? writers to be studied may include Maxine Hong Kingston, Sui Sin Far, Cathy Song, Joy Kogawa, Jessica Hagedorn, Monique Truong, Jhumpa Lahiri, Ruth Ozeki, and more. {L}

Fall, Spring, Variable

ENG 280/ WLT 280 Historical Memory and the Global Novel (4 Credits)

Offered as ENG 280 and WLT 280. This course explores the relationship between history and memory in a series of post-WW2 "global" novels, texts that somehow straddle or transcend national traditions and marketplaces. This course interrogates how art might ethically engage with—or seek refuge from—historical "events" such as colonial and post-colonial violence, total/nuclear war, authoritarian military coups, global terrorism, trans-Atlantic slavery and the Holocaust. Major course themes include the relationship between the personal and the historical, the national and the global, the generational transfer of trauma, feelings of guilt and complicity, and the idea of historical memory itself. {L}

Fall, Spring, Alternate Years

ENG 282/ AFR 245 The Harlem Renaissance (4 Credits)

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in African American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {L}

Fall, Spring, Variable

ENG 285 Introduction to Contemporary Literary Theory (4 Credits)

What do we do when we read literature? Does the meaning of a text depend on the author's intention or on how readers read? What counts as a valid interpretation? Who decides? How do some texts get canonized and others forgotten? How does literature function in culture and society? How do changing understandings of language, the unconscious, class, gender, race, history, sexuality or disability affect how we read? "Theory" is "thinking about thinking," questioning common sense, critically examining the categories we use to approach literature or any discursive text. This course introduces some of the most influential questions that have shaped contemporary literary studies. We start with New Criticism but focus on interdisciplinary approaches such as structuralism, poststructuralism, Marxism, psychoanalysis, New Historicism, postcolonialism, feminism, queer, cultural, race and disability studies with some attention to film and film theory. Strongly recommended for students considering graduate work. {L}

Fall, Spring, Alternate Years

ENG 286 Queer(r) Victoria (4 Credits)

The Victorian period may be less defined by its Queen than by its queers. The Victorians have long been viewed as sexually repressed, but close attention reveals a culture whose inventiveness regarding sexual identity, practice and discourse knew few bounds. This course focuses on complex representations of nonnormative persons and practices in this era, primarily in fiction (including novels by Charles Dickens, George Eliot, Oscar Wilde and contemporary author Sarah Waters). Drawing also from poetry, pornography, theory and memoir, students explore issues and intersections of desire, anxiety, gender, race, empire, class, nationality, childhood, family and forms of embodiment. {L}

Fall, Spring, Alternate Years

ENG 289 Writing and Making Comics (4 Credits)

This course focuses primarily on writing scripts: pitching, outlining, drafting and editing. The course examines the ways in which politics, current events, race, gender and cultural equality have shaped iconic comics and many of the best works published today. Students will study Marvel and industry standard scripts, but there are multiple ways of creating a script and subsequent comics. Those who write and draw (as opposed to only write or only draw) may have completely different methodologies. Students need not have skills as illustrators. However, students will gain a basic understanding of drawing comics, collaborating with visual artists, and comic book layout and design. Be prepared to draw and write at every class meeting. Enrollment limited to 12. Writing sample and instructor permission required. {A}{L}

Fall, Annually

ENG 290sc Colloquium: Topics in Crafting Creative Nonfiction-Writing about Science (4 Credits)

This is a colloquium in creative nonfiction writing that takes science and the environment as its subject matter. Students research and write a series of magazine-style, general-audience articles about science, scientists and ordinary people affected by such concerns as disease or global warming. Along the way, students hone their interviewing and research skills and expressive capabilities while contending with issues of factual accuracy, creative license, authority responsibility and the basic tenets of longform nonfiction. Ultimately, students explore the ways that hard science and subjective prose are interrelated forms. No prior experience with science or journalism required. Enrollment limited to 12. Instructor permission required. {A}{L}

Fall, Spring, Variable

ENG 294 Writing War (4 Credits)

How is literature created out of loss, beauty out of brutality? Drawing from poetry, novels, and memoirs, this class studies literary representations of war, attending to issues of race, nationality, class, gender and sexuality, experience and memory, trauma and healing, peace. We'll focus in particular on the extraordinary range of writings spawned from the horrors of the First World War (including works of Virginia Woolf, Wilfred Owen, and Vera Brittain), while also looking to canonical writers (including Homer, Alfred Tennyson, W. H. Auden, Gwendolyn Brooks, and Sylvia Plath), and contemporary poets, such as Yusef Komunyakaa, Solmaz Sharif, and Ocean Vuong. {L}

Fall, Spring, Variable

ENG 295 Colloquium: Advanced Poetry Writing (4 Credits)

Taught by the Grace Hazard Conkling Poet in Residence, this advanced poetry workshop is for students who have developed a passionate relationship with poetry and who have substantial experience in writing poems. Texts are based on the poets who are reading at Smith during the semester, and students gain expertise in reading, writing and critiquing poems. Strongly recommended: ENG 216 or equivalent. Writing sample and instructor permission required. Enrollment limited to 12. {A}{L}

Fall, Spring

ENG 296 Colloquium: Advanced Fiction Writing Workshop (4 Credits)

This course helps more advanced fiction writers improve their skills in a supportive workshop context, which encourages experimentation and attention to craft. The course focuses on technique, close reading and the production of new work. Students submit manuscripts for discussion, receive feedback from peers and revise their work. They keep a process journal and practice mindfulness to cultivate powers of focus and observation. Students read Reading Like a Writer by Francine Prose and short fiction by authors in different genres. Prerequisite: ENG 206 or equivalent. Enrollment limited to 12. Writing sample and instructor permission required. {A}{L}

Fall, Spring

ENG 297 Jane Austen: Gender, Feeling and the Novel (4 Credits)

In this class students closely read the novels of Jane Austen, focusing on her innovations in narrative form and style, while putting the novels in the context of early nineteenth-century British literature and culture. The discussions consider how Austen delineates the nuances of feeling, embodiment and attachment, her complex use of the marriage plot and her incisive and often ironic social commentary. At the forefront are issues of gender, power, politics, history, marriage, love and class, and a close and careful attention to narrative form, technique and style. Enrollment limited to 30. {L}

Spring, Alternate Years

ENG 299 Colloquium: Literary Research Methods (4 Credits)

Literary research starts with choosing the lens to investigate a passion-telescope or microscope? Does one want to explore constellations (an array of texts) or atoms (words/themes in a single text)? This course offers advanced literature majors hands-on experience supporting the development of a research project of their choice, including question definition, choice of methodology and critical framework, and evidence evaluation. Potential projects might include developing a special studies or thesis proposal. This is the chance to identify and explore a chosen topic in depth, while mastering widely useful research skills. Prerequisites: ENG 199, ENG 200 and two 200-level literature courses. Enrollment limited to 15. {L}

Fall

ENG 301/ PYX 301 Advanced Poetry Writing: A Capstone (4 Credits)

Offered as PYX 301 and ENG 301. Conceived as the culmination of an undergraduate poet's work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop and may count toward the fulfillment of the "capstone experience" requirement. Poetry Concentrators must be enrolled in or have completed the other course requirements for the Concentration. Prerequisite: ENG 295 recommended but not required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required.

Spring

ENG 303ap Seminar: Topics in American Literature-American Poetry in the Age of Emergency (4 Credits)

What is poetry's role in bearing witness to an age of seemingly unremitting emergency? How can poets represent and respond to ongoing crises such as collapsing public health infrastructure, racialized police brutality, and environmental devastation? Conversely, what is poetry's relationship to highly mediated "crisis events" like 9/11 or Hurricane Katrina? Through literary and cultural analysis, this course will explore and historicize the concept of "emergency" in the United States. What is a state of emergency, and who gets to declare it? Moving between shorter, witness-based poems and longform documentary poems, we will consider how poetry can compel us to reimagine the terms upon which crises are rendered socially, politically, and culturally legible. Instructor permission required. {L}

Fall, Spring, Variable

ENG 303qa Seminar: Topics in American Literature-Feminist and Queer Asian American Writing (4 Credits)

What does it mean to be queer, feminist or Asian American at the turn of this century? How do contemporary Asian American writers respond to, resist and re-invent given understandings of gender and sexuality? What is the role of the Asian American literary imagination in the face of war, im/migration, trans- and homophobia, labor exploitation and U.S. militarism? This course will explore these foundational questions through a sustained analysis of feminist and queer Asian American literature: novels, poetry, life-writing and film. Through a mix of scholarly and literary texts, students will examine a range of topics at the intersection of Asian American and gender and sexuality studies: identity and (self) representation, the vestiges of war, diaspora and migration, family and kinship, the hyper- and de-sexualization of Asian Americans, labor, globalization and racial capitalism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Variable

ENG 308im Seminar: One Big Book-Ralph Ellison's Invisible Man from Jim Crow to Black Lives Matter (4 Credits)

Ralph Ellison's groundbreaking *Invisible Man* (1952) occupies a central position for thinking about America and the American novel. In this seminar, we will trace Ellison's influence as a writer and public intellectual, from Jim Crow to Black Lives Matter. We will begin by identifying *Invisible Man's* central themes, metaphors, and narrative strategies in the context of the historical moment in which it appeared. We will then look at moments in which Ellison's novel—and his most important essays—have come to mediate major postwar debates about race, integration, democracy, and art. We will conclude by reading Percival Everett's *Erasure* (2001), a contemporary re-writing of *Invisible Man*. {L}

Fall, Spring, Variable

ENG 309 Seminar: Black Prison Intellectuals (4 Credits)

This course traces the role of black prison writings in the development of American political and legal theory, interrogating theories of intellectualism, including Antonio Gramsci's notion of traditional and organic intellectuals, and distinctions between categories of criminal and enemy. From 18th-century black captivity narratives and gallows literature through to the work of 20th- and 21st-century thinkers like Malcolm X, Eldridge Cleaver and Angela Davis, this course asks how the incarcerated black intellectual has informed and challenged ideas about nationalism, community and self-formation from the early republic to the present. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 312 Seminar: Seminar: Converts, Criminals and Fugitives: Print Culture of the African Diaspora, 1760–186 (4 Credits)

This seminar explores the varied publications produced by people of the African diaspora in the U.S., Canada, the Caribbean, and England—early sermons and conversion narratives, criminal confessions, fugitive slave narratives and the black press. We consider these works in terms of publishing history, editorship (especially women editors), authorship, readership, circulation, advertising, influence, literacy, community building, politics and geography. We examine their engagements with such topics as religion, law economics, emigration, gender, race and temperance. Smith's manuscript and periodical holdings offer us a treasure trove of source materials. Permission of the instructor is required. Enrollment limited to 12. {L}

Fall, Spring, Variable

ENG 313 Seminar: Literature Under Late Capitalism (4 Credits)

What is the relationship between artistic creation and the economic, social, political and technological conditions broadly associated with late capitalism? How do contemporary artists reckon with increasing economic instability and inequality and the deadening impersonality and inhumanity of the workplace? As capitalism continues to encroach on daily life, what space remains for resistance, for imagining a future that is otherwise, for finding meaning and purpose? By reading key theoretical texts about late capitalism and neoliberalism alongside fictional works such as Suzanne Collins' *The Hunger Games* and Ling Ma's *Severance*, this course queries art's capacity to engage with late capitalist society and produce anti-capitalist critique. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Alternate Years

ENG 318 Seminar: Topics in American Literature-Race and the Long Poem (4 Credits)

Literary scholar Erica Edwards defines "imperial grammars" as cultural "codes of race, gender and sexuality" influenced by U.S. empire. This course considers how book-length experimental poems trouble these or similar grammars, and how these poems imaginatively conceive of a world outside their constraints. Discussions include legacies of enslavement and colonization, borders and border controls, environmental racism, and stolen lands and histories. The course fosters a shared anti-racist pedagogy by determining what imperial grammars dominate classroom practices—and by collectively determining new practices to write into being. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 323/ AFR 360 Seminar: Toni Morrison (4 Credits)

Offered as AFR 360 and ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 333ca Seminar: Topics: A Major Writer in English-Chimamanda Ngozi Adichie (4 Credits)

Nigerian American fiction-writer, feminist, and public intellectual Chimamanda Ngozi Adichie is well-known for her TED talks, "The Danger of a Single Story" and "We Should All Be Feminists." She is also internationally acclaimed for her short stories and novels, which have attracted "a new generation of young readers to African literature," inspired countless young African writers, and prompted much critical scholarship. This course will focus on this brilliant 21st century Anglophone writer's fiction and non-fiction, and include some recent social media debates. Supplementary readings include postcolonial and feminist theory, history, and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 333ew Seminar: Topics: A Major Writer in English-Edith Wharton (4 Credits)

She was one of the hardest-working and highest paid professional writers of her generation; she was the product of a cushioned life at the upper end of New York Society. Edith Wharton (1862-1937) examined the privileged world into which she was born with an anthropological skepticism, a sardonic dissection of unforgiving social laws and mores, and yet also provided a backwards glance at a vanishing world. A reading of her major work in social and historical context: *The House of Mirth*, *The Custom of the Country*, *Ethan Frome*, *Summer*, *The Age of Innocence* and others. Juniors and seniors only. Enrollment limited to 12. Instructor permission only. {L}

Fall, Spring, Variable

ENG 333jl Seminar: Topics: A Major Writer in English-Jhumpa Lahiri (4 Credits)

Indian American writer Jhumpa Lahiri became an overnight star in 1999 with her first short story collection, the Pulitzer Prize-winning *Interpreter of Maladies*. She has since published many novels, story collections and essays. Internationally acclaimed for her beautifully crafted, deeply moving fiction about migration, love, loss, belonging, unbelonging, home and family, this trilingual twenty-first century writer has already generated an astonishing body of scholarship. This course focuses on Lahiri's fiction and non-fiction, her themes and techniques, and includes her recent work in translation. The intersectionality of race, ethnicity, gender and class is central to the analysis. Supplementary readings include postcolonial, Asian American and feminist theory, history and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 333jt Seminar: Topics: A Major Writer in English-Tolkien (4 Credits)

J. R. R. Tolkien was an Oxford don and professor of Old and Middle English literature who used fantasy fiction as a technique of moral philosophy and historical analysis, a way of pondering the meaning of human life on earth and the trajectory of human experience through time. We will explore Tolkien's Middle-earth in *The Hobbit* (1936), *The Lord of the Rings* (1965) and *The Silmarillion* (2001) with special attention to the medieval and early modern sources of Tolkien's literary imagination as intimated in his essays "Beowulf: The Monsters and the Critics" (1936) and "On Fairy-Stories" (1947). Juniors and Seniors only. Instructor permission required. Enrollment limited to 12. {L}

Fall, Spring, Variable

ENG 349 Seminar: Literatures of Black Atlantic (4 Credits)

Visiting the colonial West Indies to the modern-day Caribbean, U.S., Canada, U.K., and France, this seminar analyzes the literatures of the Black Atlantic and the development of Black literary and intellectual history from the 19th to the 21st centuries. Some key theoretical frameworks, which will help inform our study of literature emerging from the Black Atlantic, include diaspora, transnationalism, internationalism, and cosmopolitanism. Readings include slave narratives, poetry, novels, films, critical essays, and theory. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 361 Seminar: Poetry of War (4 Credits)

This course studies a range of poetic representations of war. After reviewing some of the writings of Homer, Virgil and Shakespeare that were most influential for British poets of the 19th and 20th centuries, the course moves from Tennyson, Hardy and Kipling to the poets of the first and second world wars (Rupert Brooke, Wilfred Owen, Siegfried Sassoon and others). We situate the poetry with relevant historical and theoretical materials, as well as prose responses to war by authors such as Vera Brittain and Virginia Woolf. We end by reading poets who did not see combat (W.B. Yeats, W. H. Auden, Ted Hughes, Sylvia Plath) but whose work is nevertheless profoundly concerned with the complex relation of the martial to the lyrical, the destructive to the creative. By permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 363 Seminar: Race and Environment (4 Credits)

What is the role of literature and culture in the face of global environmental crisis? How do writers, artists, and filmmakers represent the toxic ecologies of a globalized world? And in what ways do the categories of race, gender, class and ability determine one's vulnerability to environmental degradation? Through literacy and cultural analysis, this course explores these questions as they intersect with issues of environmental racism, racialized disablement, neo/colonialism, ecofeminism, food justice, globalization, and urban ecologies. We examine literary and cultural engagement with diverse environmental topics: nuclear waste sites, slum ecologies, petro-capitalism, industrialized food production, and indigenous rights. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 365br Seminar: Topics in 19th-Century Literature-The Brontes (4 Credits)

Students work intensively in this course with the rich variety of literary works produced by Emily Brontë, Charlotte Brontë, Anne Brontë and their shadowy brother Branwell, examining also the remarkable mid-Victorian phenomenon of their household in a remote vicarage. They were a family blighted beyond measure (all died young and in quick succession) and blessed beyond measure (two of the sisters are among England's greatest novelists). Their writings and artworks include explorations of the complexities of childhood, of illicit desire, of money and power, of civility and violence, and of life and death. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{L}

Fall, Spring, Variable

ENG 365fr Seminar: Topics in 19th Century Literature-Frankenstein: The Making of a Monster (4 Credits)

This seminar will explore the creation and afterlife of Frankenstein, Mary Wollstonecraft Shelley's extraordinary first novel (written at age 19) about monstrosity and the experience of feeling not quite human. We will read Shelley's novel closely, consider its literary and historical influences (including writing by her parents and friends), and investigate its monstrous legacy (in film adaptations, novels, poems, comics, and popular culture). More than 200 years after it was written, this early science fiction novel continues to speak to our most urgent questions about gender, reproduction, science, technology, race, animality, disability, violence, justice, and belonging. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 384np/ AMS 351np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography (4 Credits)

Offered as AMS 351np and ENG 384np. A creative nonfiction writing workshop where students improve their writing using photography as muse, guide, foil and inspiration. Students write long, creative nonfiction pieces about current issues in American life using photography as a method for inspiring, analyzing and improving the prose. Students take photos, report and write, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help with the essentials of narrative prose. Stories range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if students' photography improves as a result, that is a happy accident. No prior experience with photography required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. {A}{L}{S}

Fall, Spring, Variable

ENG 391 Seminar: Contemporary South Asian Writers in English (4 Credits)

This course will explore the rich diversity of late 20th and 21st century literatures written in English and published internationally by award-winning writers of South Asian descent from the U.S, Canada, Britain, India, Pakistan, Sri Lanka, and Bangladesh. These transnational writers include established celebrities (Salman Rushdie, Jhumpa Lahiri, Amitav Ghosh, Kiran Desai) and newer stars (Monica Ali, Aravind Adiga, Mohsin Hamid, Kamila Shamsie). Among many questions, we will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and of diasporic, migrant, or transnational peoples in a rapidly globalizing but by no means equalizing world. Supplementary readings on postcolonial theory and criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 399 Teaching Literature (4 Credits)

Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. For upper-level undergraduates and graduate students who have an interest in teaching. Juniors, seniors and graduate students only. Enrollment limited to 15. {L}

Fall

ENG 400 Special Studies (1-4 Credits)

Fall, Spring

ENG 580 Graduate Special Studies (4 Credits)

Independent study for graduate students. Admission by permission of the chair.

Fall, Spring

ENG 580D Graduate Special Studies (4-8 Credits)

This is a yearlong course.

Fall, Spring

Crosslisted Courses

AFR 170/ ENG 235 Survey of African American Literature 1746–1900 (4 Credits)

Offered as AFR 170 and ENG 235. An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts include poetry, prose and works of fiction. Writers include Harriet Jacobs, Frances Harper, Charles Chesnut, Frederick Douglass and Phillis Wheatley. {L}

Fall, Spring, Variable

AFR 175/ ENG 236 African American Literature 1900 to the Present (4 Credits)

Offered as AFR 175 and ENG 236. A survey of the evolution of African American literature during the 20th century. This class builds on the foundations established in AFR 113, Survey of Afro-American Literature 1746 to 1900. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. {L}

Fall, Spring, Variable

AFR 243 Black Autobiography (4 Credits)

This course examines the U.S. Black autobiographical tradition from the eighteenth century to the present. "Autobiography" is constituted broadly to include slave narratives, memoirs, travelogues, poems, speeches, sketches and essays. The class explores questions of form, genre, publication history, narrative voice, language, audience and other literary markers. Students examine the narratives' socio-political, historical and economic milieus. And students explore the tradition, they consider how Black autobiographers engage Carolyn Rodgers' meditation-cum-query in, Breakthrough: "How do I put my self on paper/ The way I want to be or am and be/ Not like any one else in this/ Black world but me?." {H}{S}

Fall, Spring, Variable

AFR 245/ ENG 282 The Harlem Renaissance (4 Credits)

Offered as AFR 245 and ENG 282. A study of one of the first cohesive cultural movements in African American history. This class focuses on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernity, the rise of cities). Writers include Zora Neale Hurston, David Levering Lewis, Gloria Hull, Langston Hughes and Nella Larsen among others. Enrollment limited to 40. {L}

Fall, Spring, Variable

AFR 249 Black Women Writers (4 Credits)

How does gender matter in a black context? That is the question this course asks and attempts to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L}

Fall, Spring, Variable

AFR 333 Seminar: Writing Blackness- A Calderwood Seminar in Writing for the Public Sphere (4 Credits)

Learn how to bring your expertise in black history and culture into the public sphere. This Calderwood Seminar challenges students in an intimate workshop setting to grow as writers. Throughout the semester, students will build a writing portfolio that might include op-eds, book reviews, journal article reviews, coverage of public talks, movie reviews, and interviews with Africana studies scholars. Classes will include collaborative editing workshops, guest lectures from expert writers, and activities to build a strong writing foundation. You have learned how to write for college, now learn how to write for life. Prerequisite: At least one course in Africana studies. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. WI {H}{L}

Fall, Spring, Variable

AFR 360/ ENG 323 Seminar: Toni Morrison (4 Credits)

Offered as AFR 360 and ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

AMS 351np/ ENG 384np Seminar: Topics in Writing about American Society-Creative Nonfiction Writing through Photography (4 Credits)

Offered as AMS 351np and ENG 384np. A creative nonfiction writing workshop where students improve their writing using photography as muse, guide, foil and inspiration. Students write long, creative nonfiction pieces about current issues in American life using photography as a method for inspiring, analyzing and improving the prose. Students take photos, report and write, applying principles of photography such as point of view, depth of field, focus, flatness and timing to help with the essentials of narrative prose. Stories range from blog posts to profiles to fully realized long form, magazine-style, nonfiction articles. This is not a photography course, and if students' photography improves as a result, that is a happy accident. No prior experience with photography required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required. {A}{L}{S}

Fall, Spring, Variable

ENG 136/ WRT 136 Journalism: Principles and Practice (4 Credits)

Offered as WRT 136 and ENG 136. In this intellectually rigorous writing class, students learn how to craft compelling "true stories" using the journalist's tools. They research, report, write, revise, source and share their work—and, through interviewing subjects firsthand, understand how other people see the world. The course considers multiple styles and mediums of journalism, including digital storytelling. Students should focus their attention and effort on academic exposition and argumentation before learning other forms of writing. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Dante's Divine Comedy." Enrollment limited to 20. WI {L}

Fall

ENG 203/ WLT 203 Western Classics in Translation II: Renaissance to Modern (4 Credits)

Offered as WLT 203 and ENG 203. Considers works of literature from different linguistic and cultural traditions that have had a significant influence over time. May include Shakespeare, Cervantes, Goethe, Balzac, Tolstoy, Ibsen and others. Enrollment limited to 20. WI {L}

Spring

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

ENG 230/ JUD 230 American Jewish Literature (4 Credits)

Offered as JUD 230 and ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H}{L}

Fall, Spring, Variable

ENG 271/ GER 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

ENG 280/ WLT 280 Historical Memory and the Global Novel (4 Credits)

Offered as ENG 280 and WLT 280. This course explores the relationship between history and memory in a series of post-WW2 “global” novels, texts that somehow straddle or transcend national traditions and marketplaces. This course interrogates how art might ethically engage with—or seek refuge from—historical “events” such as colonial and post-colonial violence, total/nuclear war, authoritarian military coups, global terrorism, trans-Atlantic slavery and the Holocaust. Major course themes include the relationship between the personal and the historical, the national and the global, the generational transfer of trauma, feelings of guilt and complicity, and the idea of historical memory itself. {L}

Fall, Spring, Alternate Years

ENG 301/ PYX 301 Advanced Poetry Writing: A Capstone (4 Credits)

Offered as PYX 301 and ENG 301. Conceived as the culmination of an undergraduate poet’s work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop and may count toward the fulfillment of the “capstone experience” requirement. Poetry Concentrators must be enrolled in or have completed the other course requirements for the Concentration. Prerequisite: ENG 295 recommended but not required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required.

Spring

FMS 281 Screenwriting Workshop (4 Credits)

This course provides an overview of the fundamentals of screenwriting. Combining lectures and script analyses, students focus on character development, story structure, conflict and dialogue featured in academy award-winning screenplays. Students begin with three creative story ideas, developing one concept into a full-length screenplay of their own. Through in-class read-throughs and rewrites, students are required to complete ~30 pages of a full-length screenplay with a detailed outline of the entire story. Cannot be taken S/U. Prerequisites: FMS 150 or ARS 162. FMS 150 strongly encouraged. Enrollment limited to 12. Application and instructor permission required. {A}

Fall, Spring, Annually

FYS 128 Ghosts (4 Credits)

This course explores what Toni Morrison in *Beloved* calls “the living activity of the dead”: their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises and spirit photography. This course counts towards the English major. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 132 Girls Leaving Home (4 Credits)

This course explores how literary writers from various times and places have addressed the topic of girls leaving home. What are the risks and benefits for young (usually single) women who leave a place of origin, temporarily or permanently, with or without families, to make new lives? What do they flee or seek? How do gender, race, ethnicity, sexuality, nationality, class complicate their stories? How is “home” understood or redefined in these narratives? Readings include Shakespeare’s *As You Like It*, Austen’s *Northanger Abbey*, and immigrant American narratives *The Road from Coorain*, *The Woman Warrior* and *Americanah*. Our primary methodology is literary analysis. Recommended for students considering the English major. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel (4 Credits)

This course looks at a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom—transgression, even—to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman’s adultery, and two that focus on a young man’s ambition—Balzac’s *Père Goriot*; Flaubert’s *Madame Bovary*; Dostoevsky’s *Crime and Punishment*; Tolstoy’s *Anna Karenina*. There are some additional readings in history, criticism and political theory. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 167 Viking Diaspora (4 Credits)

The Norse colonies of Iceland and Greenland and the attempted settlement of Vinland in North America were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. This course compares the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Sources for these experimental communities are the oral memories of founding families preserved in the later *Íslendingasögur* (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and medieval studies majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 168 Damaged Gods: Myth and Religion of the Vikings (4 Credits)

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800-1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 195 Literary Borders (4 Credits)

This course examines the imaginative possibilities of the border in literary and visual texts. The class considers how writers portray cultural, national, temporal and linguistic frontiers; how literature embodies the experience of crossing or dwelling within borderlands; how texts reinforce or transgress the boundaries at which readers are positioned; and how writing itself can construct and bridge differences. Reading poems and stories of liminal figures, the class analyzes how the border challenges ideas about place, body, identity, language and text. In encounters with new expressive forms that disrupt the way literature is read, the class explores the edges of language. For a broader picture of the border in the imagination, the class also examines film, music, theatre and other arts. Enrollment limited to 16 first-years. (E) WI {L}

Fall

FYS 198 The Coming Apocalypse (4 Credits)

It's boom time for the End Times. Millennialists state with confidence that the world's final hour is approaching: the signs are everywhere, for those who know how to see them. Eschatological scenarios abound, ranging from climate change desolation and nuclear annihilation to alien invasions and zombie uprisings. Every ending also heralds a new beginning, though; every apocalypse gives way to a post-apocalypse. By focusing on apocalyptic and post-apocalyptic stories across a variety of media and genres, this course considers the significance of the human predilection for telling stories about the end of humanity. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

SWG 360 Seminar: Memoir Writing (4 Credits)

How does one write a life, especially if it's one's own? This writing workshop addresses the profound complexities, challenges, and pleasures of the genre of the memoir, through intensive reading, discussion, and both analytical and creative writing. Our readings will be drawn from a range of mostly contemporary memoirists with intersectional identity locations—and dislocations—drawing from a range of voices, experiences, and representations, pursuing what the class comes to identify as our own most urgent aesthetic and ethical questions. Our attention will be to craft, both in the memoirs we read and those we write. Writing sample and instructor permission required. Juniors and seniors only. Enrollment limited to 12. {H}{L}

Fall, Spring, Variable

THE 261 Writing for the Theatre I (4 Credits)

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students are considered for staging. Writing sample and instructor permission required. {A}

Fall, Spring

THE 262 Writing for the Theatre II (4 Credits)

Intermediate and advanced script projects. Prerequisite: THE 261. Writing sample and instructor permission required. {A}

Fall, Spring

WLT 205 Contemporary African Literature and Film (4 Credits)

A study of the major writers and diverse literary traditions of Africa, with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngugi, Dangarembga, Bâ, Ndebele and Aidoo. Films: Tsotsi, Softie and Blood Diamond. {L}

Fall, Spring, Variable

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature (4 Credits)

An examination of race, identity, and resistance in African, Caribbean, and African American literatures through the lens of coming-of-age novels. This course will enable students to critically engage the political and aesthetic imperatives of black writing by interrogating the thematics and legacies of slavery, colonialism, and racism. How do writers of Africa and the African diaspora appropriate the Bildungsroman as a literary form in their constructions of identity, freedom, and citizenship? What makes this genre particularly useful for the liberatory project of black imagination? Writers include Ngugi, Dangarembga, Wicomb, Cliff, Kincaid, Morrison and Wright. {L}

Fall, Spring, Variable

WLT 266md Colloquium: Topics in South African Literature and Film (4 Credits)

A study of South African literature and film with a focus on adaptation of literary texts to the screen. The course pays particular attention to the ways in which the political, economic and cultural forces of colonialism and apartheid have shaped contemporary South African literature and film: for what purposes do South African filmmakers adapt novels, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate our understanding racial, political and gender-based violence in South Africa? Enrollment limited to 18. {L}

Fall, Spring, Variable

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel (4 Credits)

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L}

Fall, Spring, Variable

WLT 300 Foundations in Contemporary Literature Theory (4 Credits)

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabba, Butler, Said, Ngugi wa Thiong'o, Zizek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L}

Fall

Goals for Majors in English Language and Literature

We want our students to read literary texts—from an array of traditions, historical periods, and genres—closely, critically, with an alertness to complexity and an openness to pleasure; and we wish them to realize and to articulate the power of those texts as sites for critical thinking, moral and intellectual exploration, and engagement with the world.

Accordingly, students who complete the major in English language and literature should be able to:

- Understand and be familiar with major movements, authors and expressive traditions of British, American and world literatures in English.
- Understand literature in relation to historical frameworks, both diachronic (literary history across time, texts in relation to prior texts) and synchronic (texts in their own time, in relation to the contexts that shape an era's thought and expression).
- Think cogently about the production of literary meaning, understanding the resources of form and genre and the intellectual power of major critical theories and interpretive methods.
- Write clear, forceful interpretive arguments, which give voice to a complex understanding of literary texts and marshal evidence carefully and persuasively.
- Conduct scholarly research in print and electronic formats, citing sources accurately and responsibly—and using that research to enter the critical debates and conversations that texts provoke.
- Make effective use of oral communication and presentation techniques.
- Combine, as their careers unfold, close reading, argumentative and evaluative skills, and research into their own longer works of literary analysis.

Environmental Concentration

Department website (<https://www.smith.edu/academics/environmental-concentration/>)

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

Faculty

Environmental Concentration Committee

Joanne Benkley, Associate Director of the Center for the Environment, Ecological Design, and Sustainability, *Co-Director*

Andrew Berke, Associate Professor of Chemistry, Faculty Director of the Center for the Environment, Ecological Design, and Sustainability, *Co-Director*

Barbara Brehm-Curtis, Ph.D., Professor of Exercise & Sport Studies

Greg de Wet, Ph.D., Assistant Professor of Geosciences

Niveen Ismail, Ph.D., Assistant Professor of Engineering

Timothy Johnson, Ph.D., Director of the Botanic Garden and Professor of Practice in Biological Sciences

James Daniel Lowenthal, Ph.D., Mary Elizabeth Moses Professor of Astronomy

Denise McKahn, Ph.D., Associate Professor of Engineering

Javier Puente, Ph.D., Associate Professor of Latin American and Latino/a Studies

Amy Rhodes, Ph.D., Professor of Geosciences

Susan Stratton Sayre, Ph.D., Associate Professor of Engineering

Paul Wetzel, Field Station Manager and Curriculum Administrator

of the Center for the Environment, Ecological Design, and Sustainability

Gregory White, Ph.D., Mary Huggins Gamble Professor of Government

Advisers for the Concentration

Members of the committee

Environmental Concentration

Interested students may apply to the environmental concentration after declaring a major, and are strongly encouraged to satisfy the gateway course requirement before they apply. The application is available on our website (<https://www.smith.edu/academics/environmental-concentration/>).

Requirements

The environmental concentration has five structural components:

1. One gateway course: ENX 100 or LSS 100
2. Four academic core courses across at least two of the three divisions (humanities, social sciences and natural sciences)

3. One course in path-making, approved by the environmental concentration directors and taken after the student has been accepted into the environmental concentration
4. Two practicum experiences: internships, projects on campus, volunteer or paid work. Each practical experience must include at least 100 documented hours of work and be approved by the academic adviser. Collaborative and international experiences are strongly encouraged.
5. One capstone course: ENX 301, completed in the student's final year of study.

Courses

ENX 100 Environment and Sustainability: Notes from the Field (1 Credit)

This 1-credit lecture series introduces students to theory and practice in fields related to the environment, sustainability and climate change. Students gain insight into how their liberal arts education and skills in critical thinking and analysis apply to a variety of environmental issues and sustainability contexts. Speakers, including distinguished alumnae, are drawn from the five colleges, the Pioneer Valley and beyond. S/U only. This course can be repeated for credit.

Fall

ENX 301 Seminar: Environmental Concentration Capstone (4 Credits)

Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Fall

ENX 400 SPECIAL STUDIES (1-4 Credits)

Fall, Spring

Crosslisted Courses

IDP 132 Designing Your Path (1 Credit)

This class is for students who are starting their Smith journey, embarking on or returning from an immersive experience abroad, weaving their interests through a concentration or self-designed major, or wrestling with expressing what a Smith education has prepared them to do. Students test different integrative paths of their own design, tell their own story and create a digital portfolio to showcase their work. Students learn to articulate connections between their work in and outside of the classroom and explain how Smith is preparing them to engage with the world beyond. S/U only. Enrollment limited to 12.

Fall, Spring, Variable

IDP 232 Articulating Your Path (1 Credit)

This course is for students who have completed IDP 132 or another Smith experience that allowed for reflection on curricular and experiential work, values and goals. Students begin to look outward. After reviewing and assessing important learning experiences, students conduct qualitative interviews to gain a multidimensional understanding of their discipline in the world. Students simultaneously create a "personal syllabus," a reflection on maintaining and pursuing curiosity. Finally, they make a narrative digital portfolio and gain experience with public voice through an op-ed, TED talk or other piece of media. S/U only. Prerequisites: IDP 132. Enrollment limited to 12.

Fall, Spring, Variable

LSS 100 Landscape, Environment and Design (2 Credits)

Through readings and a series of lectures by Smith faculty and guests, this course examines the history and influences out of which landscape studies is emerging. The course looks at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. {A}{H}{S}

Spring

Learning Goals

Students in the environmental concentration will:

1. Bring together knowledge and data from different fields, including their own disciplinary lens, within the unifying context of environmental problem-solving
2. Learn to see environmental issues from multiple perspectives by interacting with faculty, staff, alumnae, other students, and community members with different backgrounds, experiences, and knowledge, through the gateway course and internships
3. Develop skills in communicating, listening, and self-reflection to facilitate decisions and action
4. Engage in substantive environmental work on internships and on interdisciplinary teams in the capstone experience

Environmental Science and Policy

Department website (<https://www.smith.edu/academics/environmental/>)
The environmental science and policy major is designed for students with interests in the environment and sustainability and a commitment to scientifically-based problem solving and policy analysis. The objectives of the major are to prepare students to transcend disciplinary boundaries, combine analytical and communication skills with a well-rounded understanding of the environment, and translate this knowledge into meaningful action and innovative solutions. Four integration courses form the intellectual and organizational core of the major. Each course brings together frameworks, proficiencies and knowledge from natural and social sciences in an explicitly integrative fashion to explore and analyze important environmental topics at local, regional, national and global levels. Additional foundational courses provide breadth in the natural and social sciences, humanities, and statistics, and introduce students to fundamental aspects of disciplines important to understanding human-environment interactions. Students gain depth of knowledge by choosing a coherent sequence of electives with a clear environmental focus. Students are strongly encouraged to engage in environmentally oriented internships, independent research or study-away opportunities.

Faculty

Environmental Science and Policy Committee

Alexander Richard Barron, Ph.D., Associate Professor of Environmental Science and Policy

Jesse Bellemare, Ph.D., Associate Professor of Biological Sciences

Andrew Berke, Ph.D., Associate Professor of Chemistry

Greg de Wet, Ph.D., Assistant Professor of Geosciences

Colin Hoag, Ph.D., Associate Professor of Anthropology

Efadul Huq, Ph.D., Assistant Professor of Environmental Science and Policy

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

Steven Moga Ph.D., Associate Professor of Landscape Studies

Yancey Orr Ph.D., Associate Professor of Environmental Science and Policy

Paulette M. Peckol, Ph.D., Louise C. Harrington 1926 Professor of Biological Sciences

Jeffrey Lee Ramsey, Ph.D., Associate Professor of Philosophy

Amy Larson Rhodes, Ph.D., Professor of Geosciences

Susan Stratton Sayre, Ph.D., Associate Professor of Economics

L. David Smith, Ph.D., Professor of Biological Sciences

Camille Washington-Ottombre, Ph.D., Associate Professor of Environmental Science and Policy

Gregory White, Ph.D., Mary Huggins Gamble Professor of Government, *Chair*

Lecturers and Visiting Faculty, 2023-24

Matthew Ghazarian, Ph.D., Lecturer

Denise Lello, Ph.D., Lecturer

Heather Rosenfeld, Ph.D., Lecturer

Major and Minor Advisers

Members of the committee

Honors Director

Susan Stratton Sayre

Study Abroad

Students may elect to take courses for the major outside Smith College by participating in an environmentally oriented, off-campus program. Relevant Smith-approved programs include but are not limited to Arava Institute for Environmental Studies, Danish Institute for Study Abroad, Duke University's Organization for Tropical Studies, Frontiers Abroad Earth Systems New Zealand, the School for Field Studies, the School for International Training, SEA Semester, and the Maritime Studies Program of Williams College and Mystic Seaport. Courses from other study-away programs may also be eligible for credit with approval of the major adviser. Study-away courses will generally count as 200-level electives, but specific courses in specific programs may be authorized to count as 300-level electives with preapproval of the major adviser. Consult your major adviser for details.

Environmental Science and Policy Major

Prospective majors should consult with a faculty adviser in choosing their courses. In their first semesters, students are encouraged to enroll in one of the foundational courses and ENV 101, as well as statistics.

Requirements

Fourteen courses:

- Four environmental integration courses: ENV 101, ENV 201/ENV 202, ENV 311 and ENV 312
- Five foundational courses:
 - Two courses from different departments in the natural sciences (BIO, CHM, GEO or PHY), one of which must be a lab course.
 - Natural science lecture courses: BIO 130, ENV 108/ CHM 108, GEO 101, GEO 104, GEO 106 or PHY 110.
 - Natural science lab or field courses: BIO 131, CHM 111, CHM 118, GEO 102 or GEO 108.
 - Two courses in social sciences or humanities from different departments: ANT 130, ANT 224/ ENV 224, ECO 150, WRT 118 (select topics), WRT 119 (select topics), ENG 135/ WRT 135 (select topics), FYS 101, FYS 151, GOV 200, GOV 207, GOV 220, GOV 241, LAS 201 (select topics), LSS 255, PHI 238, PPL 220, SOC 101 or SWG 150.
 - A fifth course at any level or a quantitative/research methods course. The 2-credit stand-alone laboratories, BIO 131 and GEO 102, may be used for the fifth course. A student cannot count two 100-level lecture courses in the same discipline toward the foundation requirement.
- One course in statistics: ECO 220, GOV 203, PSY 201, SDS 201, SDS 220 or SOC 204. Students with qualifying test scores (e.g., AP, IB, etc.) in statistics may substitute an appropriate upper-level statistics course in consultation with the major adviser and in accordance with the guidelines of the home department.
- Four electives that create a coherent sequence with a clear environmental focus, chosen in consultation with the major adviser.
 - See Crosslisted Courses (p. 228) for options.
 - No more than one elective may be at the 100 level.
 - At least one must be at the 300 level.
 - ENX 100 may not be used as an elective.
 - One semester of independent study, ENV 400 (taken for 3 or 4 credits), or credit toward an honors thesis, ENV 430D, may be substituted for one elective, but neither may count as the 300-level elective.

Major Requirement Details

- Only one course fulfilling the major requirements may be taken S/U; ENV 201/ENV 202, ENV 311 and ENV 312 may not be taken S/U.
- Electives and the environmental focus can be identified at the time the major is declared but not later than the end of the add/drop period of the first semester of junior year. Subsequent changes require approval of the major adviser.
- Electives can include, but are not limited to, the crosslisted courses on the courses tab. Other relevant courses offered at Smith, within the Five College Consortium or in study-away programs, may be used to satisfy the electives requirement of the major with approval of the major adviser.
- Internships, study-abroad or Praxis experiences are encouraged.

Honors

Students with a strong academic background who wish to conduct independent and original work on an environmental topic are encouraged to pursue an honors project. Interested students should contact potential honors advisers by the beginning of February in the spring semester of their junior year. Please consult the director of honors for specific requirements and application procedures.

Environmental Science and Policy Minor

Prospective minors are urged to meet with the chair, associate director or faculty adviser early in their academic planning.

Requirements

Six courses

1. ENV 101
2. Two courses from different areas in the natural sciences
 - a. Biological sciences: BIO 130, BIO 266/BIO 267, BIO 268/BIO 269, BIO 364/BIO 365, BIO 390 (select topics)
 - b. Chemistry: CHM 108/ ENV 108, CHM 346, ENV 108/ CHM 108, GEO 301
 - c. Geosciences: GEO 101, GEO 104, GEO 106, GEO 108, GEO 301, GEO 309
 - d. Physics and Engineering: EGR 100 (select topics), EGR 312, EGR 315, PHY 110
3. One course from social sciences and humanities: ANT 224/ ENV 224, ANT 229, ECO 224, ECO 271, ENV 229, ENV 313, ENV 323, ENV 326, ENV 327, GOV 207, GOV 242, GOV 347 (select topics), PHI 238, PSY 268, SOC 233
4. Two electives: ENV 201/ENV 202, ENV 311, courses listed above for the minor in the natural sciences or social sciences and humanities categories, or courses crosslisted in ENV.

Minor Requirement Details

- ENX 100 may not be used as an elective
- Two of the required courses must be 200 level or higher.
- Only topics of EGR 100 that focus on energy, natural resources or sustainability may count toward the minor.
- ENV 201/ENV 202 and ENV 311 may count as electives toward the minor but do not fulfill either the natural science or the social science and humanities requirements.
- A course in geographic information systems, ENV 150/ GEO 150 or equivalent, is recommended as an elective.

- Appropriate Smith courses, Five College courses, or courses taken at other institutions and through summer and semester-away programs may be counted toward the minor with preapproval of the adviser.
- Students must satisfy the prerequisites for all courses included in their minor program.
- No more than three of the six courses may be taken at other institutions.
- No more than one course may be taken S/U; ENV 101 may not be taken S/U.

Courses

ENV 101 Sustainability and Social-Ecological Systems (4 Credits)

Earth has entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how our social-ecological systems can be remodeled to build a more sustainable and resilient future. Enrollment limited to 37. {H}{N}{S}

Fall, Spring

ENV 108/ CHM 108 Environmental Chemistry (4 Credits)

Offered as CHM 108 and ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N}

Spring

ENV 113 Colloquium: Organic, Mechanical and Digital Environments (4 Credits)

Beginning in the late 20th century, human organization and experience has increasingly been influenced by digital forms of communication, production and integration with the environment. This is an environmental, technological, social landscape that will likely dominate the rest of our lives, but how can we responsibly accept or use it without putting it in context with other forms of technology and communities? We will examine life and our relationship to nature in organic, mechanical and digital societies in order to understand the following: 1) How we may be different types of people as a result of our technology, and 2) How technological change can be linked to social transformations. Because technology and its effects on society are multifaceted, we will draw from several disciplines. Sources from historians, anthropologists, sociologists, philosophers, political scientists and ecologists will be used to reconstruct these worlds and place our own in clearer context. Enrollment limited to 18. {S}

Fall, Spring, Variable

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

ENV 201 Researching Environmental Problems (4 Credits)

While focusing on topical environmental issues, students learn how to gather, analyze and present data using methods from the natural and social sciences. Data are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics vary in scale from the local to the global. Corequisite: ENV 202. Prerequisite: ENV 101. Enrollment limited to 18. {N}{S}

Fall, Spring

ENV 202 Researching Environmental Problems Laboratory (1 Credit)

In this laboratory complement to ENV 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Corequisite: ENV 201. Prerequisite: ENV 101. Enrollment limited to 18. {N}{S}

Fall, Spring

ENV 207 Introduction to Environmental History (4 Credits)

This course offers an introduction to the methods and key debates in environmental history, the history of the relationship between humanity and the “rest of nature.” Since the 1970s, environmental historians have used an environmental lens to examine politics, economy, religion, gender, race, migration, art, music, literature and culture. In addition to typical archives of texts and other historical remnants created by people, environmental historians also avail themselves to “natural” archives, including the ice core, tree-ring and lake sediment samples collected by climate scientists. Discussions in this course include historical conceptions of nature and the natural world, human settlement, human/animal relations, disaster, agrarian development, the adoption of carbon energy, social movements centered on the environment and environmentalism and the Anthropocene. (E) {H}

Fall, Spring, Variable

ENV 215 Introduction to Environmental Policy Analysis (4 Credits)

How is actionable advice to decision makers about how to address environmental challenges best provided? What makes a policy effective or desirable? How are policy analysis documents best evaluated? This course introduces the frameworks and methodologies of environmental policy analysis. Working from a step-by-step approach to policy analysis, students practice defining problems, identifying policy alternatives, selecting appropriate evaluation criteria and producing well-supported policy recommendations. The course explores the strengths and limitation of this “rational” model of policy analysis as well as commonly used evaluation techniques including cost-benefit and cost-effectiveness analysis, environmental impact analysis and environmental justice analysis. {S}

Fall, Spring, Alternate Years

ENV 218 Colloquium: Environmental Policy (4 Credits)

Why has the U.S. Congress failed to address so many environmental issues since the heyday of the 1970s? What can the current administration do on climate and environmental justice without Congress? Where is environmental policy being made if not in Congress? This course explores the political, economic, legal, ethical, and institutional dimensions of the environmental policy making process. The focus is on understanding policy-making systems at a range of scales and how to influence and improve them. Prerequisite: ENV 101 or equivalent. Enrollment limited to 20. (E) {S}

Spring, Annually

ENV 221 Colloquium: Native American and Indigenous Studies and the Environment (4 Credits)

The approximately six hundred federally recognized American Indian tribes in the United States are among the thousands of contemporary Indigenous groups in the world. Such a diversity of human culture, experience and history provides a unique vantage point for studying how people are connected to the environment. By surveying how indigenous people shape and are shaped by the environment on several continents, with a focus on North America, students will gain a greater understanding of the variation and importance of human environmental relationships. Perspectives from Indigenous studies, history, philosophy, ecology, biology and anthropology will be some of the disciplines used in the course. Enrollment limited to 30. {H}{S}

Fall, Spring, Annually

ENV 224/ ANT 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis (4 Credits)

Offered as ANT 224 and ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes the human is far from straightforward. This course examines the changing ways that Anthropos is being understood in an era of rapid global climate change and our planet’s sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism and the Anthropocene concept. Enrollment limited to 30. {S}

Fall, Spring, Variable

ENV 225 Colloquium: Ecofeminism (4 Credits)

What is the relationship between gender, feminism and the environment? Ecofeminism unites scholars and activists who have asserted that environmentalism is a feminist issue, that nature is gendered or that gender liberation and environmental liberation are linked. This course introduces students to the theory and practice of ecofeminism from the late twentieth century to the present. While this course is titled “Ecofeminism,” some would consider it more apt to use a lens of “ecofeminisms,” foregrounding the considerable variation in theories, assumptions and activist movements. Recognizing this variation, students study debates within ecofeminism and define ecofeminism expansively. Enrollment limited to 25. (E)

Fall, Spring, Variable

ENV 229 Colloquium: Critical Cartography and Environmental Social Movements (4 Credits)

How do maps lie? Do maps describe or create spaces and places? How does the design of a map impact its message? And how does all of this matter for environmental social movements? This course is a practice-based investigation of questions such as these, through bringing the insights of critical cartography to bear on environmental social movements. Students develop a map portfolio, improved skills in cartography and a deeper sense of how maps have been used to describe and influence environmental issues. Prerequisite: ENV 150/ GEO 150. (E)
Spring

ENV 311 Interpreting and Communicating Environmental Information (4 Credits)

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporary environmental issues as a foundation, this course emphasizes careful assessment of both message and audience to design effective communication strategies for complex issues. Students develop the ability to read, interpret and critique environmental research from a variety of disciplines; to consider the needs and motivation of their audience; to develop evidence-based arguments tailored to a particular audience; and to articulate those arguments clearly and concisely. Prerequisite: one semester of statistics. ENV 101 and ENV 201/ENV 202 are strongly recommended. Enrollment limited to 18. Instructor permission required. {N}{S}

Fall, Spring**ENV 312 Seminar: Sustainable Solutions (4 Credits)**

This course is designed to develop a student's abilities as an environmental problem-solver through practice. The problems come in two forms: a campus or local problem related to environmental sustainability or resilience and the problem of what to do with one's life. To address each, students engage in a semester-long group project that addresses a real-world environmental issue or question (projects vary from year to year) and a more individualized examination of the student's own values, career aspirations and skills. Student work is assessed via progress reports, exercises, class participation, an oral presentation and a final written report. Prerequisites: ENV 101, ENV 201/ ENV 202, a statistics course and ENV 311 (may be taken concurrently). Enrollment limited to 16. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring**ENV 323 Seminar: Climate and Energy Policy (4 Credits)**

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Annually**ENV 326 Seminar: Environmental Justice and Natural Resource Management (4 Credits)**

This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Annually**ENV 327 Seminar: Environmental Justice & Decolonial Aspirations in an Urbanizing World (4 Credits)**

This course explores global environmental justice and decolonial planning issues, debates and policies in the context of an urbanizing world marked by race, gender, nationality, ethnicity, caste, class and other lines of difference. The course draws from scholarship in urban studies, anthropology, sociology, geography and other related fields to develop an appreciation of global environmental injustices. With particular attention to decolonial planning approaches, students learn about efforts to redress environmental injustices, whether through formal planning and policies, social movements, community organizing or everyday environmentalism. The course covers environmental issues at multiple scales from around the world and explores the interrelatedness of themes. Prerequisite: ENV 101. Priority given to ENV majors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring**ENV 331 Seminar: Famine-A Global Political Ecology (4 Credits)**

This course examines cases of famine from across the globe. Although famine has long been conceived as arising from "natural" disasters like drought and pest infestations, recent work has suggested that human action may be more at play. This course examines historical cases of famine to evaluate its causes and the responses to it across different parts of the world. How did different societies conceive of and respond to ecological forces, and how did ecological forces change different societies? In examining several cases, students evaluate claims about famine's human and/or natural provenance and ideas about famine's relationship to empire-building and state-making. To what extent have waves of hunger and starvation helped to secure the division between the Global South and Global North? Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {H}

Spring, Variable**ENV 400 Special Studies (1-4 Credits)**

Admission by permission of the instructor. Special Studies are open to qualified juniors and seniors and, in appropriate cases, to sophomores. Students are encouraged to contact the instructor in advance of the semester they intend to take this course.

Fall, Spring**ENV 430D Honors Project (4 Credits)**

Full-year course, 4 credits each semester. Offered every year. Please consult the director of honors for specific requirements and application procedures.

Fall, Spring

Crosslisted Courses

Natural Sciences

BIO 130 Biodiversity, Ecology and Conservation (4 Credits)

Students in this course investigate the origin, nature and importance of the diversity of life on Earth, key ecological processes and interactions that create and maintain communities and ecosystems, principle threats to biodiversity, and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, the course emphasizes the relevance of diversity and ecological studies in conservation. Corequisite: BIO 131 is recommended but not required. {N}

Fall, Spring

BIO 131 Research in Biodiversity, Ecology, and Conservation (2 Credits)

Students pull on their boots and explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens and local hemlock forests. Students gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students practice the scientific process and document their work in a lab notebook. Research skills developed include hypothesis development, data collection, statistical analysis and presentation of results. Because research projects vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 16.

Corequisite: BIO 130 recommended. (E) {N}

Fall, Spring

BIO 206 Plant Physiology (4 Credits)

How do plants work? This course explores key processes in plant physiology and how these processes interact with the (changing) environment. Key concepts include photosynthesis/carbon sequestration, water and nutrient uptake and transport, growth and carbon allocation, and plant-soil interactions. The course encourages students to think about these processes in an environmental justice context e.g. food justice, urban tree resilience and natural climate solutions. Corequisite: BIO 207 recommended but not required.

Prerequisites: A course in ecology, organismal biology or environmental science. {N}

Spring

BIO 207 Plant Physiology Lab (1 Credit)

This laboratory is both a survey of plant physiological techniques and a course-based research experience in plant physiological research. Field trips are taken to MacLeish Field Station and experiments are conducted in Lyman Plant House. Students gain hands-on experience with sophisticated instrumentation and techniques used to measure micro-climate, plant-water relations and gas exchange (photosynthetic rate and respiration). Corequisite: BIO 206. {N}

Spring

BIO 260 Invertebrate Diversity (3 Credits)

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. Corequisite: BIO 261. Enrollment limited to 20. {N}

Spring

BIO 261 Invertebrate Diversity Laboratory (2 Credits)

This laboratory examines relationships between invertebrate form and function and compares diversity within and among major body plans using live and preserved material. Students observe and document invertebrate structure, life cycles, locomotion, feeding and other behaviors. Corequisite: BIO 260. Enrollment limited to 20. {N}

Spring

BIO 264 Plant Diversity and Evolution (4 Credits)

This course explores the diversity of plant life and investigates its evolutionary origins and history through a mixture of lecture, lab and discussion activities. A key focus of the course is the ecological and environmental context of major evolutionary developments in the Land Plants, including their adaptations to various abiotic challenges, as well as antagonistic and mutualistic interactions with other organisms. Our survey of plant diversity is guided by recent phylogenetic studies and we make use of the outstanding living collections in the Lyman Plant House. Corequisite: BIO 265. Enrollment limited to 20. {N}

Spring, Alternate Years

BIO 265 Plant Diversity and Evolution Laboratory (1 Credit)

This lab introduces students to plant morphology and identification through hands-on work with plant material. In addition, we focus on local native plants and the outstanding botanical collections in the Lyman Plant House. Field trips to other sites of botanical interest in the region are also taken. Corequisite: BIO 264. Enrollment limited to 20. {N}

Spring, Alternate Years

BIO 266 Ecology: Principles and Applications (4 Credits)

This general ecology course provides a conceptual foundation for understanding ecological processes from population dynamics to ecosystem function. Fundamental ecological concepts are covered within the context of current environmental challenges arising from global change. This framing illuminates how population dynamics, community composition and trophic interactions affect ecosystem function and ecosystem services. Corequisite: BIO 267. Prerequisite: Bio 130 or an equivalent course in ecology or environmental science. Enrollment limited to 18. {N}

Fall, Variable

BIO 267 Ecology: Principles and Applications Laboratory (1 Credit)

This general ecology laboratory course provides hands-on experience in the execution of ecological experiments in the field. Students will participate in study design, data curation, analysis, and interpretation. All statistical analyses will be conducted in R. Enrollment limited to 18. Corequisite: BIO 266. {N}

Fall, Variable

BIO 268 Marine Ecology (3 Credits)

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Enrollment limited to 24. Corequisite: BIO 269. {N}

Fall

BIO 269 Marine Ecology Laboratory (2 Credits)

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments and to write in the scientific style. Field trips to Rhode Island and Cape Cod, MA provide hands-on experience with marine organisms in their natural habitats. Corequisite: BIO 268. Enrollment limited to 12. {N}

Fall

BIO 272 Vertebrate Biology (4 Credits)

A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Corequisite: BIO 273 is recommended but not required. No Prerequisites. Enrollment limited to 25. {N}

Spring

BIO 273 Vertebrate Biology Laboratory (1 Credit)

A largely anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates. Corequisite: BIO 272. Enrollment limited to 20. {N}

Spring

BIO 364 Plant Ecology (3 Credits)

This course surveys the environmental factors, historical processes and ecological interactions that influence the distribution and abundance of plant species in the landscape and informs conservation of rare and threatened plant species. The class examines how plant communities are assembled and what processes influence their structure and diversity, including past and present human activities, climate change and exotic species. The class focuses in particular on plants and plant communities of the Northeast U.S., using examples from the local landscape to illustrate key ecological concepts and approaches to plant conservation. Corequisite: BIO 365. Prerequisite: a course in plant biology, ecology or environmental science; statistics is recommended (e.g., MTH 220). Enrollment limited to 20. {N}

Fall, Variable

BIO 365 Plant Ecology Laboratory (2 Credits)

This lab course involves field and laboratory investigations of plant ecology and conservation, with an emphasis on Northeastern plant species and plant communities. The labs explore interactions between plants and insects, visit wetland and upland habitats and investigate plant population dynamics at sites around western Massachusetts. Students gain hands-on experience with descriptive and experimental research approaches used to investigate ecological processes in plant communities and inform conservation of plant biodiversity. Corequisite: BIO 364. Enrollment limited to 20. {N}

Fall, Variable

BIO 366 Biogeography (4 Credits)

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea-level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or equivalent. Enrollment limited to 20. {N}

Fall, Spring, Alternate Years

BIO 390cb Seminar: Topics in Environmental Biology-Investigations in Conservation Biology (3 Credits)

Conservation biology combines ecological and evolutionary principles with resource management, the social sciences, and ethics to understand, manage and maintain biodiversity. This seminar is designed to familiarize students with the questions conservation biologists ask and the methods they use to conserve life on Earth. Students engage in problem-solving exercises that examine conservation-related questions at the genetic, population, community, landscape or ecosystem levels and employ suitable analytical techniques or strategies to address the questions. Students discuss a related article from the primary literature to illustrate the use of each technique. Instructor permission required. {N}

Fall, Spring, Variable

BIO 390cr Seminar: Topics in Environmental Biology-Coral Reef Ecology and Conservation (3 Credits)

Coral reefs occupy a small portion of Earth's surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances (e.g., major storms, eutrophication, acidification, overfishing). Methods for reef conservation are examined. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Spring, Variable

CHM 108/ ENV 108 Environmental Chemistry (4 Credits)

Offered as CHM 108 and ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N}

Spring

CHM 111 Chemistry I: General Chemistry (4 Credits)

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111L. {N}

Fall

CHM 111L Chemistry I Lab: General Chemistry Lab (1 Credit)

Lab Section. The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111. {N}

Fall

CHM 118 Advanced General Chemistry (4 Credits)

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and CHM 224. A student who passes this course cannot take either CHM 111 or CHM 224. {N}

Fall

CHM 118L Advanced General Chemistry Laboratory (1 Credit)

Lab Section for CHM 118. This course is for students with a very strong background in chemistry and provides a foundation in basic lab technique, particularly for quantitative analytical measurements. It begins with an introduction to light as a tool for investigating aspects of chemical systems such as acid/base behavior and metal-ligand chemistry. The second half of the lab consists of a project module where students will develop greater independence in their chemistry skills while investigating the behavior of one particular chemical system in depth. Each student will also learn to keep a laboratory notebook, prepare scientific reports and presentations, and work safely in a chemical environment. Enrollment limited to 16. Corequisite: CHM 118. {N}

Fall

CHM 346 Environmental Analytical Chemistry (4 Credits)

An introduction to some common environmental chemical processes in air, soil and water, coupled with a study of the crucial role of accurate chemical measurement of these processes. Lecture and laboratory featuring modern chemical instrumentation for spectroscopy (atomic and molecular) high performance chromatographic separations (both gas and liquid), electrochemistry as well as microwave- and ultrasound-assisted sample preparation, and a short project linked to local faculty research interests. Oral presentations and formal laboratory reports required.

Prerequisite: CHM 118 or CHM 224 or equivalent. Enrollment limited to 20. {N}

Fall

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment (4 Credits)

Through readings, discussion, labs and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enables students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. Enrollment limited to 20. {N}

Fall, Spring, Variable

EGR 100sw Topics: Engineering for Everyone-Sustainable Water Resources (4 Credits)

We investigate and design water resources infrastructure – for hydropower, water supply, wastewater treatment, stormwater management, and irrigation. Those technologies are introduced through historical and contemporary examples, along with a theme of the importance of place in engineering design. In contrast to design as invention, this course puts the emphasis on the adaptation of common designs to particular places, as influenced by climate, physical geography, culture, history, economics, politics, and legal frameworks. Examples include the historic Mill River, Northampton's water resources, Boston's Deer Island wastewater treatment facility, San Francisco's water supply system, California's State Water Project and the Bay-Delta system, the Colorado River, and water recycling and reclamation. {N}

Fall, Spring, Variable

EGR 312 Seminar: Atmospheric Processes (4 Credits)

This course explores key topics including atmospheric circulation, global warming, stratospheric ozone depletion and urban air pollution. How does ground-level ozone form and why is it harmful to people and agriculture? What are high-pressure systems and why are they associated with fair weather? How do clouds form and what impact do they have on the climate? What instruments are being used to measure the properties of the atmosphere and how do these instruments work? This course is recommended for anyone with a solid grounding in math and science and is for students who want a better understanding of the environment. Prerequisites: CHM 111, EGR 110 and EGR 374 (may be concurrent) or equivalent. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Alternate Years

EGR 314 Seminar: Contaminants in Aquatic Systems (4 Credits)

Chemical and microbiological contamination of freshwater is a growing concern around the world. Understanding how these contaminants behave in the environment is essential when considering ecosystem implications and engineering approaches towards remediation. Topics covered include water chemistry, water policy and regulation and chemical contaminant partitioning. The class explores how contaminants enter the ecosystem, the fate of these contaminants due to environmental action and the potential for remediation to help restore freshwater health using a course based research approach. In addition, current and historical water quality events are reviewed as case studies. Through the research-based course project, students have an opportunity to explore a chosen topic of interest related to water quality and/or aquatic chemical or microbiological contamination. Prerequisites: CHM 111 and SDS 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 315 Seminar: Ecohydrology (4 Credits)

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course introduces students to the Pioneer Valley, the cloud forests of Costa Rica and African savannas. Prerequisites: MTH 112 and SDS 220. Enrollment limited to 12. Juniors and senior Engineering majors only.

Fall, Spring, Variable

EGR 325 Seminar: Sustainable Electric Power Systems (4 Credits)

Electric power systems across the globe, from continental to neighborhood-sized grids—are undergoing a comprehensive shift referred to as “The Energy Transition.” In this course, students learn modeling and analysis tools for integrating alternative energy sources (including geothermal and new storage technologies), as well as conventional technologies, into power systems. The class discusses barriers and possible solutions to the widespread desire to electrify everything, when the electric power grid itself is not yet sustainable, clean or reliable enough to absorb the new demand for electricity. Prerequisite: EGR 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 326 Dynamic Systems and Introduction to Control Theory (4 Credits)

Dynamic systems are systems that evolve with time, such as plants growing, populations migrating, systems storing energy (RLC circuits, rolling carts, heated building), national economy behavior, etc. They occur throughout nature and the built environment. Understanding dynamic systems leads to the ability to control them, so they behave according to the engineer’s design. This course introduces students to both linear dynamic system and modern control theories, so that students will be able to design and control simple dynamic systems. Through design projects, students gain practical experience in designing a simple controller for a dynamic system. Prerequisites: EGR 220, CSC 110 or CSC 120, and a basic linear algebra from course such as PHY 210 or MTH 211. Enrollment limited to 20. Engineering majors only. {N}

Fall, Spring, Annually

EGR 388 Seminar: Photovoltaic and Fuel Cell System Design (4 Credits)

This seminar applies fundamental principles of thermodynamics, electrochemistry and semi-conductor physics to the design, modeling and analysis of renewable energy power systems. Concepts covered in this course include extraterrestrial radiation, solar geometry, atmospheric effects, polarization curve characteristics, system components and configurations, stand-alone and hybrid system design and load interactions. This course applies these theoretical concepts in a laboratory setting involving the design and testing of fuel cell and photovoltaic systems. Corequisite: EGR 290. Prerequisites: EGR 220. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

EGR 390ge Seminar: Advanced Topics in Engineering-Geothermal Engineering (4 Credits)

Roughly two thirds of the energy used in a typical home in the United States is for heating and cooling. Most often, this energy is produced by burning fossil fuels or pulling electricity from the grid to power inefficient space heaters or air conditioners. Geothermal systems have been used since the 1970s to efficiently provide environmentally sustainable heating and cooling capacity for structures as small as homes or as large as hospitals. Topics to be covered include the different types of geothermal systems used for heating and cooling, calculating heat exchange, evaluation of site geothermal potential, design of geothermal systems, as well as construction techniques and considerations. Course activities will include discussions, design projects and field trips to ongoing geothermal construction sites (when possible). Prerequisites: EGR 290. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

ENX 301 Seminar: Environmental Concentration Capstone (4 Credits)

Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Fall

GEO 101 Introduction to Earth Processes and History (4 Credits)

Geology is a study of the Earth. In this course, students will examine the processes that formed the Earth and that have continued to change the planet during its 4.57 billion year history. In rocks, minerals and the landscape, geologists see puzzles that tell a story about Earth’s past. In this course, students will develop their geologic observation skills. Together, the class will investigate the origins of minerals and rocks and the dynamic processes that form volcanoes, cause earthquakes, shape landscapes, create natural resources, and control the climate—today as well as during the Earth’s past. Students learn to view the Earth with a new perspective and appreciate how the planet is constantly changing, even if at extremely slow rates. Students planning to major in geosciences should take GEO 102 concurrently. {N}

Fall

GEO 102 Exploring the Local Geologic Landscape (2 Credits)

The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Preference given to students taking GEO 101 concurrently and students who have previously taken a Geoscience course. Enrollment limited to 17. {N}

Fall

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future (4 Credits)

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have?. {N}

Fall, Spring, Annually

GEO 106 Extraordinary Events in the History of Earth, Life and Climate (4 Credits)

A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N}

Fall, Spring, Variable

GEO 108 Oceanography: An Introduction to the Marine Environment (4 Credits)

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. Laboratory enrollment limited to 16. {N}

Spring

GEO 231 Invertebrate Paleontology and the History of Life (5 Credits)

A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. At least one weekend field trip. Prerequisite: GEO 101 and GEO 102; GEO 108; FYS 103; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. Enrollment limited to 18. {N}

Fall

GEO 232 Sedimentary Geology (5 Credits)

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisites: GEO 101 and GEO 102; GEO 108; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Enrollment limited to 22. {N}

Fall

GEO 251 Geomorphology (5 Credits)

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: GEO 101, GEO 102, GEO 108 or FYS 103. Enrollment limited to 18. {N}

Spring

GEO 301 Aqueous Geochemistry (5 Credits)

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory emphasizes wet-chemistry analytical techniques. One weekend field trip. Prerequisites: One geoscience course and (CHM 108 or CHM 111). Enrollment limited to 16. {N}

Spring

GEO 309 Groundwater Geology (5 Credits)

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves studying a local groundwater problem. Prerequisites: (GEO 101, 102, 108 or FYS 103) and MTH 111. Enrollment limited to 14.

Fall, Spring, Alternate Years

GEO 334 Carbonate Sedimentology (5 Credits)

Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7-10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 231 or GEO 232. Enrollment limited to 8. Instructor permission required. Interested students should contact the course instructor. Students are responsible to partially cover expenses associated with the January trip. {N}

Fall, Spring, Variable

PHY 110 Energy, Environment and Climate (4 Credits)

Our planet's reliance on carbon-based, non-renewable energy sources comes at a severe environmental, economic and political cost. Are there alternatives? This course offers a hands-on exploration of renewable energy technologies with an emphasis on understanding the underlying scientific principles. Students will assess worldwide energy demand, study the limits to improved energy efficiency, explore the science and technology of solar, wind, and hydropower, understand the science behind global warming, investigate climate models, and evaluate strategies for a sustainable future. This course also includes in-class experiments and field trips. {N}

Fall, Spring, Variable

SDS 201 Statistical Methods for Undergraduates (4 Credits)

(Formerly MTH 201/ PSY 201). An overview of the statistical methods needed for undergraduate research, emphasizing methods for data collection, data description and statistical inference, including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or equivalent should take SDS 220, which also satisfies the basic requirement. Normally, students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, ECO 220, GOV 203, SDS 220 or SOC 204. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 220, SDS 290 or SDS 291. {M}
Fall, Spring, Annually

SDS 220 Introduction to Probability and Statistics (4 Credits)

(Formerly MTH 220/SDS 220). An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. This course satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 203, ECO 220, SDS 220 or SOC 204. Exceptions may be allowed in special circumstances with adviser and instructor permission. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 290 or SDS 291. Prerequisite: MTH 111 or equivalent. Enrollment limited to 40. {M}

Fall, Spring

Humanities and Social Sciences**AMS 229 Native New England (4 Credits)**

In this course we interrogate the space now known as New England by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England, for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post-contact period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H}{L}{S}

Fall, Spring, Alternate Years

AMS 245 Feminist & Indigenous Science (4 Credits)

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

Fall, Spring, Variable

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ANT 130 Introduction to Cultural Anthropology (4 Credits)

What does it mean to be human? What is culture, and how does it shape the way humans see the world? Why are some forms of cultural difference tolerated, while others are not? As the holistic study of the human experience, cultural anthropology addresses these questions in a world shaped by human migration, climate change, capitalist extraction and global inequality. This course provides an overview of the discipline's history, its distinctive method of ethnography and the breadth of topics it addresses, including public health, race, the environment, gender, language, nationalism, software design, the body, music, cities, government and more. First-years and sophomores only. Enrollment limited to 25. {S}

Fall, Spring

ANT 224/ ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis (4 Credits)

Offered as ANT 224 and ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes the human is far from straightforward. This course examines the changing ways that Anthropos is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism and the Anthropocene concept. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 226 Archaeology of Food (4 Credits)

This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago, and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses on the types of archaeological data and analytical methods used to understand the agricultural revolution. Case studies from both centers and noncenters of domestication are used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food across the globe. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 229 Africa and the Environment (4 Credits)

In Western discourses, African environments are defined by violence, famine and degradation. These characteristics are depicted as symptoms of an African resistance to Western values such as private property, democracy and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science and more. Discussions covered include gender, race, land grabbing, indigenous knowledge, the commons, the cattle complex, desertification, oil, dams and nationalism. {H}{N}{S}

Fall, Spring, Variable

ANT 258/ MUS 258 Performing Culture (4 Credits)

Offered as MUS 258 and ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A}{S}

Fall, Spring, Alternate Years

ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature (4 Credits)

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US West, invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limited to 12. {N}{S}

Fall, Spring, Alternate Years

ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground (4 Credits)

In nurturing architecture's foundational principles of visual, material and conceptual experimentation, this course lays the foundation for subsequent studios, lifelong learning and curiosity for architectural design processes. It probes the material, organizational and spatial qualities of the ground, a shared horizontal territory inhabited by plants, people and buildings—one that is as much cultural as it is natural. Through iterative and analog processes, students integrate drawing and making to construct and reconstruct lines in the ground. Probing the physical and conceptual ground for natural or constructed patterns, students develop foundation-level design skills within the context of larger environmental and cultural discourses. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Not open to students who have taken ARS 283. Enrollment limited to 15. Prerequisite: ARH 110 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio (4 Credits)

Offered as LSS 389 and ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring, Variable

DAN 171 Dance History: Political Bodies From the Stage to the Page (4 Credits)

This course excavates the artistic, social and cultural trends that have driven the histories of ballet, jazz dance, modern dance and postmodern dance throughout the 20th & 21st centuries. The course looks critically at artists such as Isadora Duncan, Rudolf Laban, George Balanchine, Martha Graham, Katherine Dunham, Alvin Ailey, Anna Halprin, Pina Bausch and Bill T. Jones. Through readings, discussions, dance viewings, movement activities and sessions in the Museum of Art, Josten Library and Sophia Smith Collection, students examine how notions of race, nationality, gender, sexuality and political ideology inform dance. Students conduct historical research on a topic of their choice. Enrollment limited to 20. {A}{H}

Fall, Spring

DAN 339 Movement, Ecology and Performance in the Smith Landscape (4 Credits)

This course offers an opportunity to explore how place and landscape offer inspiration and opportunities for dance, performance and embodied experience. Place can include natural landscapes, buildings, parks, pathways, stairways, living rooms, and the place of our bodies. The goal of this course is to create bridges between the ecological and the poetic realms of human experience. Students will explore how creativity is being in relationship to things, beings, environments, and the historical and cultural contexts. This course includes a series of public performances and is open to students interested in engaging in creative collaborative process. Enrollment limited to 18. {A}

Spring, Alternate Years

ECO 150 Introductory Microeconomics (4 Credits)

How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what is produced and decide who gets the goods? This course considers important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. Enrollment limited to 40. {S}

Fall, Spring

ECO 220 Introduction to Statistics and Econometrics (5 Credits)

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 203, PSY 201, SDS 201, SDS 220 or SOC 204. Enrollment limited to 55. {M}{S}

Fall, Spring, Annually

ECO 224 Environmental Economics (4 Credits)

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, permits, public goods and common property resources. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 271 The Economics of Climate Change (4 Credits)

Climate change has been recognized as "the major, overriding environmental issue of our time, and the single greatest challenge facing environmental regulators" by the United Nations Secretary General. In this class we use the tools of economics to analyze and understand the many challenges of climate change. Topics covered include climate damages, market failure and externalities, emissions standards and taxes, cap and trade, discounting, risk and uncertainty, mitigation and integrated assessment models, adaptation, development, and gender. Prerequisites: ECO 220 and ECO 250. {S}

Fall, Spring, Alternate Years

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources (4 Credits)

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can market outcomes be improved in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods, and their implications for the allocation of resources. The course explores these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, the course touches upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ENG 135pt/ WRT 135pt Topics: Introduction to Writing Creative Nonfiction-Writing about Travel, Place and Time (4 Credits)

Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don't have to be a seasoned traveler to join the course; you can write about any place at all, including home. We'll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises ("performance writing") in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Prerequisite: One WI course. Enrollment limited to 16.

Spring, Variable

ENG 135ws/ WRT 135ws Topics: Introduction to Writing Creative Nonfiction-Writing about the Senses (4 Credits)

Offered as ENG 135ws and WRT 135ws. Sight, sound, touch, smell, taste: Everything humans know is reached through their senses. Humans share a world filtered through a million sensibilities - finding the words to convey what is heard, seen, smelled, tasted and felt is one of the most fundamental skills a writer can develop. In this class, students hone their descriptive powers to go beyond the obvious and uncover language that delights and surprises. Students learn to use one sense to write about another, combine them in powerful metaphors and explore how senses shape the narratives that drive us. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

ENG 237 Colloquium: Environmental Poetry and Ecological Thought (4 Credits)

This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how eco-poetry intervenes in debates about climate change. {L}

Fall, Spring, Variable

ENG 290sc Colloquium: Topics in Crafting Creative Nonfiction-Writing about Science (4 Credits)

This is a colloquium in creative nonfiction writing that takes science and the environment as its subject matter. Students research and write a series of magazine-style, general-audience articles about science, scientists and ordinary people affected by such concerns as disease or global warming. Along the way, students hone their interviewing and research skills and expressive capabilities while contending with issues of factual accuracy, creative license, authority responsibility and the basic tenets of longform nonfiction. Ultimately, students explore the ways that hard science and subjective prose are interrelated forms. No prior experience with science or journalism required. Enrollment limited to 12. Instructor permission required. {A}{L}

Fall, Spring, Variable

ENG 363 Seminar: Race and Environment (4 Credits)

What is the role of literature and culture in the face of global environmental crisis? How do writers, artists, and filmmakers represent the toxic ecologies of a globalized world? And in what ways do the categories of race, gender, class and ability determine one's vulnerability to environmental degradation? Through literacy and cultural analysis, this course explores these questions as they intersect with issues of environmental racism, racialized disablement, neo/colonialism, ecofeminism, food justice, globalization, and urban ecologies. We examine literary and cultural engagement with diverse environmental topics: nuclear waste sites, slum ecologies, petro-capitalism, industrialized food production, and indigenous rights. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

FYS 101 The Lives of Animals: Literature and the Nonhuman (4 Credits)

In this course, we will track animals across a range of poems, stories, novels, essays, and films that try to imagine what it is like not to be human. From stories of people transforming into animals to texts that insist that we have no clue what animals really feel, we will consider the various ways that writers distinguish—or refuse to distinguish—humans from other animals. Why, we will ask, are literature and art so haunted by animal life? We will discuss zoos, pets, fables, cartoons, animal rights, vegetarianism, anthropocentrism, and extinction. Enrollment limited to 16 first years. W1

Fall, Spring, Variable

FYS 141 Reading, Writing and Placemaking: Landscape Studies (4 Credits)

Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes as do politicians, builders, hunters, children, artists and writers, among others. In this course, students examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-years. W1

Fall, Spring, Variable

FYS 151 Our Mill River (4 Credits)

The Mill River flows through campus and connects the landscapes upstream and downstream of Smith. From its headwaters in Goshen, MA, to its mouth where it joins the Connecticut River on the Northampton/Easthampton line, the Mill River defines a region of communities that are all here as a result of its waters. Students will gain important insight into Smith's context by exploring and reflecting on the natural and cultural landscape of the Mill River. Weekly field experiences are complemented by readings, map work, historical collections, a sampling of local delicacies, guest experts, and class discussions. This course is writing intensive and based in field experiences. Enrollment limited to 16 first-years. W1

Fall, Spring, Variable

GER 250 Advanced Intermediate German: Environmental Culture (4 Credits)

Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar, work on expanding vocabulary specific for academic fields, and weekly writing and oral assignments. Students who successfully complete GER 250 are eligible for the year-long Study Abroad Program in Hamburg. Prerequisite: GER 200 or equivalent, or by placement. {F}

Fall, Spring, Variable

GOV 200 American Government (4 Credits)

A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. Designation: American. {S}

Spring

GOV 203 Empirical Methods in Political Science (5 Credits)

The fundamental problems in summarizing, interpreting and analyzing empirical data. Discussions include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. Enrollment limited to 75. {M}{S}

Spring

GOV 207 Politics of Public Policy (4 Credits)

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. Designation: American. {S}

Fall, Spring, Alternate Years

GOV 220 Introduction to Comparative Politics (4 Credits)

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. The course first focuses on key methods and concepts such as state and nation, asking where states come from and how are nations built. Students then address questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. Designation: Comparative. {S}

Fall, Spring

GOV 239 Social Justice Movements in Latin America (4 Credits)

This course examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. Designation: Comparative. {S}

Fall, Spring, Alternate Years

GOV 241 International Politics (4 Credits)

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior and the influence of the world economy on international relations. Not a course in current events. Designation: International Relations. Enrollment limited to 50. {S}

Fall, Spring

GOV 242 International Political Economy (4 Credits)

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of "globalization." Designation: International Relations. Prerequisite: GOV 241 or equivalent. First-year students may enroll only if they have completed GOV 241. Enrollment limited to 40. {S}

Fall, Spring, Annually

GOV 347cm Seminar: Topics in International and Comparative Politics-Climate Migration (4 Credits)

Humans have long migrated in response to environmental change, but in recent decades (in the context of climate change), "climate migration" has become the focus of intense ideological, normative and empirical debates. This seminar approaches these debates, how they have evolved, and what is at stake. The course treats the implications for various policy domains and issue areas – e.g., border control, refugee reception, adaptation to climate change already in the pipeline, reparations, constructions of ideological whiteness, future scenario-building and apocalypticism. The course focuses primarily on social science analyses, but also engages novels and feature and documentary films. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347es Seminar: Topics in International and Comparative Politics-Environmental Security (4 Credits)

This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: GOV 241, GOV 242, GOV 244 or GOV 252. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture (2 Credits)

This course examines Italy's varied geography, history and artistic tradition to further appreciate Italy's rich, delicious, yet simple cuisine. In our travels we move from the caffè to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian Slow Food Movement. Taught in English. S/U only. Enrollment limited to 100. {L}

Fall

LAS 201br Colloquium: Topics in Latin American and Latino/a/x Studies-Banana Republics: Crops and Capitalism (4 Credits)

This colloquium explores the socio-environmental trajectories of four crops in Latin America. From the deep history of potatoes to the dawn of transgenics, this course centers crops as a pivotal lens for examining the dynamics of capitalist development in the hemisphere. The first unit studies the potato and its contribution to the major demographic trends that remade the modern world. The second unit discusses histories of colonialism, sugar, slavery, and racialized capitalism. The third unit examines the establishment of banana agriculture as a mechanism of empire-making. The final unit unveils the emergence of GMOs and the centrality of Mexican maize. {H}{S}

Fall, Spring, Variable

LAS 201cc Colloquium: Topics in Latin American and Latino/a/x Studies-Climate and Conflict (4 Credits)

This class examines the intersections of climate trends and conflict dynamics in Latin America and the world. Recent climate change and global warming developments have triggered a multidisciplinary reflection on the remaking of twenty-first century geographies of social conflict. This course discusses the region's centrality in understanding the historical roots of the convergence of climate and conflict, the emergence of environmental refugees and displacement, the rise of indigenous environmental activism and grassroots movements, and the enduring experiences of environmental suffering. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

LAS 201el Colloquium: Topics in Latin American and Latino/a/x Studies-Environmental Legacies and Ecological Futures in Latin America (4 Credits)

Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. Students examine socioenvironmental issues, integrating knowledge from the sciences and the humanities. Through readings, discussions and academic research, students reflect on their disciplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and social justice. Enrollment limited to 20.

Fall, Spring, Variable

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism (4 Credits)

What do artists have to say to activists and scientists? Students in this seminar will immerse in case studies drawn from Latin American and Latinx geographies (1970s to the present) to explore the promises and pitfalls of cultural experiments across boundaries of knowledge-making in art, ecology and activism. We will work with a range of public culture technologies—including digital storytelling, social and print media—to illuminate these “activist ecologies” for diverse publics outside academia. Open to juniors and seniors of any major. Some background in the study of the Latinx/Latin America(s) required. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {A}{H}{S}

Fall, Spring, Variable

LAS 301hw Seminar: Topics in Latin American and Latino/a Studies-Deep History of Water (4 Credits)

We live in a world largely covered by water. We inhabit physical bodies considerably made of water. We channeled water as a primary sign of civilization and are currently in search of water beyond planetary frontiers. This seminar interrogates how hydric and hydraulic narratives may inform our understanding of past, present, and future visions of power and society. Grounded in Latin America and global in its aim, this seminar is structured in four larger sections: the hydraulic origins of ancient city states, colonialism and the control of waterscapes, the hydric demise of nation-states, and the future quest for water. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

LSS 230 Urban Landscapes (4 Credits)

Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials, and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or equivalent. Enrollment limited to 20. {A}{H}{S}

Fall, Spring, Variable

LSS 250 Studio: Landscape and Narrative (4 Credits)

Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Priority given to LSS minors and ARU majors. Enrollment limited to 14. {A}{S}

Fall, Spring, Variable

LSS 255 Art and Ecology (4 Credits)

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A}{S}

Fall, Spring, Variable

LSS 300 Seminar: Rethinking Landscape (4 Credits)

This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly emphasized. Prerequisite: one 200-level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{S}

Fall, Spring, Variable

LSS 315 Seminar: Urban Ecological Design (4 Credits)

This seminar course examines how designers and planners have theorized the interaction of natural processes and human-constructed systems in cities. Major themes include: how planners, architects, landscape architects, and engineers put ecological knowledge and scientific expertise into action to address complex problems; how an ecologically-based reading of the urban landscape differs from typical approaches to city design; relationships between land form, land use, and built environment; and, conceptions of urban nature and “design with nature.” Topics may include sea-level rise; urban infrastructures; access to parks and open spaces; the combined sewer overflow problem; and heat, health, and urban forestry. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{N}{S}

Fall, Spring, Variable

PHI 224 Philosophy of Science (4 Credits)

Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {M}{N}

Fall, Spring, Alternate Years

PHI 238 Environmental Philosophy (4 Credits)

This course prepares students to understand and critically evaluate various ethical perspectives on human beings’ interactions with nature and these perspectives’ applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

PHI 315sb Seminar in the Philosophy of Science-Sustainability (4 Credits)

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

PPL 220 Public Policy Analysis (4 Credits)

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S}

Fall, Spring, Alternate Years

PSY 201 Statistical Methods for Undergraduate Research (5 Credits)

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M}

Fall, Spring

PSY 268 Colloquium: The Human Mind and Climate Change (4 Credits)

This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental and clinical psychology, as well as interdisciplinary theories related to human decision-making, behavior and motivation, the course explores questions raised by the American Psychological Association's Task Force on global climate change. Prerequisites: PSY 100 or equivalent. Enrollment limited to 25.

{E} {S}

Spring

REL 305vn Seminar: Advanced Topics in Religion-Violence, Non-violence and Revolution (4 Credits)

How do religious traditions justify acts of violence? And when and why do they embrace nonviolence? And what happens when these choices lead to revolution? This course considers the logic and practice of violence and non-violence in a variety of religious traditions around the world, as well as the ethical, social, and political consequences of these phenomena. Topics include suicide bombing and self-immolating, Gandhi's ahimsa and Martin Luther King's agape, spiritual ecology and ecoterrorism, and much more. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Variable

SOC 101 Introduction to Sociology (4 Credits)

Perspectives on society, culture and social interaction. Topics may include the self, emotions, culture, community, class, race and ethnicity, family, gender and economy. Priority given to first years and sophomores. Open to juniors and seniors with permission of the course director.

Enrollment limited to 30. {S}

Fall, Spring

SOC 204 Statistics and Quantitative Research Methods for Sociology (5 Credits)

This project-based course covers the study of statistics for the analysis of sociological data and the study of methods for quantitative sociological research more generally. Topics in statistics include descriptive statistics, probability theory, correlation, deduction and induction, error and bias, confidence intervals and simple linear regression. Topics in research methods will include positivism, research design, measurement, sampling methods and survey design. All students will participate in a lab which emphasizes the use of computer software to analyze real data. Students will design and complete a survey research project over the course of the semester. Prerequisite: SOC 101.

Enrollment limited to 40. {M}{S}

Fall

SOC 230 Sociology of Food (4 Credits)

Using theoretical frameworks from environmental sociology, political and economic sociology, and sociology of culture, this course examines how social structures shape the way food is produced, prepared and consumed. This course investigates political and environmental dynamics that structure food systems and practices and considers inequalities related to food at the local and global levels. Finally, students explore food movements and investigate ideas for creating more equitable and sustainable practices. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 232 World Population (4 Credits)

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. The course examines current population trends and processes (fertility, mortality and migration) and considers the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35.

{S}

Fall, Spring, Alternate Years

SOC 233 Sociology of Climate Change (4 Credits)

The effects of climate change put great strain on societies, testing the very structures that organize people's lives and livelihoods. Using sociological frameworks and theories of globalization, inequality, intersectionality, science and technology, policy, migration, sustainability, environmental justice, social movements, and human rights, this course will examine the social, political, and economic impacts of climate change, as well as the ways that local and global groups prepare, mitigate, deny, adapt to, and organize in the face of climate change and its impacts. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 333 Seminar: Social Justice, the Environment and the Corporation (4 Credits)

Over the last century, the reach of corporations has gradually extended into all facets of life, yet most people rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

SPN 230cv Topics in Latin American and Peninsular Culture and Society-Climate Voices (4 Credits)

Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This course examines climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world, with particular interest in alternative, non-mainstream media. These include community radio broadcasts and theater, participatory video, photography, graphic novels and transmedia texts that uplift minority voices. In this course students work independently and collaboratively to explore who creates these narratives, why, and where and how they do so. As a final project, students create their own climate change narratives using the texts studied as examples of alternative ways of communicating knowledge. Enrollment limited to 20. {F}{L}

Fall, Spring, Variable

SWG 150 Introduction to the Study of Women and Gender (4 Credits)

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Enrollment limited to 25. {H}{S}

Fall, Spring

SWG 227 Colloquium: Feminist and Queer Disability Studies (4 Credits)

In the essay "A Burst of Light: Living with Cancer," writer-activist Audre Lorde forges pioneering connections between the work of social justice and the environmental, gendered, and healthcare inequities that circumscribe black and brown lives. Following Lorde's intervention, this course examines contemporary feminist/queer expressive culture, writing, and theory that centrally engages the category of dis/ability. It will familiarize students with feminist and queer scholarship that resists the medical pathologization of embodied difference; foreground dis/ability's intersections with questions of race, class, and nation; and ask what political and social liberation might look like when able-bodiedness is no longer privileged. Prerequisite: SWG 150. Enrollment limited to 20. {A}{L}

Fall, Spring, Variable

SWG 230 Gender, Land and Food Movements (4 Credits)

The class begins this course by working alongside Gardening the Community, a youth-based and anti-racist food and land movement in Springfield, MA. Students center their studies on both regional and transnational women's movements across the globe to develop their understanding about current economic trends in globalization processes. Through the insights of transnational feminist analysis, students map the history of land and food to imagine a more equitable present and future. Students develop a community-based research project that spans issues of climate change, environmentalism, critical race analysis and feminism. Prerequisite: SWG 150. {H}{S}

Fall

SWG 321 Seminar: Marxist Feminism (4 Credits)

Marxist feminism as a theory and a politics both imagines alternate, liberatory futures and critiques present social orders. Beginning with a simple insight: capitalism relies on the class politics of unpaid, reproductive "women's work," Marxist feminists in the 19th century sought to imagine new social connections, sexualities and desire to overthrow patriarchy, slavery, feudalism and colonialism. Today, queer of color and decolonial feminist theory, alongside abolition, environmental and reproduction justice movements, rejuvenate this tradition of Marxist feminism. This seminar focuses on theoretical writings from around the world to better understand radical social movements from the past and the present. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

WRT 118If Colloquium in Writing: Liberating the Future (4 Credits)

In the era of rapid climate change, global migration, enormous income disparities driven by capitalism's greed for profit and a pandemic that disproportionately affects Black, Brown and low-income people, the future has become an urgent concern. Although media reports can feel apocalyptic, this concern has also inspired visions of a world free from capitalism, police and injustice. This course delves into innovative, liberating responses to this moment of crisis, including Black feminist lessons from marine mammals and Indigenous peoples' restorative responses to climate change. Our readings foreground African American, Indigenous and LGBTQ+ voices in various nonfiction genres. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118nw Colloquium: Topics in Writing-Nature and Wilderness: Science, Meaning and Space (4 Credits)

The human relationship with nature is one of the most important questions in the world. Are we part of nature? Are we destroying it? Can we save it? Can it save us? And what is nature, anyway? Is it the opposite of “human” or is it the truth at our core? This course delves into these philosophical and practical questions, entering into ongoing conversations in the humanities, science, literature, and activism on topics ranging from the value of “wilderness” to controversies around GMOs and the question of what harm humans may do by “colonizing” uninhabited planets. Enrollment limited to 15. (E) WI

Fall

WRT 118wt Colloquium: Topics in Writing-Water: Science & Politics (4 Credits)

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It's crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. WI

Fall, Spring, Variable

Goals for Majors in Environmental Science and Policy

By the time they graduate, environmental science and policy majors should be able to:

- Understand interconnected earth, ecological, and human/societal phenomena and processes that influence human-environment interactions
- Use systems thinking to understand how to plan and design social-ecological structures and policies
- Recognize and address intersecting concerns of social and environmental justice
- Integrate disciplinary knowledge and methods and identify underlying assumptions when approaching environmental problems
- Collect, analyze and interpret relevant data and information
- Synthesize information and communicate effectively with diverse audiences and across differences
- Work collaboratively to translate knowledge into meaningful environmental action

Exercise and Sport Studies

Department website (<https://www.smith.edu/academics/exercise-sport-studies/>)

The Department of Exercise and Sport Studies provides opportunities for students to explore the breadth of opportunities in the discipline from the sociocultural and psychological to physiological and neuromechanical perspectives. This course of study is useful for students with an interest in physical activity, exercise, and sport and for those considering graduate study or a career in exercise science; community, worksite or other fitness programs; and the health sciences, such as physical therapy and medicine.

Faculty

Barbara Brehm-Curtis, Ed.D., Professor
 Kelsey Conrad, Ph.D., Core Lecturer
 Stephanie Jones, Ph.D., Assistant Professor
 Erica S. Tibbetts, Ph.D., Lecturer
 Sarah Witkowski, Ph.D., Associate Professor, *Chair*

Lecturers and Visiting Faculty, 2023-24

Jane Stangl, Ph.D., Lecturer
 Elizabeth Gardner Doyle, Lecturer
 Stefanie Frazee, Lecturer
 Kristin Marie Hughes, Lecturer
 Lynn M. Hersey, Lecturer
 Caitlyn Patricia Lawrence, Lecturer
 Jennifer MacAulay, Lecturer
 Kelli M. Steele, Lecturer

Minor Advisers

Barbara Brehm-Curtis, Kelsey Conrad, Stephanie Jones, Erica Tibbetts, Sarah Witkowski

Graduate Program Director

Erica Tibbetts

Exercise and Sport Studies Minor

Requirements

Twenty-four credits

1. One introductory ESS course
2. At least 5 four-credit ESS courses, chosen in consultation with the minor adviser.
 - Up to four credits of one- and two-credit ESS courses may be counted toward the minor, with permission of the minor adviser.
 - One course from another department or program may be included provided that course is related to a student's particular interest in exercise and sport studies and is chosen in consultation with the minor adviser.

Areas of Emphasis and Course Recommendations

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

- Coaching/Education: ESS 100, ESS 107, ESS 110, ESS 220, ESS 260, ESS 261, ESS 315 and EDC 336rm
- Exercise Science: ESS 100, ESS 107, ESS 210, ESS 220, ESS 250, ESS 260, ESS 261, ESS 310, ESS 315, and ESS 400

- Health: ESS 100, ESS 107, ESS 130, ESS 140, ESS 250, ESS 260, ESS 261, ESS 340
- Sociocultural Perspectives: ESS 100, ESS 130, ESS 140, ESS 200, ESS 220, ESS 230, ESS 240, ESS 340

Note: ESS 300 is a seminar course that changes topics each semester it is offered. See the course description in the course catalog for more details.

Master of Science in Exercise and Sport Studies

Requirements

The master's degree in exercise and sport studies is a 2-year 53-credit program. A candidate receives theoretical course experiences and applied practice in coaching. The practicum experience (14 credits) is completed by serving as either an assistant coach or a trainer to an intercollegiate team.

S.M. in ESS (<https://www.smith.edu/academics/graduate-study/ess/>)

Course Information

Performance courses (ESS 900s), are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, practice, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week plus an hour of work outside of class each week. Students may count no more than four performance course credits toward the degree.

Courses

ESS 100 Playing the Game: Introduction to Exercise and Sport Studies (4 Credits)

A beginning survey course of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, and biophysical experiences and professional possibilities.

Fall

ESS 107 Emergency Care (2 Credits)

The goal of this course is to teach emergency medical care that enables the student to (1) recognize symptoms of illness and injuries; (2) implement proper procedures; (3) administer appropriate care; (4) achieve and maintain proficiency in all caregiving skills; (5) be responsible and behave in a professional manner; and (6) become certified in Community First Aid/AED and CPR for the Professional Rescuer. Enrollment limited to 10.

Fall, Interterm, Spring, Variable

ESS 110 Introduction to Sports Coaching (4 Credits)

This course introduces students to the principles of coaching that are applicable to all sports. Content includes the following areas of sport science: pedagogy, leadership, psychology, physiology, recruiting, group dynamics, growth and development, and areas of health and wellness related to the well-being of athletes. Enrollment limited to 20. {S}

Spring

ESS 130 Stress Management: Practice and Resilience (2 Credits)

The physical and psychological components of stress, identification of personal stress response patterns and techniques for daily stress management. Enrollment limited to 30.

Fall, Spring

ESS 137 Outdoor Leadership (2 Credits)

Students develop leadership skills while progressing through a series of problem-solving scenarios and group initiatives. Each session focuses on experiential learning theories, history and current trends in outdoor leadership. Rock climbing, orienteering and challenge course elements are utilized to practice theoretical applications. An overnight camping experience at MacLeish Field Station challenges students to apply practical skill sets and explore leadership capacities. Enrollment limited to 12.

Fall

ESS 140 Health Behavior (4 Credits)

The influence of behavior on health and well-being. Students examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging.

Fall, Spring, Annually

ESS 175 Applied Exercise Science (2 Credits)

An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20.

Interterm

ESS 200 Sport: In Search of the American Dream (4 Credits)

This course helps students explore the way that sport overlaps with and directly influences many aspects of the "American Dream" such as politics, economics, and racial and gender based (in)equality. Students investigate historical and current trends in sport and have the opportunity to examine individuals who had an impact on sport and American society. {H}{S}

Fall, Spring, Alternate Years

ESS 210 Science of Human Movement (4 Credits)

In this course, students will employ mechanical principles to describe and quantify human motion in static and dynamic situations. Students will be introduced to the biomechanical and neural elements that dictate movement and develop skills to analyze functional human movement activities in exercise and daily-living contexts. This course would be of interest to students with an interest in athletics, physical or occupational therapy, orthopedics and biomechanics. {N}

Fall, Spring, Annually

ESS 220 Psychology of Sport (4 Credits)

This is an introductory course designed to provide information and facilitate understanding in regard to the mental processes that promote peak performance and experience. Topics include imagery, self-talk, competition, motivation, team cohesion, peak performance, anxiety, attention and confidence. Cultural differences and creating inclusive and accessible sport spaces will also be discussed. PSY 100 is recommended but not required. {S}

Fall, Spring, Alternate Years

ESS 230 Critical Sport Media (4 Credits)

An exploration of sporting images as projected through the media. Primary emphasis is on print and electronic journalism, including written narratives, photography, television, film and digital images. The course examines the (re)presentation and (re)production of the athletic or healthy body as the standard for fitness. The topic includes issues on embodiment, cultural symbolism, political and moral ideologies and commercialization. {S}

Fall, Spring, Alternate Years

ESS 240 Exercise and Sport for Social Change (4 Credits)

This class is designed for students who wish to understand more about the role sport and exercise can play in relation to social justice and civil rights movements, the way that current inequities influence who is able to participate in various types of sport/exercise, and methods for addressing these inequalities and injustices. Students will have the chance to learn about social justice and social change as they relate to the following topics: athlete activism, coaching, administration, participation, fairness, and non-profit community based and governmental level interventions. {S}

Fall, Spring, Alternate Years

ESS 250 Nutrition and Health (4 Credits)

An introduction to the science of human nutrition. Topics include digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We also examine how personal dietary choices affect nutritive quality of the diet and the health of an individual. The relationship between diet and health is explored throughout the course. Special topics include diet, cardiovascular disease, body composition, bone health and vegetarianism. High school chemistry recommended but not required. Enrollment limited to 30.

Fall, Spring, Annually

ESS 260 Human Anatomy and Physiology I (4 Credits)

This course will examine the structures and physiology of human body systems. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, and nervous systems, as well as the special senses. This course will emphasize the interrelationships among body systems and regulation of physiological functions. This 4-credit course will pair lecture and laboratory sections to investigate the structure and function of the human body. Enrollment limited to 20. {N}

Fall

ESS 261 Human Anatomy and Physiology II (4 Credits)

This course examines the structures and physiology of human body systems. It is a study of the structure and function of the human body including cells, tissues and organs of the following systems: endocrine, cardiovascular, respiratory, immune, digestive, urinary and reproductive. This course emphasizes the interrelationships among body systems and regulation of physiological functions. Prerequisite: One college-level natural science course with lab. Enrollment limited to 24. {N}

Spring

ESS 275 Exercise Design (4 Credits)

A course designed to plan and implement exercise-training programs for adults. Students learn about applied anatomy, exercise physiology, motivational tools, behavior change, applied biomechanics, and measuring and evaluating fitness variables. During this highly experiential course, students learn to design and operate individualized programs. Students who successfully complete this course are prepared to complete the American College of Sports Medicine's Certified Personal Trainer certification. Previous experience with weight training recommended. ESS 100 or ESS 175 recommended but not required. Enrollment limited to 16,

Fall, Spring, Variable

ESS 280 Applied Sports Medicine (4 Credits)

Students review musculoskeletal anatomy, etiology of common sports injuries, injury prevention, concussion management and learn how to train individuals involved in sport to maintain health and performance. Students are introduced to different assessment tools, treatment interventions, research methods, apply new knowledge and research a common sports injury to be presented to peers. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

ESS 300ca Seminar: Topics in Exercise Sport Studies-Current Issues in Collegiate Athletics (4 Credits)

This course provides an in-depth view of college athletics from a management and social justice perspective delivered by a former Athletic Director at DIII as well as a DI coach. The course focuses on, but is not limited to, history, governance, the amateur model of sport, organizational structure, finances, management and the current issues in college athletics. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Annually

ESS 300hd Seminar: Topics in Exercise Sport Studies-Health Disparities in CVD (4 Credits)

Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

ESS 300md Seminar: Topics in Exercise Sport Studies- Neuromuscular Mechanisms of Movement Disorders (4 Credits)

A seminar that focuses on understanding the neuromuscular contributions to human movement disorders. Our understanding of human postural control has been shaped by assessing neuromuscular coordination among people with a range of neurological disorders. In this course, we will examine foundational and current research exploring movement disorders of the central and peripheral nervous systems, including Parkinson's Disease, Multiple Sclerosis, cerebellar and somatosensory dysfunction. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

ESS 300pa Seminar: Topics in Exercise Sport Studies- Physical Activity and Health (4 Credits)

Physical activity can be a powerful medicine to prevent and treat chronic disease. How does it work? Who benefits the most? What types of physical activity are best for different diseases and conditions? This course explores the evidence underlying the relationship between physical activity and health in a variety of populations. Discussions include physical activity and sedentary behavior epidemiology, measurement and study design, chronic disease etiology, and health disparities. Emphasis is placed on critical evaluation of seminal and current research in the field. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

ESS 310 Neuromuscular Control of Human Movement (4 Credits)

In this course, students investigate neuromuscular mechanisms of human postural control to understand how perception and action are coupled to achieve complex movements, including locomotion. Students also evaluate how movement coordination is developed and is influenced by aging and dysfunction. Students are exposed to advanced techniques of human movement analysis and develop and test a novel research question. This course is designed for students with an interest in neuroscience, physical or occupational therapy, biomedical engineering and medicine. Prerequisites: One of ESS 210 (preferred), ESS 260, ESS 315, BIO 200, NSC 210, PSY 130 or PSY 218, or equivalent. {N}

Fall, Spring, Variable

ESS 315 Physiology of Exercise (4 Credits)

Exercise, sport and outdoor activities all require energy. The study of these energetic events is the basis of this course. We study how the body adapts to repeated bouts of physical activity and how the body can perform a single event. This course is highly applied. Short lectures accompanied by relevant laboratory experiences. This course also counts toward the major in biological sciences. Prerequisite: BIO 200 or ESS 260 or equivalent. Enrollment limited to 12. {N}

Fall, Spring, Alternate Years

ESS 340 Seminar: Current Issues in Women's Health (4 Credits)

A course focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Cannot be taken S/U. Prerequisites: ESS 140 or a strong biological sciences background. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Annually

ESS 400 Special Studies (1-4 Credits)

Fall, Spring

ESS 500 Foundations of College Coaching (2 Credits)

An introduction to the principles of successful coaching at a U.S. college. This course introduces students to the basics of coaching, covering a variety of subjects including coaching philosophy; principles of teaching; physical training; motion analysis; management and administration of teams; NCAA regulations; and recruiting. This introductory course orients the student to the basics of coaching. It prepares the student for more in-depth courses in such areas as biomechanics, exercise physiology and motor learning.

Fall, Spring, Variable

ESS 501 Graduate Seminar in Administration of Athletic Teams (2 Credits)

The administration of sport and athletic teams is the major focus of this course. Topics include planning, organizing, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506.

Fall, Spring, Alternate Years

ESS 502 Sport Philosophy and Ethics (2 Credits)

This course introduces selected topics in ethics and philosophy of sport as they relate to coaching and the broader conception of sport in our culture. Drawing on case studies and contemporary sources, the course examines beliefs about the value of competitive sport, its relationship to higher education and its implication for coaches. Students will develop and articulate their own coaching philosophy and discuss related topics. ESS graduate students only. Enrollment limited to 20.

Fall

ESS 503 Graduate Seminar: Legal Issues in Sport (2 Credits)

Legal concepts in the context of sport. Selected legal issues as they relate to coaching including topics such as negligence, contract law, statutory and constitutional law, and defamation and risk analysis/management are examined. Appropriate case studies and related contemporary sources provide the platform for discussion.

Fall, Spring, Alternate Years

ESS 504 Collegiate Recruiting Class (1 Credit)

This course provides an in-depth exploration of the recruiting process across all three divisions of the NCAA. We explore the entire recruiting process including identifying prospects, understanding your product, creating a brand, networking with allies, developing a recruiting strategy, recruiting through social media, understanding NCAA recruiting rules, generating strong communication with recruits and parents, attracting recruits from diverse backgrounds, implementing creative on campus visits, managing a recruiting budget and exploring recruiting software programs. This course is designed to help each student craft the beginning stages of their recruiting philosophy and to create an overall understanding of the process.

Fall

ESS 505D Practical Foundations of Coaching (3 Credits)

Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities and coaching aids. For first year graduate students.

Fall, Spring

ESS 506D Advanced Practicum in Coaching (4 Credits)

Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: ESS 505D. This is a full-year course. For second year graduate students.

Fall, Spring

ESS 508 Counseling Basics: Skills Building for Coaches (2 Credits)

This course offers the student a set of comprehensive skills to assist in identifying athletes who may be struggling with mental health challenges. Students learn about "red flags" or indicators that suggest an athlete may be struggling or needing outside emotional support. Symptoms related to (but not limited to) anxiety, depression, eating disorders and substance are specifically addressed. ESS graduate students only.

Fall, Spring, Variable

ESS 509 Musculoskeletal Structure and Function of an Athlete (2 Credits)

This course is about a detailed study of the structure and the function of the human musculoskeletal systems. In addition, a few motor control and biomechanical principles that apply to musculoskeletal movement are introduced. Students learn the skeletal system and skeletal muscles involved in athletic movements and how joints and ligaments promote and limit these movements. Enrollment limited to 20.

Fall

ESS 510 Biomechanics of Exercise and Sport Studies (4 Credits)

A course in the application of biomechanics to exercise and sport. Information on linear and angular kinematics, linear and angular kinetics, and fluid mechanics is presented in order for students to analyze exercise and sport.

Fall, Spring, Alternate Years

ESS 515 Physiology of Exercise and Sport (4 Credits)

This course emphasizes the application of exercise physiology to sport. Students study bioenergetics, exercise fuels, training, environmental concerns and overtraining. A major emphasis is the development of an annual training plan for athletes. {N}

Fall, Spring, Alternate Years

ESS 520 Seminar in Sport Leadership for Coaches (2 Credits)

This course provides the opportunity to explore the dynamic world of sports leadership through a national and international lens. Students are exposed to alternative perspectives of leadership including some contemporary collaborative models. Students build a personal model and philosophy of leadership that they can put to immediate use in their coaching. Limited to ESS Majors and graduate students. Instructor permission required.

Fall, Spring, Alternate Years

ESS 550 Gender in Sport (4 Credits)

A course designed to evaluate the role that gender norms and stereotypes have on participation, access and success in sport. Contemporary trends are linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in sport with a focus on gender and its intersections with other sociological constructs. {S}

Fall, Spring, Alternate Years

ESS 555 Sports Nutrition (2 Credits)

This course provides students with a basic understanding of the relationships among nutrition, health and athletic performance. Students in this course apply basic nutrition science information to sports training and competition. This course focuses extensively on what coaches and athletes need to know about nutrition for optimal performance.

Fall, Spring, Alternate Years

ESS 565 Seminar in Skill Acquisitions (4 Credits)

Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N}

Fall, Spring, Alternate Years

ESS 570 Seminar: Sport Psychology (4 Credits)

An examination of the theory and application of psychological skills training in sport from a cognitive-behavioral perspective. Included are strategies that affect behavior, motivation, perception and self-beliefs. Leadership and group dynamics are also covered. Case studies are used to facilitate operationalizing theory.

Fall, Spring, Alternate Years

ESS 575 Sports Medicine Care and Prevention (2 Credits)

Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N}

Fall, Spring, Alternate Years

ESS 576 Fundamentals of Conditioning (2 Credits)

An advanced perspective of the development of athletes' functionality, strength and movement mechanics to improve overall performance. This course reviews lifting techniques, speed mechanics, functional training and practical theory of the athletic performance model, and prepares students for applications of these principles in everyday sport coaching and for the NSCA-CSCS certification exam.

Fall, Spring, Alternate Years

ESS 580 Special Studies (1-4 Credits)

Fall, Spring, Annually

ESS 590D Thesis (2-4 Credits)

This is a full-year course.

Fall, Spring, Annually

ESS 901ab Topics in Aquatic Activities-Advanced Beginning/Intermediate Swimming (1 Credit)

The course focuses on the improvement of swimming skills. Performance goals include being able to swim Freestyle, Backstroke and Breaststroke and the turns associated with those strokes at a level that surpasses initial performance by the end of the semester. All students are assessed at the beginning and end of the semester. Although this is not a conditioning class, the intermediate level student receive the same stroke technique instruction with an emphasis on a greater volume of swimming which prepares the student for the next level which is swim conditioning. The pool will be divided to serve the differing levels. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 18.

Fall, Spring, Annually

ESS 901bg Topics in Aquatic Activities-Beginning Swimming (1 Credit)

A course in the development of basic swimming skills and conquering a fear of the water. Priority is given to establishing personal safety and enhancing skills in the water. Students in this course learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and comfort in the water. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or non-swimmers.

Fall, Spring, Annually

ESS 901sc Topics in Aquatic Activities-Swim Conditioning (1 Credit)

Swimming workouts to improve physical fitness. Stroke improvement, exercise program design and a variety of aquatic training modalities are also included. Intermediate swimming ability required. Enrollment limited to 20.

Fall, Spring, Annually

ESS 901sd Topics in Aquatic Activities-Springboard Diving (1 Credit)

This class is designed to learn the basic fundamentals of springboard diving. Students will develop skills in the five categories of one-meter diving while covering springboard safety and body mechanics to master basic approaches and entries. Enrollment limited to 8.

Fall, Spring, Annually

ESS 905lt Topics in Water Safety-Lifeguard Training (2 Credits)

American Red Cross Certification in Lifeguard Training and Basic First Aid/AED (Automated External Defibrillator) and CPR for the Professional Rescuer. Prerequisites: 300-yard swim using crawl and breaststroke (goggles allowed), must tread water for 2 minutes without using the arms, and retrieval of 10-pound brick from 8-foot depth (no goggles allowed) must be completed within 1 minute 40 seconds. Enrollment limited to 10.

Fall, Spring, Variable

ESS 920aa Topics in Fencing-Fencing I (1 Credit)

This beginner course in foil fencing covers basic footwork and bladework techniques for offense and defense. Students learn tactics, bouting, refereeing and use of electrical scoring equipment to prepare for a friendly in-class tournament at the end of the semester. Fencing is a fun and engaging lifelong sport that cultivates graceful fitness, quick thinking and lightning reflexes. Enrollment limited to 16.

Fall, Spring, Annually

ESS 920bb Topics in Fencing-Fencing II (1 Credit)

Building on skills learned in Fencing I (Foil) épée, sabre and the differences between each style are taught. The class covers footwork, positions, offense, defense and tactics particular to each weapon. It incorporates dynamic stretching and plyometric training to improve students' fitness with emphasis on partner drills and bouting, leading to in-class tournaments. Students also learn about the world of competitive fencing from local events to World Cups and the Olympics. Prerequisite: ESS 920aa or equivalent. Enrollment limited to 10.

Fall, Spring, Variable

ESS 925aa Topics in Golf-Golf I (1 Credit)

An introduction to the game of golf. Taught from "green to tee," this course teaches the basic mechanics of the swing as well as correct club selection. The initial focus of the course is directed to the "short game" and develops toward appropriate use of mid- and long irons, concluding with woods/metals. Applied rules of golf and etiquette are also addressed. Pending weather, field trip experience may be scheduled at the end of the term. Equipment is provided. Enrollment limited to 10 per section.

Fall, Spring, Annually

ESS 940ar Topics in Outdoor Skills-Archery (1 Credit)

This course is designed for the beginning or novice archer and uses recurve target bows and equipment. The purpose of the course is to introduce students to the basic techniques of target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition. Enrollment limited to 12.

Fall, Spring, Annually

ESS 940ra Topics in Outdoor Skills-Rock Climbing I (1 Credit)

This course introduces the fundamentals of rock climbing to the beginner. It emphasizes smooth climbing technique as well as familiarity with the equipment, various knots, belaying and rappelling. Basic top-rope anchor building is also covered. Safety issues are a strong emphasis in this course. The majority of class time is spent on the Ainsworth Gym climbing wall but also includes off-campus trips. Enrollment limited to 12.

Fall, Spring, Annually

ESS 940rb Topics in Outdoor Skills-Rock Climbing II (1 Credit)

This active course quickly reviews the fundamentals of rock climbing and top-rope anchor building, then proceeds to introduce more advanced skills with a greater emphasis on lead sport climbing and traditional gear placement. Safety issues remain a strong emphasis in this course. The majority of class time takes place off-campus at nearby cliffs. Prerequisite: Rock Climbing I or equivalent. Enrollment limited to 8.

Fall, Spring, Annually

ESS 940wc Topics in Outdoor Skills-Whitewater Canoe (1 Credit)

An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers offering Class I and II rapids during the spring. Prerequisite: Flatwater canoeing experience preferred, plus satisfactory swimming skills. Enrollment limited to 8.

Fall, Spring, Variable

ESS 940wk Topics in Outdoor Skills-Whitewater Kayaking (1 Credit)

An introduction to solo whitewater kayaking. This more adventurous class begins in the pool and pond with basic paddling skills, then progresses to local fast water rivers. Students should expect to run Class I and II rapids. Prerequisite: satisfactory swimming skills. Enrollment limited to 6.

Fall, Spring, Annually

ESS 945ol Topics in Physical Conditioning-Olympic Lifts (1 Credit)

This course is focused on teaching and training the Olympic Lifting movements of Snatch and Clean & Jerk. The class is focused on teaching the movements and their variations in class while students also work on strength outside of class time. The course requires previous knowledge of resistance training and that can come through various sources: ESS 945wt, working with strength and conditioning as an athlete, as well as outside experience. Enrollment limited to 20. (E)

Fall, Spring, Variable

ESS 945pa Topics in Physical Conditioning-Pilates I (1 Credit)

A course designed to teach the mat exercises of Joseph Pilates. These exercises increase core strength, increase joint mobility and stability, and increase muscle tone and flexibility. By the end of this course students are able to develop and maintain their own Pilates matwork program. Enrollment limited to 20.

Fall, Spring, Annually

ESS 945pb Topics in Physical Conditioning-Pilates II (1 Credit)

A course designed to teach intermediate to advanced mat exercises developed by Joseph Pilates. This course explores the history of Pilates, the benefits of Joseph Pilates matwork and the six main Pilates principles. Prerequisite: ESS 945pa or equivalent. Enrollment limited to 20.

Fall, Spring, Variable

ESS 945rw Topics in Physical Conditioning-Running Workshop (1 Credit)

This running-based fitness class is for runners of all levels—from beginners excited to improve to individuals who are ready to step up their training. Each class includes a running workout and running workshop. Students are introduced to different types of workouts and the rationale behind them (such as intervals, fartleks, tempos and plyometrics), and students learn how to adjust these workouts to meet their individual fitness needs. Workshop topics include form and technique, goal setting, stretching, strengthening, using heart rate monitors, injury prevention, nutrition, workout periodization and many others.

Fall, Spring, Annually

ESS 945sp Topics in Physical Conditioning-Self-Paced Fitness (1 Credit)

An introduction to the principles and methods of training to improve and maintain fitness. Each student designs and follows an individualized conditioning program. Programs are tailored to the needs of the student. Each individual is monitored throughout the semester and students are expected to do most of their exercise out of class. Enrollment limited to 20.

Fall, Interterm, Spring, Annually

ESS 945wt Topics in Physical Conditioning-Weight Training (1 Credit)

This course provides an introduction to various methods of resistance training. The focus of this class is functional strength training. Students learn specific training methods. This is an ideal course for students interested in sport, applied sports medicine and rehabilitation. Enrollment limited to 20.

Fall, Spring, Annually

ESS 950 Sculling (1 Credit)

An introduction to sculling techniques. A variety of boats are used to teach this great lifetime sport including singles and doubles. Classes are taught on Paradise Pond and the Connecticut River. Prerequisite: satisfactory swimming skills.

Fall

ESS 960ta Topics in Racket Sports-Tennis I (1 Credit)

Students are introduced to the basic strokes of tennis (forehand, backhand, volleys, serves). Singles and doubles play and basic positioning are presented. Tennis rules and etiquette are included in the curriculum. Enrollment limited to 16.

Fall, Spring, Annually

ESS 960tb Topics in Racket Sports-Tennis II (1 Credit)

Students must have a working knowledge of the four basic tennis strokes (forehand, backhand, volleys, serves). The format for Tennis II is a “play and learn” environment. Emphasis is on positioning and basic strategies for singles and doubles. Lobs and overheads are introduced. In addition, tennis drills are presented to help students refine and practice the four basic strokes. Prerequisite: ESS 960ta. Enrollment limited to 16.

Fall, Spring, Annually

ESS 975dc Topics in Yoga-Gentle Yoga/Deep Core (1 Credit)

This gentle yoga concentration focuses on the body’s core and its multi-dimensionality. The self-care component combines contemporary and ancient understanding along with practices associated with yogic theory and anatomy, fascia anatomy and Polyvagal Theory of the Autonomic Nervous System (PTANS). Practices include: therapeutic/adaptive yoga, breathing/subtle energy techniques, awareness, soft foam rolling massage, contemplation and guided meditation. This body-positive class constellates to areas of compassion, focus, equanimity, courage and joy. Enrollment limited to 26.

Spring, Annually

ESS 975gy Topics in Yoga-Gentle Yoga (1 Credit)

An introduction to yoga that is adaptive to the individual, gentle and slowly dynamic with a breath-centered approach. This is a practice designed to empower students, giving them tools to reduce stress and improve strength, flexibility and alignment. Injuries are accommodated. Gaining understanding from ancient yoga theory, students learn to embody experiences of focus, acceptance, courage and letting go. This positive energy is tapped into through breathing techniques, yoga poses, contemplation, meditation and deep relaxation. Practicing at all levels bestows resilience and calm.

Fall, Spring, Annually

ESS 975ha Topics in Yoga-Hatha I (1 Credit)

An introduction to yoga through basic postures, breath techniques, meditation and alignment. Designed to help students reduce stress, improve strength and flexibility, and cultivate the mind/body connection.

Fall, Spring, Annually

ESS 975iy Topics in Yoga-Iyengar (1 Credit)

This class introduces students to Iyengar method, focusing on balancing and aligning body and mind while developing strength, flexibility, endurance and optimal structural alignment. The method also develops self-awareness, intelligent evaluation, confidence and inward reflection. Students are introduced to a range of postures (asana) and breathing practices (pranayama) that address their own individual needs in addition to learning special sequences relieving symptoms of stress, fatigue and physical pain.

Fall, Spring, Annually

Film and Media Studies

Department website (<https://www.smith.edu/academics/film-media/>)
The Department of Film and Media Studies provides the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. Our goal is to expose students to a range of cinematic works, styles and movements and to help them understand the medium's significance as an art form, as a technology, as a means of cultural and political expression and as symptomatic of social ideologies.

Faculty

Anais Cisco, M.F.A., Assistant Professor
Alexandra Linden Miller Keller, Ph.D., Professor
Jennifer C. Malkowski, Ph.D., Associate Professor, *Chair*

Lecturer and Visiting Faculty, 2023-24

Şebnem Baran, Ph.D., Visiting Assistant Professor
Kiki Loveday, Ph.D., Visiting Assistant Professor

Honors Director

Jen Malkowski

Film and Media Studies Major

Requirements

Ten courses

1. FMS 150
2. One media history course (a survey course covering approximately 50 years of one moving image medium's global history): FMS 250, FMS 251 or other course in the Five Colleges with adviser approval.
3. FMS 290
4. One film, video, digital production and/or screenwriting course: FMS 280, FMS 281, FMS 282, FMS 283 or other course in the Five Colleges with adviser approval.
5. Three courses in a focus, normally chosen by the second semester of junior year, designed by the student in consultation with the adviser; at least one course must be taken at the advanced level. Focus areas include, but are not limited to:
 - Theories of film and/or other media
 - Production
 - National/transnational cinemas and/or other media industries
 - Intersectionality (emphasizing some meaningful conceptual combination of gender, sexuality, race/ethnicity, class, ability, age, and more)
 - Moving image audiences and cultures
 - Comparative genres
 - Avant-garde/experimental
 - Documentary/non-fiction
 - Media histories
 - Media industry studies
 - Television studies
 - Digital media
 - Popular culture
6. Three additional electives

Major Requirement Details

- No more than four courses in the major can be production courses.
- Three courses must be taken at the advanced level, at least one of which must be a 300-level seminar.
- One course must centrally address alternatives to commercial media (e.g., documentary or experimental/avant-garde work).
- Only one component course (in which the moving image figures significantly but is not the central focus of the course) may count for the major.

Honors

Admission by permission of the department.

Film and Media Studies Minor

Requirements

Six courses

1. FMS 150
2. FMS 290 or an FMS 300-level seminar
3. Four electives

- All courses to be taken at Smith except by permission of the chair or minor adviser.
- No more than two courses in the minor can be production courses.

Courses

FMS 150 Introduction to Film and Media Studies (4 Credits)

This course introduces students to FMS through units that pair four scholarly approaches with four influential media forms: the Aesthetics of Film, the History of Television, the Ideologies of Video Games, and the Technologies of Internet Media. Through these units, students will ask: what human desires animate our relationship with media? For what purposes have people invented and evolved these technologies? How do makers use them, and what are audiences seeking in them? These questions will help students see the fundamental forces that unite film, television, video games and Internet media alongside the elements that distinguish them from each other. Enrollment limited to 30. (E) {A}

Fall

FMS 237 The Documentary Impulse (4 Credits)

The drive to represent reality has animated media makers throughout history. In the service of this urgent, impossible ambition, documentarians have used myriad forms of media and produced some of each form's most complex works. This course examines how they have done so, concentrating on different approaches to documentary (observational, ethnographic, essayistic, autobiographical) and considering work in photography, film, television, radio/podcasts, websites and virtual reality. Throughout the semester, students interrogate the boundaries of the documentary mode, the unique ethical considerations of doing documentary work and the social, cultural and technological factors that shape documentary's history and current practice. Enrollment limited to 28. {A}

Fall, Spring, Variable

FMS 239 The Curious Case of Online Streaming: Online Streaming, Sharing, and Piracy in the Digital Age (4 Credits)

By providing viewers from different parts of the world easier access, new online streaming services also familiarize global audiences with quality programming. Emerging local streaming services mimic this model and aim to produce such shows to attract viewers to their platforms by applying the same standards to their originals. A close look at these new online streaming models reveals the complicated relationship between online sharing, piracy and online streaming. While moving between theory and case studies, this class explores this complicated relationship. (E) {A}
Fall, Spring, Variable

FMS 242 Pop Docs: Documentary Influence in Popular Media (4 Credits)

Pop Docs examines how documentary techniques that originated in art house and experimental film have migrated into mainstream entertainment media. We'll study popular forms of non-fiction media: true crime streaming series and podcasts, reality TV, YouTube vlogs, and other social media content. In doing so, we'll ask: what core tenets of documentary work do these forms discard and retain? How do these evolutions impact the ethics of recording real people and their lives? Why are audiences drawn to "reality" content, and how savvy are they about the distance between what appears on screen and the lived experience of those recorded? Prerequisites: FMS 150 or 237. {A}
Fall, Spring, Variable

FMS 247 American Film and Culture from the Depression to the Sixties (4 Credits)

This course explores the relationship between film and culture during some of the most crucial decades of "The American Century." It looks at the evolving connection between films and their audiences, the extent to which films are symptomatic of as well as influential on historical periods, major events and social movements, and the ways in which film genres evolve in relation to both cultural change and the rise and fall of the Hollywood studio system. Among the questions we'll consider: How did the Depression have an impact on Hollywood film style and form? How were evolving ideas about American motherhood puzzled out in American cinema of the period? What were some of the important differences between the way mainstream U.S. cinema and European film represented World War II? How did Civil Rights and the Red Scare become appropriate topics for Westerns? Did the lighthearted veneer of the fluffy sex comedies of the sixties actually hide some serious questions about labor, independent female subjectivity and heteronormativity? Particular and sustained attention will be paid to relations among gender, genre, race and class. {A}{L}

Fall, Spring, Variable

FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship (4 Credits)

A survey of women in American films from the silent period to the present, examining: 1) how women are represented on film, and how those images relate to actual contemporaneous American society, culture and politics; 2) how theoretical formulations, expectations and realities of female spectatorship relate to genre, the star and studio systems (and other production and distribution modes), dominant and alternative codes of narration and developments in digital and new media modes; and 3) how women as stars, writers, producers and directors shape and respond to, work within and against, dominant considerations of how women look (in every sense). {A}

Fall, Spring, Variable

FMS 250 Global Cinema After World War II (4 Credits)

The post-war period was a time of increasing globalization, which brought about a more interconnected and international film culture. But it was also a time during which certain key national cinemas defined, or redefined, themselves. This course examines both trends, as well as focuses on the work and influence of significant directors and landmark films, emphasizing not only cinematic and cultural specificity, but also cross-cultural, and transhistorical concerns. What makes a film Italian or Brazilian or British? How does national identity help shape any country's cinema, and how do films help shape national identity? How do films circulate through other cultures and what kinds of conversations do films from one nation or culture have with others? How and when is the idea of nation a counterproductive way to think about cinema? How do ideas of history and self inform cinema, and vice versa? How do we need to adjust our own spectatorship as we engage with films from other places and times? We examine films, filmmakers, and film movements including: Italian Neo-realism, French New Wave, New German Cinema, Brazilian Cinema Novo, Chinese Fifth Generation, Hong Kong Action Cinema, and the films of Ousmane Sembene, Thomas Gutierrez Aléa, Satyajit Ray, Akira Kurosawa, Julie Dash and Spike Lee. Satisfies the mediahistories requirement for the film and media studies major. {A}

Fall, Spring, Variable

FMS 251 A Global History of Television (4 Credits)

Television has long been associated with domestic—both in terms of home and the nation—consumption. However, digital technologies have challenged this confinement. Following the lead of satellite technologies and the global wave of economic liberalization, television content has become more mobile, and spread of digital technologies has further contributed to this mobility. This course examines the global journey of television starting from its conception and ending in the current digital era. (E) {A}

Spring

FMS 261 Video Games and the Politics of Play (4 Credits)

An estimated 63% of U.S. households have members who play video games regularly, and game sales routinely exceed film box office figures. As this medium grows in cultural power, it is increasingly important to think about how games make meaning. This course serves as an introduction to Game Studies, equipping students with the vocabulary to analyze video games, surveying the medium's genres, and sampling this scholarly discipline's most influential theoretical writing. The particular focus, though, is on the ideology operating beneath the surface of these popular entertainment objects and on the ways in which video games enter political discourse. Enrollment limited to 25. {A}

Fall, Spring, Variable

FMS 262 Television Without Borders: TV Flows Across the World (4 Credits)

Desperate Housewives in Argentina? The O.C. in Turkey? Sherlock in the United States? Television defies national borders more than ever. Although TV has travelled around the world for a long time, the rules have changed since the early 2000s. The increasing popularity of format adaptations, new centers of production, new technologies of circulation—such as online streaming platforms—open up new waves of television flows. As television globalizes, content creators try new ways to export and adapt content. By providing exposure to a diverse television content "flowing" around the world, FMS 262 helps students gain insight into the globalization of popular culture. (E) {A}

Fall, Spring, Variable

FMS 265 Film in the Digital Age (4 Credits)

Film, a dominant entertainment form in the twentieth century, faces sweeping changes in the twenty-first. Digital technologies are widely replacing film cameras and projectors, theatrical exhibition continues to decline as audiences watch movies on smaller and smaller screens, and the list of other entertainment forms competing for the public's attention grows longer each year. Appropriating Peter Greenaway's provocation, "Cinema is dead, long live cinema," this course will consider the challenge digital media present to film's primacy, but also the ways in which film has survived and thrived during this and previous periods of dramatic technological change. Prerequisite: FMS 150. {A}

Fall, Spring, Variable

FMS 280 Introduction to Video Production (4 Credits)

This course provides a foundation in the principles, techniques and equipment involved in making short videos, including: development of a viable story idea or concept, aesthetics and mechanics of shooting video, the role of sound and successful audio recording and the conceptual and technical underpinnings of digital editing. Students make several short pieces through the semester, working towards a longer final piece. Along with projects and screenings, there are reading assignments and writing exercises. Prerequisite: FMS 150 (may be concurrent) or its equivalent. Enrollment limited to 12. Application and instructor permission required. {A}

Fall, Spring

FMS 281 Screenwriting Workshop (4 Credits)

This course provides an overview of the fundamentals of screenwriting. Combining lectures and script analyses, students focus on character development, story structure, conflict and dialogue featured in academy award-winning screenplays. Students begin with three creative story ideas, developing one concept into a full-length screenplay of their own. Through in-class read-throughs and rewrites, students are required to complete ~30 pages of a full-length screenplay with a detailed outline of the entire story. Cannot be taken S/U. Prerequisites: FMS 150 or ARS 162. FMS 150 strongly encouraged. Enrollment limited to 12. Application and instructor permission required. {A}

Fall, Spring, Annually

FMS 282ap Topics in Advanced Moving Image Production-Advanced Production (4 Credits)

Through conventional filmmaking aesthetics and techniques, this advanced course includes hands-on trainings and workshops geared toward creating a feature-length project. Developing a long-form narrative, experimental, documentary or episodic project, students write thirty pages of a full-length screenplay, while also producing, directing and editing a ten-minute sample clip. This course features DSLR digital video production, lighting and sound exercises, editing techniques and various distribution strategies. Prerequisites: FMS 150 & FMS 280 or ARS 162. Application and instructor permission required. {A}

Fall, Spring, Annually

FMS 283 Directing Actors (4 Credits)

This course approaches motion picture directing through conservatory-style studio practice with a focus on directing actors. Through structured in-class exercises, assigned readings and out-of-class assignments, students develop and practice working methods including script and scene analysis and annotation, rehearsal techniques and supporting performance through camera placement and movement. Through theatre games, scene-work and projects, students explore story, dramatic structure, emotional relationships and interpretation within the visual framework of the moving image. Prerequisite: FMS 280. Enrollment limited to 12. Instructor permission required. (E) {A}

Fall

FMS 290 Colloquium: Theories and Methods of Film and Media Studies (4 Credits)

This course is designed to give FMS majors and minors a solid grounding in the primary methods of the field. In other words, what are the broad approaches scholars have taken to the study of media, and what specific methodological strategies have proved most effective? The class begins with theory as one such method—one that zooms out to ask broad questions about the essential nature of a medium. The history unit shifts the focus to how media are impacted by and implicated in the progression of time and culture. Finally, the criticism unit features strategies for analyzing individual media objects. Priority given to FMS majors and minors. Prerequisite: FMS 150. Enrollment limited to 15. Instructor permission required. {A}

Spring

FMS 311 Seminar: Media Fandom, Participation and Fan Studies (4 Credits)

Trending their fandom's names on Twitter, funding the big screen adaptation of their favorite shows via Kickstarter, and in some cases, getting out on the streets for physical protests—Media fans and fandoms have become more visible in the digital age. However, fan practices pre-date the widespread use of the internet. This course explores the past and the present of media fandom alongside the ways in which fans have been represented and studied. While surveying the history of fandom and fan studies, the course studies the notions of participation, engagement and activism in connection with fan practices. Priority given to FMS majors and minors. Prerequisite: FMS 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {A}

Fall, Spring, Annually

FMS 312 Seminar: Approaching Queer Media (4 Credits)

Approaching Queer Media considers the recent proliferation of LGBTQ + representations in popular culture from historical, technological, commercial, social and legal perspectives. Approaching queer media as a historically specific yet shifting and-relational object of study, the course uses a critical framework of trajectories to consider disparate movements of queer media across historical periods, national boundaries, physical spaces and ideological assumptions, asking: What counts as queer? Is there a queer canon? A queer gaze? How is queer media history done? This course asks students to critically engage with a wide variety of moving images and intertexts from pre-code silent cinema to TikTok. Prerequisite: FMS 150. Enrollment limited to 12. Juniors and seniors only. (E) {A}

Fall

FMS 340ip Seminar: New Research in Film and Media Studies-Identity, Representation and Media (4 Credits)

This topic focuses on the the latest models for thinking about the politics of representation in media, moving beyond the binary of positive and negative images and outmoded ways of measuring "diversity." With particular emphasis on critical race studies and queer and trans studies, we will explore three different approaches to designing a major research project: "Close-up: Practicing Detailed Analysis," "Wide Angle: Conceptualizing a Broad Study" and "Jump Cut: Disrupting Reader Expectations." In what ways can we see difference operating at a structural level in media forms, alongside its more traditional representations through characters and stories? How do concepts like race, gender and sexuality undergird the very systems of film, television and video games, and how do they challenge our conventional understanding of those media? Prerequisite: FMS 150. Juniors and Seniors only. Enrollment limited to 12. {A}
Fall, Spring, Variable

FMS 345 Seminar: Violence, Mortality and the Moving Image (4 Credits)

If cinema is, as André Bazin writes, "change mummified," violence and death are among the most dramatic physical changes it can "mummify." This course studies the long, complex relationship between cinema and these bodily spectacles. How has censorship impacted the way violence has been screened? How can cameras make the internal processes of death externally visible? What are the ethics of filming "real" violence and death in a documentary mode? How are cultural attitudes toward violence and death reflected in and shaped by films? As a cautionary note, this course necessarily includes graphic representations of violence and death. Prerequisites: FMS 150. Enrollment limited to 12. Instructor permission required. {A}
Fall, Spring, Variable

FMS 350sd Seminar: Topics-Questions of Cinema-Film and Visual Culture from Surrealism to the Digital Age (4 Credits)

This class investigates the moving image and its relationship to the rest of 20th and 21st century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically we examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. We'll look at how cinema and other moving images have consistently and trans-historically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigations with those of other media. Over the course of the semester, we shall also attend to the idea of "film" in relation to the larger category of "moving image." Does not fulfill ARH research seminar requirement. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}
Fall, Spring, Variable

FMS 400 Special Studies (1-4 Credits)

Admission by permission of the department.
Fall, Spring

FMS 430D Honors Project (4 Credits)

A thesis on a film and media studies topic or a creative project. 8 credits for the full-year course.
Fall, Spring

Crosslisted Courses

AMS 235 American Popular Culture (4 Credits)

This course offers an analytical history of American popular culture since 1865. We start from the premise that popular culture, far from being merely a frivolous or debased alternative to high culture, is an important site of popular expression, social instruction and cultural conflict. We examine theoretical texts that help us to read popular culture, even as we study specific artifacts from a variety of pop culture sources, from television shows to Hollywood movies, the pornography industry to spectator sports, and popular music to theme parks. We pay special attention to questions of desire, and to the ways popular culture has mediated and produced pleasure, disgust, fear and satisfaction. Alternating lecture/discussion format. Enrollment limited to 25. {H}{S}
Fall, Spring, Alternate Years

ARH 290ss Colloquium: Topics in Art Historical Studies-Swords and Scandals (4 Credits)

Since the beginning of cinema, the decadence of the ancient Romans has been a subject of fascination. Starting with HBO's Rome (2005-2007) and Ridley Scott's Gladiator (2000), we'll explore the multiple sources of the visual tropes used to construct this universe and seek to analyze it in aesthetic, historical, and ideological terms. Their twentieth-century counterparts from films of the silent era to Hollywood epics like Spartacus (1960) and Cleopatra (1963) as well as cult classics like Caligula (1979) will be scrutinized in order to gain an understanding of how Romans function cinematically as cultural signs in varying historical contexts. Enrollment limited to 20. {A}{H}
Fall, Spring, Variable

EAL 253 Korean Cinema: Cinema and the Masses (4 Credits)

This course offers a survey of Korean film history in light of cinema's relationship to the masses. As a popular art form, cinema has always been in close contact with its audiences. Cinema has contributed to the emergence of modern masses. By examining how cinema has shaped its audiences and vice versa, this course charts the development of Korean cinema as a popular entertainment as well as an art form during the last hundred years. This course starts from the globalization of Korean cinema and its transnational audiences and chronologically harks back to the colonial period. {H}{L}
Fall, Spring

EAL 273 Colloquium: Women and Narration in Modern Korea (4 Credits)

This class explores modern Korean history from women's perspectives. It charts the historical and cultural transformation in modern Korea since the 1920s by coupling key terms of modern history with specific female figures: (1) Colonial modernity with modern girls in the 1920s and 30s; (2) colonization and cold-war regime with "comfort women" and "western princesses" from the 1940s to the 1960s; (3) industrial development under the authoritarian regime in the 1970s with factory girls; and (4) democratization and multiculturalism with rising feminists in the new millennium. {H}{L}
Fall, Spring, Variable

EAL 281 Colloquium: Revising the Past in Chinese and Taiwanese Film and Literature (4 Credits)

This colloquium explores how China and Taiwan recollect, reflect and reinterpret their past and how multifaceted traditions are represented in a new light on the world stage. We will reflect on our perceptions and receptions of the past through close readings of films and literature from China and Taiwan. We will explore what aspects of the past are erased, re-packaged, or re-imagined and why. These preeminent figures and events – in history or fiction – presented in film and literature include, but are not limited to, Confucius, the First Emperor of China, Mulan, Qiu Jin, and Nie Yinniang. All readings are in English translation. Chinese text will be provided upon request. Enrollment is limited to 20. {L}

Fall, Spring, Variable

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film (4 Credits)

From Paris to Fort-de-France, Montreal to Dakar, this class studies how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for “insiders” and “outsiders”? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Course taught in French. {F}

Fall, Spring, Variable

FRN 392sc Seminar: Topics in Culture-Stereotypes in French Cinema (4 Credits)

In this seminar, students look at films that make a deliberate and often caricatural use of stereotypes in order to make a statement, whether it is to provoke, examine, question, or simply illustrate some aspects of French culture or national consciousness. The stereotypes students consider include cinematic genres (comedies), as well as themes or topics (tradition versus modernity, ‘Frenchness’, racial and class differences). In doing so, students pay particular attention to the way these stereotypes are staged, what their modes of inquiry are, and what conversations, if any, they promote. Films by Renoir, Tati, Buñuel, Jeunet, Ozon, and Sciamma among others. Weekly or bi-weekly film viewings.

Readings in film criticism and relevant fields. In French. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{F}

Fall, Spring, Variable

GER 231wc Topics in German Cinema-Weimar Cinema (4 Credits)

During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the “Golden Age” of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttmann, Sternberg, Sagan and Riefenstahl. Conducted in English. {A}{H}

Fall, Spring, Variable

GER 300vk Topics in German Culture and Society-Vom Krieg Zum Konsens: German Film Since 1945 (4 Credits)

This course investigates German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students learn to analyze film and conduct basic research in German. Discussion addresses aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reunification; and filmic interventions into the legacy of Nazism. Conducted in German. Prerequisite: GER 250 or equivalent. {A}{F}

Fall, Spring, Variable

POR 202 Barriers to Belonging: Youth in Brazilian Film (4 Credits)

This course will serve as an introduction in English to Brazilian Cinema through the theme of youth, identity, social barriers, and a search for belonging. Course materials, films and class discussions will address such topics as migration, belonging and displacement, coming-of-age challenges, discovery and adversity, self, society and sexuality, family and loss. Selected readings and screenings will highlight the work of Brazilian filmmakers such as Walter Salles, Ana Muylaert, Sandra Kogut, Fernando Meirelles, and others. Student assignments will encompass both critical and first-person memoir essays; students may also respond via work-and-image production (videos; digital narratives; and comics. Taught in English. {A}

Fall, Spring, Variable

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context (4 Credits)

Offered as RES 273 and WLT 273. How did the “final frontier” of space become a “front” in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction’s utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. Enrollment limited to 40. {A}{H}{L}

Fall, Spring, Variable

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe (4 Credits)

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites and life practices. The course investigates how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, students consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A}{H}{S}

Fall, Spring, Variable

SAS 201 Mother-Goddess-Wife-Whore: Female Sexuality and nationalism in South Asian Cinema (4 Credits)

This course examines the relationship between female sexuality and nationalism in South Asian cinema, focusing on the crucial role that gender plays in the formation of postcolonial national identities, both on screen and beyond. The class considers diverse forms of cinematic resistance, especially the work of directors who challenge gender norms. Students look at films from Bollywood and from Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan and Afghanistan. The class includes guest-lectures by South Asian activists and filmmakers. (E) {A}{H}{S}

Fall, Spring, Variable

SPN 225 Colloquium: Muslim Women in Film (4 Credits)

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed within the context of the writing assignments. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 18. Priority given to majors, minors and second-year students planning to study abroad. {A}{F}{L}

Fall

SPN 255 Colloquium: Muslim Women in Film (4 Credits)

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and study critically films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A}{F}{L}

Fall, Spring, Variable

THE 360 Production Design for Film (4 Credits)

Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student makes design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class examines what makes one design choice better than another. Students also learn the basic skills to communicate their designs through storyboards, photo research and drafting. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Alternate Years

THE 361 Screenwriting I (4 Credits)

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: THE 261 or THE 262 or equivalent. Enrollment limited to 12. Writing sample required. {A}

Fall, Spring, Variable

THE 362 Screenwriting II (4 Credits)

Intermediate and advanced script projects. Prerequisite: THE 361. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Variable

WLT 266md Colloquium: Topics in South African Literature and Film (4 Credits)

A study of South African literature and film with a focus on adaptation of literary texts to the screen. The course pays particular attention to the ways in which the political, economic and cultural forces of colonialism and apartheid have shaped contemporary South African literature and film: for what purposes do South African filmmakers adapt novels, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate our understanding racial, political and gender-based violence in South Africa? Enrollment limited to 18. {L}

Fall, Spring, Variable

Goals for Majors in Film and Media Studies

- The ability to critically analyze works from a wide variety of moving image media (e.g., cinema, television, video art, streaming video, mobile apps, video games, GIFs) and artistic modes (e.g., narrative, documentary, experimental)
- A keen awareness of moving images' contexts (political, historical, cultural, technological, industrial and social) and how these evolve over the life of their circulation
- Research skills that cover a range of types and levels—basic Internet research, in-depth scholarly research, archival research—and an understanding of how to use different kinds of research appropriately
- An ability to make creative media, at least an introductory production level, with a critical eye and reflective mindset
- Proficiency at sharing ideas effectively through three types of communication:
 - Written: majors will be able to write clearly and persuasively in a range of formats and for a range of audiences (e.g., blog posts, short response papers, conference abstracts, in-depth research papers)
 - Spoken: majors will be able to present ideas orally in a range of settings (e.g., one-on-one with the instructor, in small discussion groups, in large classroom discussions, through in-class presentations)
 - Media: beyond the form of creative media-making majors learns in their production classes, they will also learn to communicate scholarly ideas about media through media (e.g., by making websites, video essays, podcasts, GIS mapping projects)

First-Year Seminars

Department website (<https://www.smith.edu/student-life/fys/>)

First-Year Seminars are interdisciplinary courses that enable faculty and first-year students to engage in extensive inquiry about an issue, topic or problem. First-Year Seminars are writing intensive and focused on the seminar-style of investigation; they are not survey courses or introductions to a specific discipline. They afford the faculty and students an opportunity to explore a subject broadly and intensively.

First-Year Seminars are voluntary, but we encourage students to enroll in them since they aim to give new students a unique introduction to college-level learning. First-Year Seminars are small (normally 16 students) and are restricted to first-year students. They incorporate the development of intellectual capacities that form the foundation of a successful liberal arts education. In addition to focusing on writing, the seminars help students develop some or all of the following skills: critical thinking, speaking, research and working independently and collaboratively. First-Year Seminars may also help students see how to integrate student support services into their academic pursuits. While First-Year Seminars are offered in both semesters, the vast majority are offered in the fall.

Faculty Director

MJ Wraga, Ph. D., Professor of Psychology

Courses

FYS 100 My Music: Writing Musical Lives (4 Credits)

This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call "My Music" tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, students will read selected case studies and collaboratively design a musical biography project. Each student will curate one person's musical life story, gathering data through one-on-one interviews, weaving together their interlocutor's words with their own interpretations, and ultimately reflecting on what they have learned from the experience. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 101 The Lives of Animals: Literature and the Nonhuman (4 Credits)

In this course, we will track animals across a range of poems, stories, novels, essays, and films that try to imagine what it is like not to be human. From stories of people transforming into animals to texts that insist that we have no clue what animals really feel, we will consider the various ways that writers distinguish—or refuse to distinguish—humans from other animals. Why, we will ask, are literature and art so haunted by animal life? We will discuss zoos, pets, fables, cartoons, animal rights, vegetarianism, anthropocentrism, and extinction. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 107 Women of the Odyssey (4 Credits)

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. The course begins with a careful reading of the *Odyssey*, then studies the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 109 Exobiology: Origins of Life and the Search for Life in the Universe (4 Credits)

This course explores interdisciplinary approaches to the search for life in the Universe by using the Earth as a natural laboratory. We will address fundamental questions surrounding the formation of our solar system and the first appearance of life, the definition of life and how we can search for it elsewhere, and the biases we introduce by using Earth as a model system. The goal of this class is to present a multidisciplinary view of exobiology by integrating geology, chemistry, biology, astronomy, and physics. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 110 A Century of Revolutions in Latin America (4 Credits)

This first-year seminar offers a multidisciplinary study of three major revolutionary processes in Latin America's past century. Through the examination of the Mexican Revolution (1910), the Cuban Revolution (1959), and Sendero Luminoso's insurrection (1980), this course explores regional trajectories of failed modernizations, social unrest, state transformations, and post-revolutionary reconfigurations. Weekly meetings are centered on the discussion of bibliography and the analysis of primary sources, including documents, fiction writings, visual arts, films, music and other materials. As a writing intensive class, students will deliver a series of research reports and one final paper on the topic of their choice. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 112 #FlipTheScript: Hot Topics in African Feminism(s) Today (4 Credits)

Does affirmative action in politics improve human rights conditions for African women or lead to tokenism? Are the decisions of religious African feminists to submit to their husbands or wear head coverings, choices that display female agency or choices steeped in oppression? This course considers some of the most controversial and hotly debated topics relevant to feminism in Africa today. In doing so, it aims to teach students how to identify both the core issues and points of divergence underpinning these debates and to be able to analyze and articulate their own positions on controversial issues. Enrollment limited to 16 first-years. WI {S}

Fall, Spring, Variable

FYS 113 Mineral Resources and Sustainability (4 Credits)

Where do my cell phone batteries come from? This FYS explores a variety of mineral resources, their uses in modern society, and their impacts on the environment. Minerals have always held economic and social value, but as society works to switch to green technologies the need for mineral resources, such as rare earth metals for batteries and turbines, has increased. We will take an interdisciplinary approach applying geology, economics, policy, human health, and environmental sciences to the lifecycle of mineral resources. The goal of this class is to build a fundamental understanding of ore deposits, evaluate the impacts of mineral extraction on the environment and to society, and consider how society's need for minerals can be regarded as sustainable. Enrollment limited to 16 first years. WI {N}

Variable

FYS 114 Ordaining Women in America (4 Credits)

In the 1970s, many Christian, Jewish and Buddhist communities in America began ordaining women as ministers, rabbis, priests and teachers. This change in policy provided women long-denied vocational paths, necessitated new theological self-understandings and ritual forms, and served as a proxy for larger culture war divisions in America. While focused on the last fifty years, this course provides a wider historical narrative for these developments, from the bold revivalism of colonial-era women preachers to anti-racist activism by contemporary Zen senseis. As part of a class project, students will conduct interviews with ordained women and construct podcast episodes from these interviews. Limited to 16 first-years. (E) WI {H}{S}

Fall, Spring, Variable

FYS 117 The Bible and the American Public Square (4 Credits)

This course examines what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-years. WI {H}{L}

Fall, Spring, Variable

FYS 119 Performance and Film Criticism (4 Credits)

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? This course explores different critical perspectives. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-years. WI {A}{L}

Fall, Spring, Variable

FYS 120 Philosophical Explorations of Humor and Laughter (4 Credits)

Closely examining texts from a variety of philosophical perspectives, this course explores some of the ethical, social and political issues raised by humor and laughter. Humor can be a forceful instrument, often deployed by the powerful in their attempts to control the powerless and by the powerless to topple the powerful. Humor tends to operate in such a way as to include some and exclude others. Its effects, intended or unintended, can be benign or hurtful. Enrollment limited to 16 first-years. WI {M}{S}

Fall, Spring, Variable

FYS 124 Writers and the Body: Health and Illness in African Diasporic Women's Literature (4 Credits)

This seminar will explore representations of health and illness in writing by women of the African diaspora from the nineteenth century to the present. Our authors hail from Antigua, Bermuda, Canada, Guadeloupe, and the United States, and their interventions (ideological and geographical) engage an even broader territory. We will ask how women novelists, memoirists, poets, and playwrights (some of them health care professionals) challenge, support, influence, and/or respond to contemporary medical theories of health and illness. We will also make use of archival and digital resources at Smith. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 128 Ghosts (4 Credits)

This course explores what Toni Morrison in *Beloved* calls "the living activity of the dead": their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises and spirit photography. This course counts towards the English major. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature (4 Credits)

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 131 Paris: City of Light (4 Credits)

Urban, architectural, and cultural history of Paris, from its founding some 2,000 years ago through the twentieth century. We will explore the layout of streets and parks; the provisioning of infrastructure (water, sewers, public transportation); building typologies; châteaux and country houses in the capital's environs; the social, economic, political, and aesthetic contexts of architectural patronage; and how the built environment carries decipherable symbolic meaning. Paris as a subject in the visual arts—in the Impressionist era in particular—will be examined, as will the city's status as a perennial crucible of fashion, avant-gardism, and modernism. Enrollment limited to 16 first-years. WI {A}{H}

Fall

FYS 132 Girls Leaving Home (4 Credits)

This course explores how literary writers from various times and places have addressed the topic of girls leaving home. What are the risks and benefits for young (usually single) women who leave a place of origin, temporarily or permanently, with or without families, to make new lives? What do they flee or seek? How do gender, race, ethnicity, sexuality, nationality, class complicate their stories? How is "home" understood or redefined in these narratives? Readings include Shakespeare's *As You Like It*, Austen's *Northanger Abbey*, and immigrant American narratives *The Road from Coorain*, *The Woman Warrior* and *Americanah*. Our primary methodology is literary analysis. Recommended for students considering the English major. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 134 Satire (4 Credits)

This course examines the myriad forms satire has taken in the West, from the mists of antiquity (when satire meant a form of verse that could actually kill or maim its victims) until recent times. Students will hone their skills in close reading and writing about literature. Though some satires (especially in the tradition of Juvenal) simply and straightforwardly bludgeon their targets—so violent did these become in 1590s England that for six years publication of satire was illegal—we'll focus on the more enjoyable ironic varieties—more enjoyable but also more demanding, since these make readers do most of the interpretive work. Enrollment limited to 16 first-years. {L}

Fall, Spring, Alternate Years

FYS 136 The Art of Gossip (4 Credits)

"No gossip, no interiority," writes novelist Cynthia Ozick, who provocatively reminds us of word-of-mouth's close relationship to storytelling itself. We know that gossip can be toxic, immature, and dangerous—but can it have other, more complex purposes and effects? In this course, we'll examine inside jokes, open secrets, call outs, and speculation in literature, art, music, film, and popular culture. From novels about manners and the sustaining (or, tearing down) of communities to chatty, genre-defying poetry and films, documentaries, and song lyrics, we'll engage in a wide-ranging meditation on gossip as an art, a weapon, and an imaginative inter-relational tool. Enrollment limited to 16 first years. WI {L}

Alternate Years

FYS 138 Democracy in America: From the Revolution to Trump (4 Credits)

This course explores the history of democracy in America. Students will examine how political leaders and social movements have fought to expand the bounds of democratic citizenship ever since the American Revolution, and how others have fought to restrict it. Students will trace the evolution of both defenses and critiques of democratic self-governance and will consider how polarization, inequality, and globalization strain modern democracy. The class will reflect critically on what exactly democracy has looked like – and can look like – not only in formal politics, but also in economic and social life more broadly. Enrollment limited to 16 first-years. (E) WI {H}

Fall, Spring, Variable

FYS 141 Reading, Writing and Placemaking: Landscape Studies (4 Credits)

Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes as do politicians, builders, hunters, children, artists and writers, among others. In this course, students examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 142 Reacting to the Past (5 Credits)

In this course, students learn by taking on roles, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas and improves intellectual and academic skills. Enrollment limited to 24 first-years. WI {H}

Fall, Spring, Variable

FYS 143 The Mind of Plants: A Journey into Plant consciousness and the human relationship to plant life (4 Credits)

Plants are perhaps the most necessary form of life, providing nutrition and thus allowing life for all animals, including humans. Yet, humans have oftentimes a predilection for animals over plants. However, the idea that plants have a mind of their own has been a core element of indigenous stories, literary works, poetic imaginings, philosophical systems and experimental investigations worldwide. This course examines a series of lyrical, reflective, experiential and personal evocations of plant minds and their connection to humans. The class looks to literature and visual art, which have long been particularly attentive to the plant world, to answer the question, "How can we de-objectify plants and restore their dignity?" Enrollment limited to 16 first-years. (E) WI {L}

Fall, Alternate Years

FYS 144 Science and Society (4 Credits)

The importance science plays in the health of humans and of this planet has never been more urgent. Unfortunately, the complex language of science has made its presumed accuracy a weapon against those unable to interpret scientific truths. In this course, we will explore four main areas where science and society meet for better or worse. Students will study and write about the science of superheros, abortion policies, climate change and the pandemic. Students will maintain a personal journal, write in diverse styles, and use quantitative information. A final project will serve to educate an audience outside of smith college. Enrollment limited to 16 first-years. WI

Fall, Spring, Alternate Years

FYS 145 Life in the Classroom—Narratives of Teachers and Students in Context (4 Credits)

This course inquires into the day-to-day lives of teachers and students in U.S. K-12 classrooms, specifically through the lens of narratives. Students engage with works of ethnography and portraiture that reflect a range of school settings and student developmental levels. Further insights are derived from guest speakers, classroom observations, documentaries and other resources. Course readings, discussions and assignments facilitate in-depth explorations of real-world school contexts—considering the implications of these past and present accounts for the future. Enrollment limited to 16 first-years. (E) WI {S}

Fall, Spring, Alternate Years

FYS 147 Power Lunch: The Archaeology of Feasting (4 Credits)

Throughout history, food and dining have formed some of the most fundamental expressions of cultural identity—in a very real sense, people are what they eat, and how they eat. This cross-cultural examination of the topic begins by exploring the various roles that feasting played in the world of the ancient Mediterranean, particularly the cultures of Greece and Rome. The class examines comparative material from contemporary societies. How does food define and create culture? In what ways does dining express or reinforce inequalities? These and other questions are tackled through the use of primary literature, anthropological studies and archaeological material, along with hands-on approaches. Enrollment limited to 16 first-years. WI {H}{S}

Fall, Spring, Variable

FYS 148 Pleasures, Politics and Power: Food in Literature and Culture (4 Credits)

This first-year seminar examines the pleasures, passions, politics, economics and toxicities of food through the works of writers, chefs, artists and critics who celebrate and critique how food heals, harms, nourishes and pleases. Food plays a critical and dynamic role in fiction, poetry, mystery, memoir, film and recipe books. This course will analyze literary portrayals of and engagements with a range of foods, including fast food, desserts, holiday feasts, haute cuisine, street food and “junk food,” as well as issues involving abundance, scarcity and nutrition. Through our study of food in literature and culture, this seminar will also consider concerns central to critical food studies, including power, colonialism, capitalism, identity and the environment. Enrollment limited to 16 first-years. WI {A}{H}{L}

Fall

FYS 149 The Big Bang and Beyond (4 Credits)

What is all the stuff in the night sky, and where did all this stuff around us come from? How old is the universe? Is it going to be here forever? How do we know all of this? These are some of the questions we will explore in “The Big Bang and Beyond,” an introduction to what is known about the universe and how it is known. The course requires no math or physics background. Along the way, you’ll practice reading and writing about scientific ideas. Enrollment limited to 16 first-years. WI {N}

Fall, Variable

FYS 150 Writing and Power in China (4 Credits)

This course examines the many ways in which writing has been used to gain, maintain and overturn power throughout Chinese history, from the prognosticating power of oracle bone script to the activist potential of social media. We examine writing as a tactic of agency, a force for social change, and an instrument of state power; analyze the changing role of literature; and consider the physical forms of writing and the millennial-long history of contemporary issues like censorship and writing reform. Finally, students work to make their own writing as powerful as possible. No knowledge of Chinese required. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 151 Our Mill River (4 Credits)

The Mill River flows through campus and connects the landscapes upstream and downstream of Smith. From its headwaters in Goshen, MA, to its mouth where it joins the Connecticut River on the Northampton/Easthampton line, the Mill River defines a region of communities that are all here as a result of its waters. Students will gain important insight into Smith’s context by exploring and reflecting on the natural and cultural landscape of the Mill River. Weekly field experiences are complemented by readings, map work, historical collections, a sampling of local delicacies, guest experts, and class discussions. This course is writing intensive and based in field experiences. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 153 The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies (4 Credits)

This course explores the religious, political, social and cultural impacts of the Crusades on the Muslim World from 1095 CE until today. Special attention is given to the variety of Muslim reactions to the Crusades, including cross-cultural interactions and influences. It also considers the Crusades’ enduring legacy and effect on Islamic history and religious thought. Materials used include religious and historical texts, travelogues and biographies, films, novels, etc. The course concludes with an examination of how the exploitation of history by hate groups (such as White Supremacy and Islamic Jihadism) continues to shape political and social realities today. Enrollment limited to 16 first-years. WI {H}

Fall, Variable

FYS 154 The World of Anna Karenina (4 Credits)

This course explores the social, cultural and political history of late imperial Russia through Leo Tolstoy’s iconic novel Anna Karenina. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

FYS 160 The End of the World as We Know It: The Post-Apocalyptic Novel (4 Credits)

We explore a wide range of literary scenarios that depict the collapse of civilization in the wake of plague-like disease and/or nuclear war. The motif of the post-Apocalyptic novel has become common, yet its roots go back as far (and further than) Jack London's *The Scarlet Plague* and Mary Shelley's *The Last Man*. In the works we will be examining, we witness the attempts of the few survivors of catastrophe to create a new world, or merely to live in a world in which the past casts a vast shadow over the present. The society that comes forth from these worlds can be anarchic, dystopic, utopian or a combination of these. Some works we explore include *Alas, Babylon*; *On the Beach*; *Riddley Walker*; *The Postman*; *A Canticle for Leibowitz*; *The Chrysalids*; *The Road* and others. Film adaptations are shown as part of the course. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 162 Ambition and Adultery: Individualism in the 19th-Century Novel (4 Credits)

This course looks at a series of great 19th-century novels to explore a set of questions about the nature of individual freedom, and of the relation of that freedom–transgression, even–to social order and cohesion. The books are paired—two French, two Russian; two that deal with a woman's adultery, and two that focus on a young man's ambition—Balzac's *Père Goriot*; Flaubert's *Madame Bovary*; Dostoevsky's *Crime and Punishment*; Tolstoy's *Anna Karenina*. There are some additional readings in history, criticism and political theory. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 165 Childhood in African Literature (4 Credits)

A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangaremba's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngugi wa Thiongo's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 166 Mammalian Reproduction: A Female Perspective (4 Credits)

This seminar explores the diversity of reproduction in mammals from genetics to environmental adaptations, but all from the perspective of female mammals. How does the female perspective change the way we think about reproduction? For instance, conception vs. fertilization; embryo rejection vs. miscarriage. We cover basic concepts as well as the biases and assumptions present in the study of mammalian reproduction. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 167 Viking Diaspora (4 Credits)

The Norse colonies of Iceland and Greenland and the attempted settlement of Vinland in North America were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. This course compares the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Sources for these experimental communities are the oral memories of founding families preserved in the later *Íslendingasögur* (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and medieval studies majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 168 Damaged Gods: Myth and Religion of the Vikings (4 Credits)

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800-1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 172 (Dis)Obedient Daughters (4 Credits)

How does the powerful relationship between mothers and daughters influence how women define themselves and search for their own identity? What does it mean when a woman defines who she is in opposition to her mother while seeking her mother's love and approval? How is the problem compounded when the mother's culture is different from her first-generation-immigrant daughter's? Through fiction and film by women from different cultures, we will explore such topics as gender roles, race, ethnicity and class. Authors read will include Jamaica Kincaid, Alice Munro, Margaret Atwood, Maxine Hong Kingston, Nora Okja Keller, Donia Bijan, Laila Wadia, Igiaba Scego. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation? (4 Credits)

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 176 Existentialism (4 Credits)

The term "existentialism" refers to a nexus of twentieth-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the course addresses broader questions: "Are there insights involving existentialist themes that literary works are in a distinctive position to convey?" "Is there an existentialist ethics?" and "Do existentialists' realizations about living well continue to have resonance today?" Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

FYS 178 Ecological Crisis: the Green New Deal, Degrowth and Eco-Socialism (4 Credits)

This course explores the causes of the multi-front ecological crisis that faces us and evaluates various suggested solutions from a political economy perspective. It addresses real-world problems, setting aside conventional models based on unrealistic assumptions, and alerts to the complex interrelationships between nature, economic motivations, social structures and political processes/institutions. Enrollment limited to 16 first-years. (E) WI {S}

Fall

FYS 179 Rebellious Women (4 Credits)

This course introduces students to the trailblazing women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. We use a variety of texts: *No Turning Back* by Estelle Freedman, primary sources from the archives and the SCMA, films, a walking tour and local events. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history, (2) to introduce students to primary documents and research methods, and (3) to encourage reflection and discussion on current gender issues. Enrollment limited to 16 first-years. WI {H}{S}

Fall, Spring, Variable

FYS 182 Fighting the Power: Black Protest and Politics Since 1970 (4 Credits)

This course examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

FYS 183 Geisha, Wise Mothers, and Working Women (4 Credits)

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 186 Israel through Literature and Film (4 Credits)

What was the role of Hebrew writers in constructing a nation's founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 188 Indigenous Peoples and the Environment: Myth and Reality (4 Credits)

This course examines the stereotype of the "ecological Indian"—a racial trope that has perpetuated the idea that Native North Americans are naturally closer to nature or are natural conservationists. The class looks at how this stereotype has shaped non-Native ideas about Indigenous peoples in what is now the United States and has affected Indigenous sovereignty and self-determination. This course also examines the varied ways Indigenous peoples have thought about ecological relationships and the strategies they developed to live in relation with the environment. The class critically examines the relationship between settler colonialism and the environment and considers contemporary and historical case studies in which Indigenous peoples have fought to protect and care for their lands and waters in the face of the ongoing violence of settler colonialism. Enrollment limited to 16 first-years. WI {H}

Fall, Variable

FYS 189 Data and Social Justice (4 Credits)

Students examine sociopolitical forces that impact the availability, structure and governance of data regarding various social justice issues. Students learn techniques for presenting data in ways that foreground the contexts of data production and remain accountable to diverse communities. Datasets about health equity, housing justice, environmental justice and carceral justice are studied, analyzed and visualized. Students identify institutions and stakeholders involved in data production, unpack the vested interests animating data semantics, consider what people and problems get erased in data structuring and evaluate ethical tradeoffs that data scientists grapple with as they plan for data presentation. Enrollment limited to 16 first-years. WI {S}

Fall, Spring, Variable

FYS 192 America in 1925 (4 Credits)

Readings, discussions and student projects explore the transformation of a "Victorian" America into a "modernist" one by focusing on forms of expression and sites of conflict in 1925—the year of Fitzgerald's *The Great Gatsby*, Bessie Smith's "St. Louis Blues," Alain Locke's *The New Negro* (the foundational text of the Harlem Renaissance), Chaplin's *The Gold Rush*, the Scopes evolution trial, and the emergence of powerful new ideas in the social sciences—to cite just a few examples. Enrollment limited to 16 first-years. WI {H}{L}

Fall, Spring, Variable

FYS 194 Making Meaning from Material Lives (4 Credits)

This class considers the numerous ways in which human beings engage with material culture, that is artifacts, things or stuff. How does material culture give meaning to lives and how does it help mediate lived experiences for both individuals and members of society? The course seeks to examine how a variety of cultures, including American, make sense of things through the ways in which material culture is created, consumed, defined and valued. Enrollment limited to 16 first-years. (E) WI

Fall, Variable

FYS 195 Literary Borders (4 Credits)

This course examines the imaginative possibilities of the border in literary and visual texts. The class considers how writers portray cultural, national, temporal and linguistic frontiers; how literature embodies the experience of crossing or dwelling within borderlands; how texts reinforce or transgress the boundaries at which readers are positioned; and how writing itself can construct and bridge differences. Reading poems and stories of liminal figures, the class analyzes how the border challenges ideas about place, body, identity, language and text. In encounters with new expressive forms that disrupt the way literature is read, the class explores the edges of language. For a broader picture of the border in the imagination, the class also examines film, music, theatre and other arts. Enrollment limited to 16 first-years. (E) WI {L}

Fall

FYS 197 On Display: Museums, Collections and Exhibitions (4 Credits)

Why do people collect things and what do they collect? Students explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke's Skinner Museum, students research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists and psychologists, students attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 198 The Coming Apocalypse (4 Credits)

It's boom time for the End Times. Millennialists state with confidence that the world's final hour is approaching: the signs are everywhere, for those who know how to see them. Eschatological scenarios abound, ranging from climate change desolation and nuclear annihilation to alien invasions and zombie uprisings. Every ending also heralds a new beginning, though; every apocalypse gives way to a post-apocalypse. By focusing on apocalyptic and post-apocalyptic stories across a variety of media and genres, this course considers the significance of the human predilection for telling stories about the end of humanity. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

French Studies

Department website (<https://www.smith.edu/academics/french/>)
Explore the art of French, engage with its cultures and rediscover your own through others' perspectives. The Department of French Studies offers about 30 courses in French language, literature and culture. Students build linguistic skills from beginning through advanced levels in grammar, phonetics and composition and use state-of-the-art technology to assist in their learning. French studies examines issues such as immigration, secularism, identity, gender and education across space (France and Francophone countries) and time, and at the crossroads of literary studies, art, history, linguistics and social sciences. Because the study of foreign languages and cultures lies at the heart of a liberal education, the department carries out its mission across disciplinary and institutional boundaries, and by directing and overseeing Smith's Study Abroad (<https://www.smith.edu/studyabroad/>) programs in Paris and Geneva.

Faculty

Theresa Brock, Ph.D., Assistant Professor
Eglal Doss-Quinby, Ph.D., Professor
Dawn Fulton, Ph.D., Professor
Martine Gantrel-Ford, Doctorate, Professor
Jonathan Keith Gosnell, Ph.D., Professor, *Chair*
Mehammed A. Mack, Ph.D., Associate Professor
Christiane Métral, M.A., Senior Lecturer
Hélène Visentin, Doctorate, Professor

Lecturers and Visiting Faculty, 2023-24

Carl Cornell, Ph.D., Lecturer
Maureen DeNino, Ph.D., Visiting Assistant Professor
Carolyn Shread, Ph.D., Senior Lecturer, Mount Holyoke College

Major Advisers

Theresa Brock, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel-Ford, Jonathan Gosnell, Mehammed Mack, Christiane Métral

Honors Director

Dawn Fulton

Study Abroad Advisers

Paris: Mehammed Mack
Geneva: Christiane Métral

Study Abroad

Majors in French studies who study in Paris or Geneva will normally meet certain major requirements during their experience abroad. Smith Programs Abroad offers a variety of programs in Paris and Geneva, including general studies in the Arts and Sciences (Paris and Geneva); the Sciences in Paris program (Paris); Art and Architecture (Paris); and International Internship and International Relations (Geneva and by application at the Institut d'Etudes Politiques in Paris). Please see the Office for International Study's Smith Programs Abroad website for the most up-to-date program-specific requirements and eligibility details.

French Studies Major Requirements

Ten courses (40 credits) at the 200 level or above

1. The basis for the French studies major: a topic of FRN 230
2. One language course at the advanced level: FRN 270, a topic of FRN 385 or equivalent taken abroad
3. One course in French studies on literature or culture before 1900
4. Three additional 4-credit courses in French studies at the 300 level or higher, of which two must be taken in the senior year.
5. Four additional electives
 - Up to two four-credit courses may be taught in English provided they are related to French studies
 - Up to two four-credit courses may be in fields unrelated to French studies provided they are taught in French

Major Requirement Details

- Normally, one course counting toward the major may be taken for an S/U grade. A student may take additional S/U credits toward the major with the major adviser's permission.
- Students considering graduate school in the humanities are encouraged to take WLT 300.

Honors

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

Courses

FRN 101 Accelerated Beginning French I (5 Credits)

This elementary French course is designed to give students with no previous experience in French the opportunity to acquire the fundamentals of the French language and Francophone culture. It emphasizes communicative proficiency, the development of oral and listening skills, self-expression and cultural insights. Classroom activities incorporate authentic French material and are focused on acquiring competency in listening, speaking, reading and writing. Students must complete both FRN 101 and FRN 103 to fulfill the Latin honors distribution requirement for a foreign language. Enrollment limited to 25.

Fall, Spring, Annually

FRN 103 Accelerated Beginning French II (5 Credits)

This second-semester French course allows students to acquire the basic elements of spoken and written French. They learn how to express themselves on a variety of topics and in everyday life situations as they connect to the Francophone world through authentic cultural material and multimedia activities. Students completing the course normally enter FRN 220. Prerequisite: FRN 101 or equivalent. Enrollment limited to 18.

{F}

Spring

FRN 120 Intermediate French (4 Credits)

An intermediate language course designed for students with two or three years of high school French. Its main objective is to develop cultural awareness and the ability to speak and write in French through exposure to a variety of media (literary texts, newspaper articles, ads, clips, films, videos). Students completing the course normally enter FRN 220.

Enrollment limited to 18. {F}

Fall

FRN 220 High Intermediate French (4 Credits)

Review of communicative skills through writing and class discussion. Materials include two movies, a comic book and two novels. Prerequisite: three years of high school French, FRN 103, FRN 120 or equivalent. Students completing the course normally enter FRN 230. Enrollment limited to 18. {F}

Fall, Spring

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit (4 Credits)

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the "banlieues" and "cités". The class examines the question of whether "banlieue" authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the "banlieues" nevertheless produce vibrant cultural expressions that beg the question: Is the "banlieue" a mere suburb of French cultural life or more like one of its centers? Basis for the major. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220 or equivalent. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 230cc Colloquium: Topics in French Studies- Culture Clash (4 Credits)

To what degree is being French synonymous with membership in a particular socio economic, cultural or ethnic category? Can marginalized populations (immigrants, peasants, workers, youth, etc.) acquire the necessary tools for social inclusion? What determines the meaning of French identity and who is excluded from the realm of Frenchness? By whom and for what reasons? The course explores the tensions that arise in the development and transmission of French cultural attitudes, tastes and values. Class readings include children's literature, fiction and memoir. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Alternate Years

FRN 230cw Colloquium: Topics in French Studies-French Calligraphies: Contemporary Chinese Women's Writing (4 Credits)

France is home to the largest overseas Chinese community in Western Europe. This course looks at how Francophone women writers and artists of Chinese origin critique and celebrate French culture in their work. Focusing on contemporary fiction, film and graphic art, students consider the role of canonical French literature during the Cultural Revolution, portrayals of Sinophone cultures in France and the relationship between language and stereotype. Through the lens of gendered and multigenerational immigration narratives, students also study such topics as translation, food, sexuality and exile. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Prerequisite: FRN 220. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 230en Colloquium: Topics in French Studies- Encountering Nature in the Early Modern World: Flora, Fauna, Empire (4 Credits)

This course examines how writers from the 16th-18th centuries experienced their natural settings. These settings varied widely, encompassing both Europe and the Americas during early phases of colonization. The great variety of flora and fauna in these different locales prompted questions about what nature signified and for whom. How did such factors as gender, religion, ethnicity and social class combine with political influences in each century to cause shifting understandings and representations of the natural world? To explore this question, the class analyzes literary texts in multiple genres alongside illustrations, maps, paintings, historical documents and audiovisual materials. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Alternate Years

FRN 230ga Colloquium in French Studies-From Royal Feasts to Family Dinners: France in the Mirror of Its Gastronomy (4 Credits)

What did nobles and peasants eat in the age of the Sun King? When did restaurants become fashionable in France and why do family dinners last so long? What's the meaning of "terroir" and what are today's trendy foods? Through a wide array of literary texts, documents, essays and films, students in this course explore some of the most interesting aspects of how French eating rituals developed from medieval time to the present. Basis for the major. Students may receive credit for only one section of 230. Prerequisite: FRN 220 or equivalent. Enrollment limited to 18. (E) WI {F}{L}

Spring

FRN 230ll Colloquium: Topics in French Studies-French Literary Landscapes (4 Credits)

Through texts by authors from Louis XIV to Colette, this class discusses questions about literary uses of landscape: Why do people flee or search for a landscape? What makes people cherish or fear a particular place? What do landscapes tell readers that the narrator or characters cannot or will not tell? Other authors may include Rousseau, Victor Hugo, Chateaubriand, Maupassant, Apollinaire, Robbe-Grillet and James Sacré. Basis for the major. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean (4 Credits)

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. The study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. Basis for the major. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Prerequisite: FRN 220. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 235 Speaking (Like the) French: Conversing, Discussing, Debating, Arguing (4 Credits)

A total immersion course in French oral expression using authentic cultural materials: French films and series, songs, video clips, internet resources, news reporting, televised versions of round-table discussions, intellectual exchanges and documentary reporting. Students learn how the French agree and disagree with one another, converse, argue and attempt to persuade each other. Interactive multimedia exercises, games, role playing, discussions and debates, presenting formal exposés and improving pronunciation. Prerequisite: FRN 230, or equivalent. Instructor permission required. Course taught in French. {F}

Fall, Spring, Variable

FRN 250 Zooming With the French: Cross-Cultural Connections (4 Credits)

Using webcam and video conferencing technology, students have conversations in real time with French students in Paris. The class examines youth culture in France and explores fundamental cultural differences between Americans and the French. Topics include cultural attitudes and beliefs, social values and institutions as well as relevant socioeconomic issues. Materials: textbooks, cultural essays, surveys, articles, films and songs. Prerequisite: FRN 230 or equivalent. Enrollment limited to 15. Course taught in French. {F}{S}

Fall, Spring, Annually

FRN 251fi Topics in French Media, Now and Then-French Islam and French Muslims (4 Credits)

Through a survey of the contemporary flashpoints in the debate surrounding the place of Islam in French society, this course maps out the field of politicians, activists, youth movements, imams, artists, musicians and other cultural actors that have defined the discourse on the issue. With an emphasis on new media, students analyze a wide variety of documents including internet resources, journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. Course taught in French. {F}{H}

Fall, Spring, Variable

FRN 251po Topics in the French Media, Now and then- The French Press Online (4 Credits)

A study of contemporary French social, economic, political and cultural issues through daily readings of French magazines and newspapers online such as Le Monde, Le Figaro and Libération. Course taught in French. {F}{S}

Fall, Spring, Variable

FRN 252cl Topics in French Cinema-Cities of Light: Urban Spaces in Francophone Film (4 Credits)

From Paris to Fort-de-France, Montreal to Dakar, this class studies how various filmmakers from the Francophone world present urban spaces as sites of conflict, solidarity, alienation and self-discovery. How do these portraits confirm or challenge the distinction between urban and non-urban? How does the image of the city shift for "insiders" and "outsiders"? Other topics to be discussed include immigration, colonialism and globalization. Works by Sembène Ousmane, Denys Arcand, Mweze Ngangura and Euzhan Palcy. Course taught in French. {F}

Fall, Spring, Variable

FRN 252ps Topics in French Cinema-Paris on Screen (4 Credits)

Paris is often portrayed by filmmakers as the quintessential romantic setting. Starting with the French New Wave, this course examines films that look at France's capital city differently, as a place where various urban, cosmopolitan or diasporic subcultures live side by side, often unbeknownst to one another. Films by directors such as Truffaut, Godard, Varda, Sautet, Rohmer, Denis, Assayas, and Klapisch. Course taught in French. {A}{F}{L}

Fall, Spring, Variable

FRN 253 The Lady, the Knight, the King (4 Credits)

An introduction to the main cultural and literary currents that shaped Medieval France, a period whose values and concept of "literature" were dramatically different from the present. This class focuses on the rise of courtliness and the invention of romantic love, the legend of King Arthur and the transmission of Celtic themes, adultery and madness, magic and the chivalric quest, and the ribald humour of the fabliaux. Readings include The Romance of the Rose by Guillaume de Lorris, Tristan and Yseut, Marie de France's Lanval, Chrétien de Troyes' Yvain, troubadour and trouvère lyric and selected fabliaux. Prerequisite: FRN 230. Course taught in French. {F}{L}

Fall, Spring, Alternate Years

FRN 262 After Algeria: Revolution, Republic and Race in Modern France (4 Credits)

From the colonial conquest in the early 19th century through independence in 1962, Algeria has evoked passions on both sides of the Mediterranean Sea, passions frequently resulting in violence that has not entirely subsided. Through a variety of perspectives and readings, this class explores a post-Algerian French society that appears to be permanently marked by its Algerian experience. To what extent has the experience in and of Algeria transformed contemporary French culture? In what ways can one speak of the Algerian experience in revolutionary terms? Prerequisite: FRN 230, or equivalent. Course taught in French. {F}{L}{S}

Fall, Spring, Variable

FRN 270 Language and Social Justice (4 Credits)

A course in advanced composition for students who wish to improve their mastery of some of the more difficult points of French grammar, syntax and usage, as they reflect on local and global movements calling for social justice in France from the 18th century to the present day. Readings and discussions on topics such as humanism, revolution, the "social question," feminism, antiracism and inclusive writing. Prerequisite: one course in French studies beyond FRN 230, or equivalent. {F}{L}

Fall, Spring, Alternate Years

FRN 276 Living Landscapes: Past, Present and Future (4 Credits)

In recent decades, as the effects of climate change have become increasingly apparent, landscapes have come to be understood as those places not only that humans inhabit, but also that inhabit humans. This course examines literary and filmic texts that portray, interrogate and imagine the reciprocal relationship between humans and landscapes in contemporary French-speaking locales. Specifically, students consider how this exchange occurs over time by examining depictions of landscapes past, present and future. Course taught in French. {E} {F}{L}

Spring, Alternate Years

FRN 282md Topics in 19th and 20th Century French Studies-From the Personal to the Political: Stories about Moral Dilemmas (4 Credits)

This course is about dilemmas, i.e. moments in life when one has to choose between two valid but mutually exclusive options. It explores how major writers of the 19th and 20th centuries have used moral conflicts in their works to confront what they saw as the most pressing social, political or personal issues of their times. One novel (excerpts), one autofiction, one theater play and one film script provide the class with four different yet complementary venues for examining and debating the moral implications of dilemmas. Works by Hugo, Gide, Camus and Duras. Prerequisite: one course above FRN 230. Course taught in French. {F}{L}
Fall, Spring, Variable

FRN 286 Invisible Minority: Chinese Culture in France (4 Credits)

A reference to the French phrase *minorité visible*, this course's title highlights the recurrent critique from East Asians in France that theirs is a forgotten minority group. To understand this critique, the class traces the history of exoticized representations of Chinese culture in France from the 17th century to the present. The class then turns to recent literary works by Chinese diasporic writers to consider how they represent their native cultures for a French audience amidst China's shift in status on the global stage. Finally, the class examines images of Asian culture in contemporary French media and popular culture. Course taught in French. WI {F}{L}

Fall, Spring, Alternate Years

FRN 288 Immigration and Sexuality in France and Europe (1 Credit)

This course functions as a French discussion course offered in conjunction with SWG 288. Students discuss the assigned texts, which they will read in the original French. Papers and assignments must also be written in French. Corequisite: SWG 288. Prerequisite: One course at or above FRN 250. French heritage speakers should contact the instructor. Enrollment limited to 35. Course taught in French. {F}{H}{S}

Fall, Spring, Variable

FRN 295 French Translation in Practice (2 Credits)

Practicum in French; must be taken concurrently with WLT 150. Students read short texts in translation theory, study translation techniques and strategies, compare versions of translated texts and produce their own translations of French texts. Readings and discussions conducted in French. Course taught in French. This course does not count as preparation for the Smith Programs Abroad in Paris and Geneva. Corequisite: WLT 150. Prerequisite: two courses above FRN 230, or equivalent. {F}{L}

Spring

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FRN 320 Women Defamed, Women Defended (4 Credits)

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings include the love letters of Héloïse, the *lais* and fables of Marie de France, the songs of the *trobairitz* and women *trouvères*, and the writings of Christine de Pizan. {F}{L}

Fall, Spring, Variable

FRN 330 Scientific Selves: Medicine, Technology and Identity in Early Modern France (4 Credits)

From the 16th-18th centuries, the Scientific Revolution led to breakthroughs in biology, medicine and technology. This course examines how such breakthroughs informed attitudes toward various aspects of human identity in the French context. How did scientific discourse depict those who did not fit into paradigms of gender, sexuality, ability, ethnicity, belief and culture? What parallels identify with modern-day activism? To explore these questions, students analyze literary texts, visual representations, medical treatises and scientific diagrams. Students also collaborate with the Botanic Garden to study medicinal plants, interrogate modern day health concerns and create our own wellness tea blends. Prerequisites: Two courses above FRN 230 or equivalent. {F}{L}

Fall, Spring, Alternate Years

FRN 363 Crossing the Divide: Love, Ambition, and the Exploration of Social Difference (4 Credits)

This course examines famous 19th-century novels where love is used as a narrative and thematic device to explore the meaning and relevance of social difference and mobility. Authors such as Bernardin de Saint-Pierre, Stendhal, George Sand, Lamartine and Alexandre Dumas, fils. Readings in relevant historical and cultural topics. {F}{L}

Fall, Spring, Variable

FRN 372 Literature and the News: Writing France in the Age of Print Capitalism (4 Credits)

In nineteenth-century France, the emerging periodical press lay at the epicenter of public and cultural life. This course explores the press from a number of perspectives: the technological breakthroughs and social upheavals that spurred its growth, the major figures and seminal publications that marked its evolution, the debates and scandals sparked by its rise, and the changing roles of *hommes* and *femmes de presse*. Readings include articles from major newspapers and magazines, contemporary literary and cultural criticism, and selections from "novels of journalism" by Balzac and Maupassant. Class introduce students to research in online databases of digitized newspapers. (E) {F}{H}{L}

FRN 380af Topics in French Cultural Studies-Les Annees Folles (4 Credits)

We enter "les années folles" in Paris in this advanced culture class, taught in French. During the Roaring Twenties, jazz sizzled, Montmartre shimmied, and Joséphine Baker's *Danse sauvage* mesmerized crowds at the Music-Hall des Champs Elysées. Song, literature, dance, poetry, painting, the arts aligned to form an (in)coherent, (inter)national cultural proclamation. How might we interpret this riveting period today? The class will discuss the roles of women, writers, soldiers, African Americans and others in "modern" French society at the end of the Great War. Students will be expected to complete twelve hours of reading and written reflection per week. {F}{H}{L}

Fall, Spring, Variable

FRN 380fa Topics in French Cultural Studies-France in America (4 Credits)

What is l'Amérique française? What is the nature of the French-American relationship, historically and today? During recent Franco-American culture wars, France and the United States seemed to be polar opposites. Yet at one time, people in New England and Louisiana spoke French, lived and laughed in French, cried and died in French. Must French now be translated in America? Through what cultural mechanisms is Frenchness expressed by Americans? In what language(s) does one write French America today? This class answers such questions in the exploration of the French experience of North America from the 16th to the 21st century. {F}

Fall, Spring, Variable

FRN 380is Topics in French Cultural Studies-Immigration and Sexuality (4 Credits)

This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. {F}

Fall, Spring, Variable

FRN 380tw Topics in French Cultural Studies:Travel Writing and Self-Discovery (4 Credits)

A survey of Francophone travel writing from the 16th to the 21st centuries. Students are exposed to a literary form that achieved popularity and cultural prestige early on, was then significantly challenged and diversified, and is presently enjoying a resurgence. We consider fictional and nonfictional accounts reflecting different geographies of travel and migration. While early voyagers tended to assert the relative superiority of French culture, subsequent generations of travelers abandoned discovery for self-discovery, and critiqued colonialism instead of indigenous cultures. Countries and regions surveyed include the Holy Land, Turkey, Spain, Morocco, Algeria, Central and West Africa, the United States, Iran, France, Indonesia and Thailand. {F}{L}

Fall, Spring, Variable

FRN 385bt Topics in Advanced Studies in Language-Global French: The Language of Business and International Trade (4 Credits)

An overview of commercial and financial terminology against the backdrop of contemporary French business culture, using case studies, French television and newspapers, and the internet. Emphasis on essential technical vocabulary, reading and writing business documents, and oral communication in a business setting. Prerequisite: a 300-level French course, a solid foundation in grammar, and excellent command of everyday vocabulary, or permission of the instructor. {F}

Fall, Spring, Variable

FRN 392sc Seminar: Topics in Culture-Stereotypes in French Cinema (4 Credits)

In this seminar, students look at films that make a deliberate and often caricatural use of stereotypes in order to make a statement, whether it is to provoke, examine, question, or simply illustrate some aspects of French culture or national consciousness. The stereotypes students consider include cinematic genres (comedies), as well as themes or topics (tradition versus modernity, 'Frenchness', racial and class differences). In doing so, students pay particular attention to the way these stereotypes are staged, what their modes of inquiry are, and what conversations, if any, they promote. Films by Renoir, Tati, Buñuel, Jeunet, Ozon, and Sciamma among others. Weekly or bi-weekly film viewings. Readings in film criticism and relevant fields. In French. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

{F}

Fall, Spring, Variable

FRN 404 Special Studies (4 Credits)

Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.

Fall, Spring

FRN 430D Honors Project (4 Credits)

This yearlong course totals 8 credits, 4 credits for each semester.

Fall, Spring, Annually

FRN 431 Honors Project (8 Credits)

Fall, Spring, Annually

Crosslisted Courses

ARH 258 The Arts in Eighteenth-Century France (4 Credits)

A study of painting, sculpture, architecture, urban and landscape design, printmaking and the luxury arts in France, from the last years of Louis XIV's reign to the French Revolution. Recurring themes include artists' training and careers; academies, aesthetics and art theory; art criticism and the viewing public; collecting and display; patronage; and the relationship of art to politics, literature and science. France's pacesetter role in contemporary art is explored by looking beyond its borders to other courts—among them Bourbon Naples, some German-speaking principalities, Great Britain, Russia, Spain and Sweden—and to the French Atlantic world. Counts for ARU. {A}{H}

Fall, Spring, Variable

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FYS 131 Paris: City of Light (4 Credits)

Urban, architectural, and cultural history of Paris, from its founding some 2,000 years ago through the twentieth century. We will explore the layout of streets and parks; the provisioning of infrastructure (water, sewers, public transportation); building typologies; châteaux and country houses in the capital's environs; the social, economic, political, and aesthetic contexts of architectural patronage; and how the built environment carries decipherable symbolic meaning. Paris as a subject in the visual arts—in the Impressionist era in particular—will be examined, as will the city's status as a perennial crucible of fashion, avant-gardism, and modernism. Enrollment limited to 16 first-years. WI {A}{H}

Fall

SWG 288 Immigration and Sexuality in France and Europe (4 Credits)

Taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black, brown, and Muslim bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. {H}{L}{S}

Fall

TSX 330/ WLT 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners' reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel (4 Credits)

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L}

Fall, Spring, Variable

Goals for Majors in French Studies

- As students learn and master the French language, they gain the ability to listen and speak articulately; read and analyze texts, cultural artifacts and digital media critically; and write clearly.
- As they explore French and Francophone cultures, society, history, institutions and thought, they develop historical and comparative depth of perspective.
- As they take courses in other departments and/or programs, they build an interdisciplinary framework to develop a comprehensive and nuanced understanding of the French and Francophone world.
- As they engage with communities beyond Smith through study, internships, volunteer and other work opportunities abroad, they become global citizens who value tolerance, appreciate diversity and thereby become prepared to face the challenges of living in a rapidly changing world.

Geosciences

Department website (<https://www.smith.edu/academics/geosciences/>)
 Why study geosciences? Because the Earth is fascinating! Our planet is geologically dynamic, with 4.5 billion years of history and a future we want to protect. Studying geosciences at Smith means learning to the fullest extent possible how the Earth works. Geosciences students explore multiple disciplines, including geology, biology, chemistry, physics and math. Courses highlight hands-on and discovery-based learning by doing, modern field and laboratory techniques, and interactive student-faculty research experiences. A degree in geosciences can lead to a variety of rewarding careers that address pressing issues, including climate change, energy and water resources, environmental stewardship, and natural hazards.

Faculty

Greg de Wet, Ph.D., Assistant Professor
 Bosiljka Glumac, Ph.D., Dwight W. Morrow Professor of Geosciences
 Jack Loveless, Ph.D., Professor
 Sarah Mazza, Ph.D., Assistant Professor
 Sara B. Pruss, Ph.D., Esther Cloudman Dunn Professor of Geosciences
 Amy Larson Rhodes, Ph.D., Professor, *Chair*
 Luce Ward, Ph.D., Laboratory Instructor

Major and Minor Advisers

For the class of 2024: Sarah Mazza
For the class of 2025: Greg de Wet
For the class of 2026: Jack Loveless
For the class of 2027: Bosiljka Glumac

Honors Director

Sarah Mazza

Study Abroad Adviser

Jack Loveless

Field Experience

The department regularly sponsors an off-campus field-based course for geoscience students. This course may be entirely during interterm, or it may be a spring semester course with a field trip during interterm, spring break or during the following summer, such as recent courses in Death Valley, The Bahamas and the Pacific Northwest.

Geosciences Major

Geoscience Track

Requirements

1. Basis: GEO 101 and GEO 102, or GEO 108, or GEO 102 and one other 100-level geoscience course
2. Six intermediate-level geoscience courses (30 credits): GEO 221, GEO 222, GEO 231, GEO 232, GEO 241 and GEO 251
3. Two 300- or 400-level geoscience courses (minimum of 8 credits). One 4- to 6-credit summer geology field camp may count for one course, including but not limited to: GEO 301, GEO 302, GEO 311, GEO 334, GEO 341, GEO 361

Environmental Geoscience Track

Requirements

1. Basis: GEO 101 and GEO 102, or GEO 108, or GEO 102 and one other 100-level geoscience course
2. Two chemistry courses.
 - No more than one course at the 100 level
 - GEO 301 may count for one course
3. One ecology course with lab: BIO 130/BIO 131, BIO 268/BIO 269, BIO 266/BIO 267 or BIO 364/BIO 365
4. One environmental policy or social science course that relates environmental processes to societal issues, as approved by the major advisor. Courses could be selected from the areas of anthropology, economics, environmental science and policy, landscape studies, government or sociology.
5. Four intermediate-level geoscience courses: GEO 221, GEO 222, GEO 231, GEO 232, GEO 241 or GEO 251
6. Two 300- or 400-level geoscience courses (minimum of 8 credits)
 - One 4- to 6-credit summer geology field camp may count for one course, including but not limited to: GEO 301, GEO 302, GEO 311, GEO 334, GEO 341, GEO 361
 - GEO 301 may count for either for the chemistry requirement or this elective requirement, but not both

Geobiology Track

Requirements

1. Basis: GEO 101 and GEO 102, or GEO 108, or GEO 102 and one other 100-level geoscience course
2. Two intermediate or upper-level biological sciences courses, above the 100 level, at least one of which should have a lab (minimum of 8 credits)
3. Four intermediate-level geoscience courses: GEO 221, GEO 222, GEO 231, GEO 232, GEO 241 or GEO 251
4. Two 300- or 400-level geoscience courses (minimum of 8 credits). One 4- to 6-credit summer geology field camp may count for one course, including but not limited to: GEO 301, GEO 302, GEO 311, GEO 334, GEO 341, GEO 361

Educational Geoscience Track

Requirements

1. Basis: GEO 101 and GEO 102; or GEO 108; or GEO 102 and one other 100-level geoscience course
2. Three education courses: EDC 238, EDC 347, EDC 352 or EDC 390
3. Six additional geoscience courses above the 100 level.
 - At least one course must be at the 300 level.
 - One 4- to 6-credit summer geology field camp may count for one course, including but not limited to: GEO 301, GEO 302, GEO 311, GEO 334, GEO 341, GEO 361

Major Requirement Details

- The educational geosciences track does not lead to educator licensure. Students who wish to satisfy licensure requirements would need to take all EDC courses listed above, plus additional courses, and should consult with a faculty member of the Department of Education and Child Study.

- Smith courses that satisfy the advanced-level course requirement include any 300-level geoscience course, EGR 315, EGR 340, EGR 314, EGR 312 or GEO 400. Appropriate courses taken at other institutions also may qualify, as does a 4- to 6-credit geology field camp.
- A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs.
- Majors planning for graduate school will need introductory courses in other basic sciences and mathematics.
- Prospective majors should see a departmental adviser as early as possible.

Honors

Honors students must complete all the 100-level and 200-level requirements for one of the three geosciences tracks, at least one 300-level class, plus an honors thesis, GEO 430D or GEO 432D. Please consult the director of honors or the departmental website for specific requirements and application procedures.

The Minor Requirements

Twenty-four credits

1. Basis: GEO 101 and GEO 102, or GEO 108, or GEO 102 and one other 100-level geoscience course
2. Electives to total 24 credits
 - All courses that fulfill minor requirements must be taken within the geosciences department at Smith College
 - No more than 14 credits can be at the 100 level

Courses

Students contemplating a major in geosciences should elect GEO 101 and GEO 102, or GEO 108. Another 100-level course may be substituted for GEO 101.

GEO 101 Introduction to Earth Processes and History (4 Credits)

Geology is a study of the Earth. In this course, students will examine the processes that formed the Earth and that have continued to change the planet during its 4.57 billion year history. In rocks, minerals and the landscape, geologists see puzzles that tell a story about Earth's past. In this course, students will develop their geologic observation skills. Together, the class will investigate the origins of minerals and rocks and the dynamic processes that form volcanoes, cause earthquakes, shape landscapes, create natural resources, and control the climate—today as well as during the Earth's past. Students learn to view the Earth with a new perspective and appreciate how the planet is constantly changing, even if at extremely slow rates. Students planning to major in geosciences should take GEO 102 concurrently. {N}

Fall

GEO 102 Exploring the Local Geologic Landscape (2 Credits)

The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Preference given to students taking GEO 101 concurrently and students who have previously taken a Geoscience course. Enrollment limited to 17. {N}

Fall

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future (4 Credits)

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have?. {N}

Fall, Spring, Annually

GEO 106 Extraordinary Events in the History of Earth, Life and Climate (4 Credits)

A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N}

Fall, Spring, Variable

GEO 108 Oceanography: An Introduction to the Marine Environment (4 Credits)

An introduction to the global marine environment, with emphasis on the carbon cycle, seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere-climate interactions and global climate change, coastal processes, marine biologic productivity, and issues of ocean pollution and the sustainable utilization of marine resources by humans. At least one required field trip. Laboratory enrollment limited to 16. {N}

Spring

GEO 150/ ENV 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

GEO 201 Colloquium: Earth History (1 Credit)

This course will involve reading a series of papers on the diverse record of life, ranging from Snowball Earth ~720 million years ago to the aftermath of one of Earth's largest mass extinctions ~250 million years ago. The sections we will focus on are preserved in Death Valley and adjacent areas. The goals of this class are to familiarize students with the vast record of Earth History preserved in the western US through a series of focused readings and an optional field trip. Prerequisites: One GEO course. Enrollment limited to 15. (E) {H}{N}

Fall, Spring, Variable

GEO 221 Mineralogy (5 Credits)

A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy and other spectroscopic techniques. The course normally includes a weekend field trip to see minerals in the field. Prerequisite: GEO 101 and GEO 102; GEO 108; FYS 103; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Recommended: CHM 111 or equivalent. Enrollment limited to 18. {N}

Fall

GEO 222 Petrology (5 Credits)

An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work emphasizes the microscopic study of rocks in thin sections. The course normally includes a weekend field trip (e.g. Cape Ann or Vermont) which is an important part of the course. Prerequisite: GEO 221. Enrollment limited to 18. {N}

Spring

GEO 223 Geology of Active Volcanoes (1 Credit)

A field-based course to examine volcanic materials and processes at locations with active volcanoes, such as Oregon, Hawaii, Costa Rica, Iceland and Italy. Discussions include eruptive styles and cycles; magmatic evolution; lava fountains, flows, lakes, and tubes; normal faulting; crater formation; landscape development; and destruction. Participants must be physically fit and prepared for considerable hiking in rough terrain. Prerequisites: completion of an introductory level geology course. Preference given to Geosciences majors. Enrollment limited to 15. Instructor permission required. {N}

Fall, Spring, Variable

GEO 231 Invertebrate Paleontology and the History of Life (5 Credits)

A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. At least one weekend field trip. Prerequisite: GEO 101 and GEO 102; GEO 108; FYS 103; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. Enrollment limited to 18. {N}

Fall

GEO 232 Sedimentary Geology (5 Credits)

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisites: GEO 101 and GEO 102; GEO 108; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Enrollment limited to 22. {N}

Fall

GEO 241 Structural Geology (5 Credits)

The study and interpretation of rock structures with emphasis on the mechanics of deformation, behavior of rock materials, methods of analysis and relationship to plate tectonics. Laboratories involve computer-based analysis of the map patterns of geologic structures, the mechanics of their formation and field trips during the lab period to connect local examples of structures to New England tectonics. Prerequisite: GEO 101 and GEO 102, or GEO 108, or FYS 103, or GEO 102 with any other GEO 100-level course. Enrollment limited to 20. {N}

Spring

GEO 251 Geomorphology (5 Credits)

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: GEO 101, GEO 102, GEO 108 or FYS 103. Enrollment limited to 18. {N}

Spring

GEO 301 Aqueous Geochemistry (5 Credits)

This project-based course examines the geochemical reactions between water and the natural system. Water and soil samples collected from a weekend field trip serve as the basis for understanding principles of pH, alkalinity, equilibrium thermodynamics, mineral solubility, soil chemistry, redox reactions, acid rain and acid mine drainage. The laboratory emphasizes wet-chemistry analytical techniques. One weekend field trip. Prerequisites: One geoscience course and (CHM 108 or CHM 111). Enrollment limited to 16. {N}

Spring

GEO 302 Field Studies of the Desert Southwest (5 Credits)

This field-oriented course examines the diverse stratigraphic record of mass extinction and Snowball Earth as well as structural complexities preserved in Death Valley and adjacent areas. A required week-long field trip takes place in January followed by a semester-long course in the spring semester. Field analyses include measuring stratigraphic sections and field mapping. Prerequisites: GEO 231 or GEO 232 or GEO 241. Enrollment limited to 10. Instructor permission required. {N}

Fall, Spring, Variable

GEO 309 Groundwater Geology (5 Credits)

A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development and groundwater contamination. A class project involves studying a local groundwater problem. Prerequisites: (GEO 101, 102, 108 or FYS 103) and MTH 111. Enrollment limited to 14.

Fall, Spring, Alternate Years

GEO 311 Modeling the Earth: Data Analysis in the Geosciences (4 Credits)

Major advances in our understanding of Earth's physical processes have been made through analysis and interpretation of datasets, including precise tracking of plate tectonic motions, the rate and significance of modern climate change and sea level rise, and the timing and environmental conditions of extraordinary events in Earth history. This course introduces programming and analysis skills using Python to import, query, model, and visualize geoscience datasets, with applications drawn from seismology, climate change, hydrology, and geochemistry.

Prerequisite: GEO 101, GEO 102, GEO 104, GEO 106, GEO 108, GEO 112, a GEO-based FYS or permission of the instructor. Enrollment limited to 20.

{M}{N}

Fall, Spring, Alternate Years

GEO 334 Carbonate Sedimentology (5 Credits)

Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7-10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 231 or GEO 232. Enrollment limited to 8. Instructor permission required. Interested students should contact the course instructor. Students are responsible to partially cover expenses associated with the January trip. {N}

Fall, Spring, Variable

GEO 341 Seminar: Advanced Studies in Geobiology (4 Credits)

This seminar course will examine the record of life with an approach from a geobiological perspective. We will examine the interactions between life and the environment from the early Earth through to the Modern. We will explore microbial metabolisms, isotopic systems, and their interrelated nature from the Proterozoic to the Recent. We will read recent peer-reviewed papers from the literature to inform our class discussions, and students will present material in class. Prerequisites: GEO 221 or 231. BIO majors could be admitted by permission of instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{N}

Fall, Spring, Variable

GEO 361 Tectonics (4 Credits)

A broadly-based examination of tectonics, the unifying theory of geology. The class discusses lithospheric plate movements, the creation and destruction of Earth's crust, the formation of mountain belts and sedimentary basins, the dynamic coupling of crust and mantle, and how these processes have shaped the Earth through time. Emphases includes critical reading of the primary literature, communication of scientific ideas orally and in writing and the central role of tectonics in uniting diverse fields of geology to create a cogent picture of how the Earth works. Prerequisite: any two 200-level courses in geosciences, one of which may be taken concurrently. {N}

Fall

GEO 399 Research Practicum in Earth History: Inquiry and Collaboration Through Research (4 Credits)

Collaboration is at the heart of nearly all scientific inquiry. This course will enable students to engage with the learning sciences on the art of collaboration, teamwork, and problem-solving through the pursuit of independent research projects in Paleontology, Earth History and Geobiology. This course will marry the state of the art on collaborative work through readings and participation in workshops on collaboration while allowing students to pursue their own independent research projects. Some goals of this class will be to 1) develop a frame for how scientists build expertise through collaboration; 2) develop skills in team building and problem solving; 3) develop lab research skills and expertise in project design; 4) gather and interpret data in support of a research project; 5) present the data in a poster presentation; 6) work towards writing a peer-reviewed and collaborative publication. May be repeated once for credit. Instructor permission required.

Fall, Spring, Annually

GEO 400 Advanced Work or Special Problems in Geosciences (1-4 Credits)

Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes.

Fall, Spring

GEO 430D Honors Project (4 Credits)

Fall, Spring, Annually

GEO 432D Honors Project (6 Credits)

Fall, Spring, Annually

Crosslisted Courses

EGR 315 Seminar: Ecohydrology (4 Credits)

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course introduces students to the Pioneer Valley, the cloud forests of Costa Rica and African savannas. Prerequisites: MTH 112 and SDS 220. Enrollment limited to 12. Juniors and senior Engineering majors only.

Fall, Spring, Variable

EGR 340 Seminar: Geotechnical Engineering (4 Credits)

What is quicksand and can one really drown in it? Why is Venice sinking? In this seminar students are introduced to the engineering behavior of soil within the context of a variety of real-world applications that include constructing dams, roads and buildings; protecting structures from earthquake and settlement damage; and preventing groundwater contamination. Topics covered include soil classification, permeability and seepage; volume changes; and effective stress, strength and compaction. Students use a variety of approaches to learning including discussion, hands-on activities, labs, projects, field trips and in-depth explorations of topics chosen by the students. Prerequisite: EGR 270 or GEO 241. Enrollment limited to 12. Junior and senior engineering majors only. {N}

Fall, Spring, Variable

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

Goals for Geosciences Majors

- Are able to integrate ideas and knowledge from a variety of areas within geosciences and other sciences and programs.
- Can write well and speak clearly and coherently.
- Are able to critically read and understand scientific literature.
- Know how to define and address research problems individually and as part of a team.
- Can collect and properly utilize geological data from the field and laboratory.
- Know how to solve problems using geological data, including specimens and maps.
- Are able to use resources and technology to access, display and analyze data.
- Can think creatively and reach conclusions based on a limited data-base.

German and Italian

The Department of German and Italian offers courses in transnational humanities in English, German and Italian. It houses two discrete majors –German and Italian—that share a gateway course and a capstone seminar. The department offers two complete language sequences that students are encouraged to complement with Smith’s study abroad programs in Germany and Italy.

German

Includes courses in German and in English on literature, media studies, transnational studies and intellectual history that situate the language and cultures of German-speaking Europe in larger transnational contexts.

Students need not have prior knowledge of the German language upon entering Smith to major in German or to study abroad in Germany. Students planning to major in German and/or study abroad in Germany should begin studying German as early as possible in order to meet all requirements and take full advantage of the academic and internship opportunities available abroad.

German Studies Website (<https://www.smith.edu/academics/german/>)

Italian

Offers an immersion in Italian culture through courses in Italian language, translation theory, literature, cinema, immigration, design, culinary traditions and Mediterranean studies.

Students planning to major in Italian studies and/or intending to spend a semester or a year in Italy should begin studying Italian as early as possible in order to meet all requirements and take full advantage of all academic and internship opportunities available abroad. No prior knowledge of the language is required upon entering Smith as most students begin learning Italian on campus.

Italian Studies Website (<https://www.smith.edu/academics/italian/>)

Faculty

Susanna Fuchs, Ph.D., Core Lecturer, in German Studies
 Michele Monserrati, Ph.D., Assistant Professor in Italian Studies
 Maria Succi-Hempstead, M.A., Senior Lecturer in Italian Studies
 Joel P. Westerdale, Ph.D., Associate Professor in German Studies, *Chair*

Lecturers and Visiting Faculty, 2023-24

Gianna Albaum, Lecturer in Italian Studies
 Sandra Digruber, Ph.D., Lecturer in German Studies
 Valetina Geri, Lecturer, Ph.D., Lecturer in Italian Studies
 Simone M. Gugliotta, Ph.D., Lecturer in Italian Studies

Major and Minor Advisers

Joel Westerdale, Maria Succi-Hempstead

Honors Directors

German, Joel Westerdale; *Italian*, TBD

Study Abroad Advisers

Joel Westerdale, Maria Succi-Hempstead

Study Abroad

Hamburg

Students from all majors can apply for study abroad with Smith in Hamburg, preferably in their junior year. Students can choose between one or two semesters at the University of Hamburg or the one-semester Practicum Program. Students are eligible for the Practicum Program after one year of German; after three semesters of German, they can study at the University for the Spring Semester; with four semesters they are eligible for the entire academic year in Hamburg.

Faculty Liaison to Smith in Hamburg: Joel Westerdale

Florence

Students from all majors can apply to go on study abroad in Florence, preferably in their junior year, for one semester (fall or spring) or the whole academic year (two semesters). In order to be eligible, students must have completed at least three semesters of Italian language courses (or the equivalent) and must take ITL 250 or ITL 245 in the semester before joining the study abroad program. Students who arrive at Smith with previous knowledge of Italian and have taken ITL 245 before the fall of their junior year are required to take another Italian course approved by the department before going to Florence for spring semester.

Faculty Liaison to Smith in Florence: Maria Succi-Hempstead

German Studies Major

Requirements

Ten courses (40 credits) beyond GER 110Y

- Five required courses
 - GER 189
 - GER 250 or GER 260
 - One topic of GER 300
 - GER 350
 - One topic of GER 360 or GER 369/ ITL 369
- Five electives, of which at least two must be in German. GER 300 may be repeated with a different topic.

Courses taken during the study abroad program in Hamburg will be numbered differently and considered equivalent to (and upon occasion may substitute) required courses offered on the Smith campus, subject to the approval of the department.

Courses without the GER prefix may be counted toward the major, with prior departmental approval. Relevant departments/programs include, but are not limited to: art history, film studies, education, history, international relations, linguistics, religion, government, American studies, music, philosophy and world literatures.

Courses taught by German faculty members outside the department can also contribute to the major (for instance, courses in WLT or FYS) with departmental approval.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Italian Studies Major

Requirements

Ten courses (40 credits) beyond ITL 111/ITL 135

1. ITL 220
2. ITL 250
3. ITL 251 (in Florence). Students who do not go to Florence can replace the course with another course approved by their major advisor.
4. ITL 332 or ITL 334/ITL 335
5. One senior seminar normally taken during the senior year
6. Five electives
 - 200- or 300-level ITL courses
 - ITL 235 if taken twice (4 credits) or combined with ITL 275
 - Courses taken during study abroad with a syllabus submitted to the chair of the Department of German and Italian for approval.
 - Up to two courses in English or Italian from other Smith departments, programs or in the Five Colleges, whose main focus is on Italian culture, chosen in accordance with the interest of the student and with the approval of the major adviser. Relevant departments and programs include, but are not limited to: art history, film studies, classics, education, history, international relations, linguistics, religion, government, American studies, music, philosophy and world literatures.
 - Courses taught by members of the Italian faculty outside the department (e.g., courses in WLT, FMS or FYS), with prior approval of the department.

Students considering graduate school in Italian studies are strongly encouraged to take ITL 299/ POR 299/ SPN 299/ FRN 299 and WLT 300 .

Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses but must still take ten courses to complete the major.

Honors

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

German Minor

Requirements

Six courses (24 credits) beyond GER 110Y

1. Three required courses
 - a. GER 161 or GER 189/ ITL 189
 - b. GER 250 or GER 260
 - c. GER 350 or a topic of GER 360 or a topic of GER 369/ITL 369
2. Three electives
 - No more than two may be in English.
 - Courses taken during the Study Abroad Program in Hamburg will be numbered differently and considered equivalent to (and upon occasion may be substituted for) required courses offered on the Smith campus, subject to the approval of the department.
 - Courses taken outside the Department of German and Italian may be counted toward the minor with prior departmental approval.

Italian Studies Minor

A minor in Italian studies offers the student the opportunity to acquire the basic skills and reasonable knowledge of the Italian language as well as an overview of Italian culture. Furthermore, it offers students returning from study abroad the possibility to continue with Italian.

Requirements

Six courses (24 credits) beyond ITL 111/ITL 135

1. ITL 220
2. ITL 245
3. ITL 250 or ITL 251 (in Florence). Students who don't go to Florence can replace the course with another course approved by their minor advisor.
4. One 300-level ITL course taught at Smith College
5. Two courses can be chosen from the following list:
 - Any FYS course taught by an Italian studies faculty member
 - 200- or 300-level ITL courses
 - ITL 235 taken twice (4 credits) or combined with ITL 275
 - Courses taken during study abroad with a syllabus submitted to adviser of Italian studies for approval.

Students arriving at Smith with previous knowledge of the language can be placed out of one or all of these courses but must still take six courses to complete the minor.

Course Information

GER 110Y and ITL 110Y are yearlong courses. Credit is not granted for the first semester until the second semester is completed.

Satisfactory/unsatisfactory grades are not allowed in Italian language courses with the exception of ITL 111, which can be taken S/U by seniors only.

German Courses

GER 110Y Elementary German (5 Credits)

An introduction to spoken and written German, and to the culture and history of German-speaking peoples and countries. Emphasis on grammar and practical vocabulary for use in conversational practice, written exercises, and listening and reading comprehension. By the end of the year, students are able to read short, edited literary and journalistic texts as a basis for classroom discussion and to compose short written assignments. Yearlong courses cannot be divided at midyear with credit for the first semester.

Fall, Spring

GER 120 Intensive Elementary German (8 Credits)

A fast-paced introduction to German that allows rapid acquisition of speaking, reading, writing, and listening skills as well as cultural knowledge about German-speaking countries. Daily oral and written practice through multi-media, role-playing, dialogues, poems, and short stories. This course is particularly appropriate for students who want to acquire a solid foundation in the language quickly. Students complete the equivalent of two semesters' work in one semester and are prepared to enter GER 200. The course is a cooperation with Mount Holyoke College. Students will attend a class at MHC once a week. {F}

Fall, Spring, Variable

GER 189/ ITL 189 Thinking Transnationally: European Culture Across Borders (2 Credits)

This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of “native” linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which they are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the “native,” whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. {H}{L}

Fall, Spring, Annually

GER 200 Intermediate German: The German Environment (4 Credits)

An exploration of contemporary German culture through literary and journalistic texts, with regular practice in written and oral expression. A review of basic grammatical concepts and the study of new ones, with emphasis on vocabulary building. Prerequisite: GER 110Y or equivalent, or by placement. Enrollment limited to 20. {F}

Fall

GER 231wc Topics in German Cinema-Weimar Cinema (4 Credits)

During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the “Golden Age” of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttmann, Sternberg, Sagan and Riefenstahl. Conducted in English. {A}{H}

Fall, Spring, Variable

GER 250 Advanced Intermediate German: Environmental Culture (4 Credits)

Discussion of modern German culture, society and technology, with an emphasis on environmental issues. Introduction and practice of more advanced elements of grammar, work on expanding vocabulary specific for academic fields, and weekly writing and oral assignments. Students who successfully complete GER 250 are eligible for the year-long Study Abroad Program in Hamburg. Prerequisite: GER 200 or equivalent, or by placement. {F}

Fall, Spring, Variable

GER 260 German All Over Campus (4 Credits)

This course emphasizes a “hands on” approach to language acquisition. It will be conducted at various academic locations around campus in collaboration with colleagues of the respective departments and facilities. (Physics, Astronomy, Chemistry, Biology, Studio Art, Landscape studies, Museum, etc.). Students will engage in experiments and other activities at these various locations through which they will learn to express themselves in written and oral German in a variety of disciplines and situations. The practical activities will be accompanied by new grammar topics appropriate for an advanced intermediate course as well as literary and journalistic texts that complement the topics. Prerequisite: GER 200 or placement. Enrollment limited to 18. {F}

Spring

GER 269tf Colloquium: Topics in Transnational German Studies-The Forest (4 Credits)

This course studies the forest as a literary construct, cultural asset, economic resource and key ecological player. German social movements in the 19th century were conspicuously invested in the forest as a national symbol. This obsession with the “German forest” serves as a starting point to explore the significance of the forest on both sides of the Atlantic. Cultural artifacts like the Grimm’s fairy tales and German Romantic poetry influence American literature and art; mechanisms of exclusion and belonging, destruction and profiteering shape discourses on the natural world across the globe. A recent rise in narratives of interconnectedness may herald a paradigm shift in how both the US and German-speaking world thinks about the forest. (E) {H}{L}

Fall, Spring, Annually

GER 269tr Colloquium: Topics in Transnational German Studies-Transatlantic Romantic (4 Credits)

This course explores cultural exchange between German and the US in the nineteenth century. The class reads Margaret Fuller on Bettina von Arnim, explores the under-examined influence of Emerson on Nietzsche, follows in the footsteps of Thoreau and Goethe. Discussions are driven by student readings and research projects. As the class follows the Romantics’ explorations of nature, the environment, identity, death, gender and the unconscious, students delve into what it means to be human in the modern age and discover why the Romantic moment is still their own. In English, with readings in German available for students of German. Enrollment limited to 18. (E) {H}{L}

Spring, Annually

GER 271/ ENG 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

GER 300dg Topics in German Culture and Society-Deutsche Geschichte(n): Personal Stories Amid German History After 1945 (4 Credits)

The end of WWII triggered a set of events that still influence German society to this day. This course is designed to give an overview of historical events after 1945, including the Berlin Wall, Reunification and migration. These topics are approached through personal and public stories, drawing on the double meaning of the German word Geschichte, which translates to both “story” and “history.” Through narratives of a broad spectrum of genres (e.g., articles, documentaries, movies), students gain a thorough understanding of historical and contemporary social issues in Germany and improve their proficiency in reading, writing, speaking and listening. Prerequisite: GER 250 or GER 260, or equivalent. (E) {F}

Fall, Spring, Variable

GER 300hm Topics in German Culture and Society-Heimat: What is Home? (4 Credits)

This course investigates the concept of Heimat ("home") and its significance for individual people as well as for German culture and politics. This upper-level language course looks at the meanings of this concept and how they have changed over time. Through different genres and media, this course explores significant vocabulary and grammatical concepts in the context of the concept of Heimat. This includes films (Grün ist die Heide, Willkommen bei den Hartmanns) as well as articles from newspapers and magazines and excerpts from selected literature. Prerequisite: GER 250 or GER 260 or equivalent. (E) {F}

GER 300rt Topics in German Culture and Society-German in Real Time (4 Credits)

This advanced German language class is based on the principle of learning through practice. In a hands-on exploration of the contemporary German media scene, language learners acquire increased stylistic flexibility and the rhetorical means to communicate effectively with different audiences. Focusing on newspapers, magazines and TV, students compare and analyze these media, study the kind of language they produce, and practice the stylistic conventions and features of each medium in a series of experiments. Prerequisites: GER 250 or 26. (E). {A}{F}{S}

Fall, Spring, Variable

GER 300se Topics in German Culture and Society-Growing Up German-Speaking in Europe (4 Credits)

This is an upper-level language course conducted within a cultural-historical framework. Objective: Develop students' ability to express thoughts on more abstract topics in German language by probing the discourse on the role of children and young people in German, Austrian and Swiss culture from the 18th century to the present. Vital component: Acquisition of suitable vocabulary and advances grammatical structures. Discussion: The rhetoric of education and family politics, pedagogical ideas and concepts put forth by famous writers like Kästner, Thoma, Janosch, Ende. {F}

Fall, Spring, Variable

GER 300sh Topics in German Culture and Society-German Songs, Language and History (4 Credits)

Music has always been an integral part of German culture, most famously in operas and symphonies. But songs are the most original and common expression of the time in which they were written and performed. This is an upper-level language course that will look at songs within a cultural historical framework. The objective is to develop students' ability to express thoughts on more abstract and complex topics in German language by probing the symbiosis of music and text in Germany from the Middle Ages to the present. The students will learn, analyze and perform a wide variety of songs. Prerequisites: GER 250 or GER 260 or equivalent. {A}{F}{L}

Fall, Spring, Variable

GER 300vk Topics in German Culture and Society-Vom Krieg Zum Konsens: German Film Since 1945 (4 Credits)

This course investigates German film culture since the fall of the Third Reich. Included are works by Fatih Akin, Michael Haneke, Werner Herzog, Margarethe von Trotta and Wolfgang Staudte. Students learn to analyze film and conduct basic research in German. Discussion addresses aesthetic and technical issues; portrayals of race, gender, class and migration; divided Germany and its reunification; and filmic interventions into the legacy of Nazism. Conducted in German. Prerequisite: GER 250 or equivalent. {A}{F}

Fall, Spring, Variable

GER 350 Seminar: Language and the German Media (4 Credits)

A study of language, culture and politics in the German-language media; supplemental materials reflecting the interests and academic disciplines of students in the seminar. Practice of written and spoken German through compositions, linguistic exercises and oral reports. Conducted in German. Prerequisite: GER 300 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F}

Fall

GER 369wb/ ITL 369wb Seminar: Topics in Transnational Encounters-Nations Without Borders (4 Credits)

Offered as GER 369wb and ITL 369wb. Both Italy and Germany arise from a combination of mobile factors, including people, languages, ideas and ideologies that move across, beyond and before national borders. This course interrogates what it means to study a modern language, specifically German and Italian, by reflecting on this fluidity and mobility of languages and cultures. Areas of inquiry include: the reception of works and authors in translation, the geographic and social mobility of people across multiple borders, the role of memory in connecting the national past with other regions and languages, and the impact of transnational cultures in shaping gender, racial and cultural identities. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring, Variable

GER 400 Special Studies (1-4 Credits)

Arranged in consultation with the department. Admission for junior and senior majors by permission of the department.

Fall, Spring

GER 430D Honors Project (4-8 Credits)

This is a full-year course.

Fall

German Crosslisted Courses

ENG 271/ GER 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation? (4 Credits)

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first years. W

Fall, Spring, Variable

GER 189/ ITL 189 Thinking Transnationally: European Culture Across Borders (2 Credits)

This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of "native" linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which they are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the "native," whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. {H}{L}

Fall, Spring, Annually

JUD 260 Colloquium: Yiddish Literature and Culture (4 Credits)

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L}

Fall, Spring, Alternate Years

JUD 287 The Holocaust (4 Credits)

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?. {H}

Fall, Spring, Alternate Years

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland (4 Credits)

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}

Spring, Variable

WLT 204fl Topics: Writings and Rewritings-Running with the Devil: The Faust Legend (4 Credits)

What is a soul and what is it worth? Why are humans fascinated by the forbidden? What would a person be willing to sacrifice to unlock the secrets of the universe? For over five hundred years writers have returned to the story of Faust, the scholar-magician-charlatan who sold his soul to the devil, to explore such questions. Each retelling provides a window into the struggles and ambitions of its age, revealing what it means to be human in turbulent times. This course examines the Faust legend in a variety of forms (novels, short stories, poetry, dramas, films) from a variety of periods, ranging from 1587 to 2020. Works from Marlowe, Calderón, Goethe, Berlioz, Turgenev, Alcott and more. Not open to students who have taken FYS 187. Enrollment limited to 30. (E) {L}

Fall, Spring, Variable

WLT 218 Holocaust Literature (4 Credits)

What is a Holocaust story? How does literature written in extremis in ghettos, death camps or in hiding differ from the vast post-war literature about the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums) and critical theories of representation. All readings in translation. No prerequisites. {H}{L}

Fall, Spring, Alternate Years

Italian Courses

ITL 110Y Elementary Italian (5 Credits)

One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 in the following year. Students entering in the spring need department permission and must take a placement exam. In the second semester, students may change sections only with instructor permission. Yearlong courses cannot be divided at midyear with credit for the first semester. Cannot be taken S/U. Corequisite: ITL 135 strongly recommended. Enrollment limited to 20.

Fall, Spring

ITL 111 Accelerated Elementary Italian (5 Credits)

One-semester course designed for students with a background in other foreign languages. It covers the material of the yearlong ITL 110Y in one semester. Students should enroll in ITL 220 the following semester. Does not fulfill the foreign language requirement for Latin honors. Course may be taken S/U only by seniors. Corequisite: ITL 135 strongly recommended. Enrollment limited to 20.

Fall, Spring

ITL 135 Elementary Italian Conversation (2 Credits)

Designed to support beginning Italian students and to help them improve their conversational skills. This course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing and short oral presentations. Corequisite: ITL 110Y or ITL 111. Enrollment limited to 12. {F}

Fall, Spring, Variable

ITL 189/ GER 189 Thinking Transnationally: European Culture Across Borders (2 Credits)

This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of “native” linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which they are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the “native,” whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. {H}{L}
Fall, Spring, Annually

ITL 200 Made in Italy (2 Credits)

“The name of Italy,” Mary Shelley wrote, “has magic in its very syllables.” With 65 million tourists per year, Italy has become one of the world’s most desirable destinations. What is it about the bel paese that is so enchanting? This course explores the allure of all things Italian, from iconic brands like Gucci and Ferrari to the Slow Food Movement. In addition to learning about Italy’s achievements in fashion, interior design, automobiles and architecture, the class examines how Italy came to occupy such a powerful place in the modern imagination. Taught in English. S/U only. {A}{L}
Fall, Spring, Variable

ITL 205 Savoring Italy: Recipes and Thoughts on Italian Cuisine and Culture (2 Credits)

This course examines Italy’s varied geography, history and artistic tradition to further appreciate Italy’s rich, delicious, yet simple cuisine. In our travels we move from the caffè to the pizzeria, to the trattoria, to the pasticceria, to the enoteca to probe the cultural impact Italian cuisine has on promoting a holistic philosophy for eating/drinking/speaking best reflected by the now renowned Italian Slow Food Movement. Taught in English. S/U only. Enrollment limited to 100. {L}
Fall

ITL 220 Intermediate Italian (4 Credits)

Comprehensive grammar review through practice in writing and reading. Literary texts and cultural material constitute the base for in-class discussions and compositions. Students taking ITL 220 are strongly encouraged to take a conversation course. Taking both courses strengthens students’ confidence and ability to become proficient in Italian. Prerequisite: ITL 110Y or ITL 111 or equivalent. {F}
Fall, Spring

ITL 235 Intermediate Italian Conversation (2 Credits)

Designed to support Intermediate Italian students to help them improve their conversational skills, this course offers intensive practice in pronunciation, vocabulary, oral comprehension and conversation. It includes class discussions, role-playing and short oral presentations. Prerequisite: two semesters of ITL 110Y or by placement. {F}
Fall, Spring

ITL 240 Italian Stylistics (4 Credits)

Fall, Spring, Variable

ITL 245 Culture in Context: An Italian Immersion. When in Florence... (4 Credits)

This course offers an in-depth study of Italian culture to broaden the students’ understanding of Italian history, literature and customs. Through readings, discussions, interactions with native speakers and films, students gain a good understanding of Italian society. This course also intends to further develop students’ intermediate knowledge of the Italian language and prepare them for their study-abroad experience. Prerequisites: ITL 110Y or ITL 111, and ITL 220; or by placement. {F}{L}
Fall, Spring, Variable

ITL 250 Italian Commedia: Italy on Stage Through the Centuries (4 Credits)

This course focuses on the Italian commedia and aims to reflect on the literary, cultural, social and political meanings that this genre assumed through the centuries. Texts str mainly from the Middle Ages, the Renaissance and the 1700s by authors such as Dante Alighieri, Giovanni Boccaccio, Niccolò Machiavelli, Ludovico Ariosto and Carlo Goldoni. Special attention is given to modern stage performances in light of their cultural and social backgrounds. This course further develops students’ knowledge of the Italian language and prepares them for their study-abroad experience. Prerequisite: ITL 220 or equivalent or by placement. Taught in Italian. {F}{L}
Spring

ITL 275 Advanced Italian Conversation (2 Credits)

This course is designed to help advanced Italian students maintain their level of spoken language while at the same time further their knowledge of contemporary Italian society and culture. It enables students to express themselves with an advanced degree of fluency and proficiency as well as appropriate use of formal and/or informal register. Prerequisite: ITL 235 or placement exam to ensure correct language level. Instructor permission required. {F}
Fall, Spring, Variable

ITL 299/ POR 299/ SPN 299/ FRN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}
Fall, Spring, Annually

ITL 332 Dante’s Inferno (4 Credits)

Detailed study of Dante’s Inferno and Medieval culture. Conducted in English. A separate discussion session in Italian (ITL 332D) is a required part of the course for Italian majors and minors. Five credits if combined with ITL 332D. {F}{L}
Fall, Spring, Variable

ITL 334 Boccaccio: Decameron (4 Credits)

This course goes deep into the world of Boccaccio's Decameron, a collection of colorful tales that paint a vivid and often scandalous picture of medieval life. The class examines a rousing cast of characters: sly wives, shrewd merchants, sensual nuns, roguish painters, rebellious daughters and so on, all negotiating the rapidly evolving social and sexual mores of their time. Boccaccio's storytellers, in weaving their tales, also construct the foundation of a new and more just community. In this course, students explore this masterpiece of Italian literature with an eye to what they can learn from this text in the present moment. Taught in Italian. {F}{L}

Fall, Spring, Variable

ITL 335 Boccaccio: Decameron--Italian Language Discussion (1 Credit)

Conducted in Italian. Must be taken concurrently with ITL 334. Enrollment limited to 18 senior Italian majors and minors, and to others by permission of the instructor. {F}{L}

Fall, Spring, Variable

ITL 340 The Theory and Practice of Translation (4 Credits)

This is a course for very advanced students of Italian with strong English language skills. It is a practical course in translation from Italian into English based on solid theoretical readings. It has a progressive structure; it includes literary and technical texts as well as a section on subtitling. During the second half of the semester students select a work for independent translation as the major component of their portfolio of translated work. Enrollment limited to 12. Instructor permission required. This course does not count as a senior seminar for Italian majors. {F}{L}

Fall, Spring, Variable

ITL 369wb/ GER 369wb Seminar: Topics in Transnational Encounters-- Nations Without Borders (4 Credits)

Offered as GER 369wb and ITL 369wb. Both Italy and Germany arise from a combination of mobile factors, including people, languages, ideas and ideologies that move across, beyond and before national borders. This course interrogates what it means to study a modern language, specifically German and Italian, by reflecting on this fluidity and mobility of languages and cultures. Areas of inquiry include: the reception of works and authors in translation, the geographic and social mobility of people across multiple borders, the role of memory in connecting the national past with other regions and languages, and the impact of transnational cultures in shaping gender, racial and cultural identities. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring, Variable

ITL 400 Special Studies (1-4 Credits)

For qualified juniors and senior majors only. Admission by permission of the instructor and the chair.

Fall, Spring

ITL 430D Honors Project (4 Credits)

This is a full-year course, 8 credits total.

Fall, Spring, Annually

Italian Crosslisted Courses

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FYS 143 The Mind of Plants: A Journey into Plant consciousness and the human relationship to plant life (4 Credits)

Plants are perhaps the most necessary form of life, providing nutrition and thus allowing life for all animals, including humans. Yet, humans have oftentimes a predilection for animals over plants. However, the idea that plants have a mind of their own has been a core element of indigenous stories, literary works, poetic imaginings, philosophical systems and experimental investigations worldwide. This course examines a series of lyrical, reflective, experiential and personal evocations of plant minds and their connection to humans. The class looks to literature and visual art, which have long been particularly attentive to the plant world, to answer the question, "How can we de-objectify plants and restore their dignity?" Enrollment limited to 16 first-years. (E) WI {L}

Fall, Alternate Years

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation? (4 Credits)

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

GER 189/ ITL 189 Thinking Transnationally: European Culture Across Borders (2 Credits)

This series of interdepartmental lectures by a selection of Smith faculty examines the myth of cultural homogeneity perpetuated by the ideal of “native” linguistic competency. These lectures explore hybridity and interaction between cultures and languages as the rule, not the exception. The goal is to help students comprehend the transnational, multilingual web into which they are woven, and to appreciate how they contribute to that web, to appreciate their own position as transnational subjects. By adopting a transnational perspective, students learn to question the primacy of the “native,” whether as non-native speakers in the US or as language-learners looking abroad. Graded S/U only. {H}{L}
Fall, Spring, Annually

POR 211 Transnational Visions on Pedagogy and Theater of the Oppressed (4 Credits)

This course combines theories and techniques created by Augusto Boal for his “Theater of the Oppressed” with those of Paulo Freire in “Pedagogy of the Oppressed.” It will also involve transnational and educational perspectives that prompted Boal’s view of theater as a political act, including contributions from philosophers such as Aristoteles and Machiavelli and from playwrights such as Bertolt Brecht and Dario Fo. Students will be exposed to critical pedagogy and performance theories in the first part of the course, and, in the second part, will experiment with theatrical games based on Boal’s approach. Course conducted in English. . All course content will be in English, but the students who can read Portuguese, Italian and German will have the option of reading some texts in the original versions. Cannot be taken S/U. Enrollment limited to 25. {F}{S}

Spring, Variable

WLT 218 Holocaust Literature (4 Credits)

What is a Holocaust story? How does literature written in extremis in ghettos, death camps or in hiding differ from the vast post-war literature about the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums) and critical theories of representation. All readings in translation. No prerequisites. {H}{L}

Fall, Spring, Alternate Years

Goals for Majors in German and Italian

Students majoring in the Department of German and Italian acquire the linguistic ability, cultural competency, research skills, and contextual knowledge to open up transnational perspectives and pursue their own personal lines of inquiry.

The specific learning goals of the major fall into three interrelated categories:

1. Language, Semantics and Rhetoric.

Our majors achieve proficiency in German or Italian (at the B2 level or higher).

Are able to function independently in German- or Italian-speaking social and academic environments. Can identify how language is used and shaped for a variety of purposes and develop a critical relationship with media, including literature, film, the arts, scholarly writing, Internet resources and the press.

2. Transcultural Competence

Our majors develop and further “transcultural competence,” that is, the ability to reflect critically on the world and oneself through the lens of another language and culture. To enable students to establish relevant, critical connections between German or Italian culture, their own culture and other academic fields, within the framework of contemporary intercultural society. To make them reflect on the processes and the challenges faced by any act of translation between languages. To make use of scholarly sources to inform and strengthen their own perspective.

3. Global Citizenship

Through study abroad and internships in Germany or in Italy, our majors learn how to become global citizens and help build cosmopolitan communities. They learn to value and creatively include diversity in spite of the challenges it represents to community building. They are equipped with the competence required to live in our increasingly more transnational 21st-century world, and to recognize their own transnational positionality.

Global Finance Concentration

Department website (<https://www.smith.edu/academics/global-finance-concentration/>)

The global finance concentration (GFX) will expose students to the workings of global financial markets, their key institutional features and the theoretical underpinnings of their design. Students will learn about the structure and operation of U.S. and world financial institutions such as the IMF, the World Bank, private financial firms and central banks around the world, as well as related financial regulations. The GFX comprises a sequence of six courses and a combination of internships and workshops to develop analytical skills and learn about use of relevant data and data-based analysis. Students normally complete the requirements of the GFX in three years.

The concentration accepts up to 15 students annually. Students are encouraged to apply to the global finance concentration during their sophomore year. Students with a demonstrated interest in the application of their academic discipline to the financial sector are encouraged to contact the faculty concentration director.

Some students may choose to pursue the concentration in addition to a second major or a minor. This would occur when the concentration serves to logically unify and reinforce a particular program of study. Such decisions should be made in consultation with a student's GFX adviser and must be approved by the global finance concentration Advisory Committee.

Global Finance Committee

Elisabeth Armstrong, Ph.D., Professor of the Study of Women & Gender
 Terry-Ann Craigie, Ph.D., Associate Professor of Economics
 Brent Durbin, Ph.D., Associate Professor of Government
 René Heavlow, M.A., Director of Operations and Special Programs, Jill Ker
 Conway Innovation & Entrepreneurship Center, *Co-Director*
 Aaron Kamugisha, Ph.D., Ruth J. Simmons Professor of Africana Studies
 Mahnaz Mahdavi, Ph.D., Professor of Economics, *Co-Director*
 Rajan Mehta, Ph.D., Professor of Mathematical Sciences
 Roisin O'Sullivan, Ph.D., Professor of Economics

Advisers for the Concentration

Elisabeth Armstrong, Terry-Ann Craigie, Brent Durbin, Aaron
 Kamugisha, Mahnaz Mahdavi, Rajan Mehta, Roisin O'Sullivan

Global Finance Concentration

Requirements

Six courses

1. Gateway course: GFX 100
2. IDP 223 Financial Accounting
3. Three electives chosen in consultation with a student's concentration adviser may be selected from among the many courses offered across the institution
 - Electives must be from at least two different departments
 - One elective must be a Smith economics course
 - No more than two elective courses that fulfill the requirements for a student's major will be counted toward fulfillment of the concentration
 - No more than one elective that fulfills a requirement for a student's minor will be counted toward fulfillment of the concentration.

4. One capstone seminar: ECO 311in, ECO 314, ECO 324nr, ECO 375, ENV 323, CSC 325, GOV 343cr, SDS 390cd SOC 327 or SOC 333. Concentrators are not limited to these options.
 - Concentrators must gain approval for their seminar paper topic from the concentration director and present their research in an approved public forum.
 - Concentrators may choose to focus on a specific region (Africa, Asia, Europe or the Americas) by selecting courses on that region and doing research in their capstone seminar related to the region.
 - Concentrators focusing on a region are strongly urged to study a language spoken in that region.

Courses

GFX 100 Introduction to Global Financial Institutions (1 Credit)

This eight-week lecture series provides an overview of the financial system and the role of financial institutions in the global economy; domestic and international regulation; domestic and international banking. Faculty and guest lecturers reflect on contemporary developments and challenges in their fields. S/U only.

Fall

Crosslisted Courses

CSC 325 Seminar: Responsible Computing (4 Credits)

When is disruption good? Who is responsible for ensuring that an innovation has a positive impact? Are these impacts shared equitably? How can bias be eliminated from algorithms, if they exist? What assurances can anyone make about the technology they develop? What are the limitations of professional ethics? This seminar examines the ethical implication (i.e., ethics, justice, political philosophy) of computing and automation. Participants will explore how to design technology responsibly while contributing to progress and growth. Topics include: intellectual property; privacy, security and freedom of information; automation; globalization; access to technology; artificial intelligence; mass society; and emerging issues. Designation: Systems. Prerequisite: CSC 210. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 311in Seminar: Topics in Economic Development-India (4 Credits)

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Prerequisites: ECO 220 and 250. Recommended: ECO 211 or 213. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 314 Seminar: Industrial Organization and Antitrust Policy (4 Credits)

An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: ECO 250. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Annually

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources (4 Credits)

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can market outcomes be improved in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods, and their implications for the allocation of resources. The course explores these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, the course touches upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 338 Seminar: Household Finance and Inequality (4 Credits)

How do individual economic decisions shape wealth inequality and economic mobility? This course examines topics at the intersection of household finance, the field of economics studying the financial decisions of households, and the economics of inequality. Beginning with an overview of the historical dynamics and theories of wealth inequality, we study recent empirical and theoretical findings on how household preferences and beliefs, financial portfolio investment mistakes, financing frictions, entrepreneurship, and taxes affect the distribution of wealth. Prerequisites: ECO 220 and ECO 250. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

ECO 375 Seminar: The Theory and Practice of Central Banking (4 Credits)

What role do central banks play in the management of short-run economic fluctuations? What has driven the recent global trend towards more powerful and independent central-banking institutions? This course explores the theoretical foundations that link central bank policy to real economic activity. Building on this theoretical background, the monetary policy frameworks and operating procedures of key central banks are then examined. Much of the analysis focuses on the current practices of the U.S. Federal Reserve and the European Central Bank, with a view to identifying the relative strengths and weaknesses of the two institutions. Prerequisite: ECO 220 and ECO 253. A course in either international finance or money and banking such as ECO 275 or ECO 296 is recommended. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

ENV 323 Seminar: Climate and Energy Policy (4 Credits)

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N} {S}

Fall, Spring, Annually

GOV 343cr Seminar: Topics in International Politics and Comparative Politics-Corruption (4 Credits)

How should we define political corruption, and what can be done about it? This seminar explores the theoretical and practical dimensions of political corruption in a variety of different countries and contexts, and analyzes how governments, international organizations, and activists have attempted to address the problem. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

SOC 333 Seminar: Social Justice, the Environment and the Corporation (4 Credits)

Over the last century, the reach of corporations has gradually extended into all facets of life, yet most people rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

Learning Goals

In the global finance concentration, students explore the political and cultural factors at play in emerging economies, regulatory policies governing global trading, and how personal investment portfolios can have significant environmental, social and governmental impacts.

Through the broad selection of electives, capstone seminars and practical experiences, the GFX seeks to ensure that students

1. understand financial systems, markets and institutions and their impact on the global economy;
2. acquire in-depth knowledge of the economic, political and cultural factors that influence global economic development, global social inequality, and related issues;
3. develop skills necessary for analyzing financial data for public and private institutions and conducting research;
4. develop the ability to share research findings with a variety of audiences (i.e., internal presentation events versus national academic conferences);
5. gain applied knowledge through internships and on-campus workshops/opportunities.

Global South Development Studies

Department website (<https://www.smith.edu/academics/global-south/>) Global South Development Studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to examine within a comparative framework the processes of social, economic, political and ideological change in these regions as they respond to asymmetrical contact with the wider global economy.

The minor introduces the student to the diverse analytical perspectives of the social science disciplines while ensuring that the student has a sustained familiarity with one geographical region.

Global South Development Committee

Gregory White, Ph.D., Mary Huggins Gamble Professor of Government, *Chair*

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

Caroline M. Melly, Ph.D., Associate Professor of Anthropology

Jeffrey S. Ahlman, Ph.D., Professor of History

Vis Taraz, Ph.D., Associate Professor of Economics

Advisers for the Minor

Members of the committee.

Global South Development Studies Minor Requirements

Six courses

1. One course from history
 2. One course from economics
 3. Four courses from among the following departments: anthropology, economics, government, history and sociology. The student may petition the program through her minor adviser for one of these four courses to be from a discipline outside of the social sciences and history. Comparable courses at other colleges may be included with the approval of the minor adviser.
- Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East
 - The student can include no more than two courses from any department

Courses

GSD 404 Special Studies (4 Credits)

For juniors and seniors, admission by permission of the Global South Development Studies Advisory Board. Can only be taken once to count toward the minor.

Fall, Spring

Crosslisted Courses

AFR 370 Seminar: Modern Southern Africa (4 Credits)

In 1994 South Africa underwent a peaceful revolution with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa from 1948 to 2000. {H}{S}

Fall, Spring, Variable

ANT 234 Culture, Power and Politics (4 Credits)

This course is a general introduction to anthropological analysis of politics and the political. Through a broad survey of anthropological texts and theories, we explore what an ethnographic perspective can offer to our understandings of power and government. Special emphasis is placed on the role of culture, symbols and social networks in the political life of local communities. Examples are drawn from a number of case studies in Africa, East Asia, Latin America and the United States, and range in scale from studies of local politics in small-scale societies to analyses of nationalism and political performance in modern nation-states. Enrollment limited to 30. {S}

Fall, Spring, Alternate Years

ANT 237 Monuments, Materials and Models: The Archaeology of South America (4 Credits)

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. The course focuses on how archaeologists use data collected during settlement surveys, site excavations and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Discussions also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies and nationalist projects. {N}{S}

Fall, Spring, Alternate Years

ECO 211 Economic Development (4 Credits)

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. {S}

Fall, Spring, Annually

ECO 295 International Trade and Commercial Policy (4 Credits)

An examination of the trading relationships among countries and of the flows of factors of production throughout the world economy. Beginning with the theories of international trade, this course moves on to examine various policy issues in the international economy, including commercial policy, protectionism and the distribution of the gains from trade, multilateral trade negotiations, preferential trade agreements, the impact of transnational firms and globalization, immigration, and trade and economic development. Prerequisite: ECO 250. {S}

Fall, Spring, Annually

GOV 220 Introduction to Comparative Politics (4 Credits)

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. The course first focuses on key methods and concepts such as state and nation, asking where states come from and how are nations built. Students then address questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. Designation: Comparative. {S}

Fall, Spring

GOV 224 Colloquium: Globalization From an Islamic Perspective (4 Credits)

This course explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas ("isms") that have emerged with the onset of globalization; from Islamic feminism and Islamic environmentalism to political Islam and Islamic banking. Designation: Comparative. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 230 Chinese Politics (4 Credits)

The People's Republic of China represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses of a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China, primarily focusing on the reform era (1978-present). Specifically, we examine China's political institutions, political economy, state-society relations, and the politics of Hong Kong and Taiwan. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 237 Colloquium: Politics of the U.S./Mexico Border (4 Credits)

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Designation: Comparative. Preference to majors in government and/or Latin American studies. Enrollment limited to 20. {S}

Spring

GOV 241 International Politics (4 Credits)

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior and the influence of the world economy on international relations. Not a course in current events. Designation: International Relations. Enrollment limited to 50. {S}

Fall, Spring

GOV 242 International Political Economy (4 Credits)

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of "globalization." Designation: International Relations. Prerequisite: GOV 241 or equivalent. First-year students may enroll only if they have completed GOV 241. Enrollment limited to 40. {S}

Fall, Spring, Annually

GOV 252 International Organizations (4 Credits)

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity's higher aspirations or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. The course focuses on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Designation: International Relations. Prerequisite: GOV 241 or equivalent. Enrollment limited to 50. {S}

Fall, Spring, Annually

GOV 257 Colloquium: Refugee Politics (4 Credits)

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere "in between." Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the "position" of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and "foreignness." Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Designation: International Relations. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

HST 200 Modern East Asia (4 Credits)

This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements. {H}

Fall

HST 258 Modern Africa (4 Credits)

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S}

Fall, Spring, Alternate Years

HST 259dd Colloquium: Topics in African History-Discourses of Development (4 Credits)

This course interrogates and historicizes the problem of “development” in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western “modernities,” and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called “underdeveloped world.” Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 259fm Colloquium: Topics in African History-Femininities, Masculinities and Sexualities in Africa (4 Credits)

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. Enrollment limited to 18. {H}

Fall, Spring, Variable

SOC 232 World Population (4 Credits)

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. The course examines current population trends and processes (fertility, mortality and migration) and considers the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 237 Gender and Globalization (4 Credits)

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices.

Prerequisite: SOC 101. Enrollment limited to 25. {S}

Fall, Spring, Annually

SOC 327 Seminar: Global Migration in the 21st Century (4 Credits)

This course provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

Government

Department website (<https://www.smith.edu/academics/government/>)

The Department of Government seeks to educate students about the nature and scope of political power, and to place an understanding of that power in its social, cultural and historical contexts.

We study public opinion, political institutions, political development and political economy. We address the concerns of ethnic, racial and political minorities; the role of gender in politics, campaigns and elections; conflict and cooperation between states; and the politics of globalization. We examine fundamental and controversial concepts such as justice, democracy, revolution and equality. We believe the study of politics helps us to make better sense of the world around us as we seek to improve it for ourselves and others.

Faculty

Kye Barker, Ph.D., Assistant Professor
 Mlada Bukovansky, Ph.D., Professor
 Brent M. Durbin, Ph.D., Associate Professor
 Nathan Duford, Ph.D., Assistant Professor
 Howard Jonah Gold, Ph.D., Professor
 Alice L. Hearst, J.D., Ph.D., Professor
 Steven Heydemann, Ph.D., Janet Wright Ketcham Professor of Middle East Studies
 Scott J. LaCombe, Ph.D., Assistant Professor
 Claire Leavitt, Ph.D., Assistant Professor
 Anna Kapambwe Mwaba, Ph.D., Assistant Professor
 Sara A. Newland, Ph.D., Assistant Professor
 Erin R. Pineda, Ph.D., Phyllis Cohen Rappaport '68 New Century Term Professorship
 Bozena C. Welborne, Ph.D., Associate Professor
 Gregory Whyne White, Ph.D., Mary Huggins Gamble Foundation Chair

Lecturers and Visiting Faculty 2023-24

Molly Reynolds, Ph.D., Lecturer
 Zümray Kutlu, M.S., Lecturer

Major and Minor Advisers

Mlada Bukovansky, Brent Durbin, Howard Gold, Steven Heydemann, Scott LaCombe, Claire Leavitt, Sara Newland, Anna Mwaba, Erin Pineda, Bozena Welborne, Greg White

Honors Director

Erin Pineda

Study Abroad Advisers

Members of the department. Majors may spend the junior year abroad if they meet the college requirements.

Jean Picker Semester-in-Washington Program

Steven Heydemann, *Director*

The Jean Picker Semester-in-Washington Program is a one-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level.

Students are normally resident in Washington from the June preceding the semester through December, conducting internships in the summer and fall as well as courses in the fall.

Applications for enrollment should be made through the director of the Semester-in-Washington Program in early November of the preceding year. (See department website for up-to-date application information.) Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: GOV 200, GOV 201, GOV 202, GOV 206, GOV 207, GOV 208, GOV 209 and GOV 210. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of two credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for GOV 411, a seminar in U.S. politics and policymaking; 2 credits for GOV 413, a course on political science research; and eight credits for GOV 412, an independent research project culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the students and assisting them in obtaining internship placements in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar and research courses are conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

Government Major Requirements

Eleven courses

1. GOV 100
2. Four 200-level courses, one in each of the following fields: American government, comparative government, international relations and political theory.
3. GOV 203 or an equivalent statistics course taken in another department (SDS 220, SDS 201, ECO 220 or SOC 204)
4. Two additional courses related to one of the courses taken under requirement 2 above.
 - Courses may be in the same subfield of the department, or they may be in another subfield, in which case a rationale for their choice must be accepted by the student and the major adviser.
 - One course must be a seminar.
5. Three additional GOV courses in any subfield.

The government department strongly recommends that majors and intended majors take both GOV 100 and GOV 203 early in their college careers, preferably by the end of sophomore year. Other subfield

introductory courses—GOV 200, GOV 220 and GOV 241—also provide excellent entry points to the study of government and serve as a solid foundation for more advanced work within each subfield.

Honors

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

Government Minor Requirements

Six courses

1. GOV 100
2. Five additional courses, including at least one course from two of the four fields: American government, comparative government, international relations and political theory

Courses

GOV 200 is suggested preparation for all courses in American government.

GOV 241 is suggested preparation for all courses in international relations.

GOV 100 Introduction to Political Thinking (4 Credits)

A study of the leading ideas of the Western political tradition, focusing on such issues as justice, power, legitimacy, revolution, freedom, equality and forms of government—democracy especially. Open to all students. Entering students considering a major in government are encouraged to take the course in their first year, either in the fall or the spring semester. Enrollment limited to 30. {S}

Fall, Spring

GOV 200 American Government (4 Credits)

A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. Designation: American. {S}

Spring

GOV 201 American Constitutional Interpretation (4 Credits)

The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Designation: American, Theory Not open to first-year students. {S}

Fall, Spring, Variable

GOV 202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment (4 Credits)

Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. Designation: American, Theory. {S}

Spring

GOV 203 Empirical Methods in Political Science (5 Credits)

The fundamental problems in summarizing, interpreting and analyzing empirical data. Discussions include research design and measurement, descriptive statistics, sampling, significance tests, correlation and regression. Special attention is paid to survey data and to data analysis using computer software. Enrollment limited to 75. {M}{S}

Spring

GOV 205 Colloquium: Indigenous Peoples in the New Global Order (4 Credits)

The status of indigenous peoples, both domestically and internationally, is dizzyingly complex. The course begins by looking at indigenous rights claims under both domestic and international laws to understand the nature of "group" rights. The course then explores the status of indigenous persons in the US, looking at relationships among and between tribes and tribal members, between states and tribes, and between tribes and the federal government. Throughout, the course will draw comparisons with the treatment of indigenous claims across the globe. The second half of the course explores contemporary issues, such as claims of indigenous groups to the protection of sacred sites, the repatriation of indigenous remains, the treatment of indigenous children, and subsistence and other issues associated with environmental exploitation and development. Designation: American, Comparative. Enrollment limited to 24. {S}

Fall, Spring, Alternate Years

GOV 206 The American Presidency (4 Credits)

An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. Designation: American. {S}

Spring

GOV 207 Politics of Public Policy (4 Credits)

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. Designation: American. {S}

Fall, Spring, Alternate Years

GOV 208 Elections in the Political Order (4 Credits)

An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Designation: American. {S}

Fall

GOV 209 Colloquium: Congress and the Legislative Process (4 Credits)

An analysis of the legislative process in the United States focused on the contemporary role of Congress in the policy making process. In addition to examining the structure and operation of Congress, the course explores the tension inherent in the design of Congress as the maker of public policy for the entire country while somehow simultaneously representing the diverse and often conflicting interests of citizens from 50 different states and 435 separate Congressional districts. Designation: American. Enrollment limited to 20. {S}

Fall, Spring, Variable

GOV 210 Public Opinion and Mass Media in the United States (4 Credits)

This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences and politics. Designation: American.

Fall, Spring, Variable

GOV 213 Colloquium: The Bush Years (4 Credits)

This course looks at the eight years of the Bush presidency, including his election, domestic issues such as tax cuts, response to 9/11, the lead up to and conduct of the war in Iraq, the controversies around the "unitary presidency," the response to Hurricane Katrina, and the financial destabilization of 2008. The purpose is to bring perspective to those years. Designation: American. Enrollment limited to 20. Prerequisite is at least one other course in American government. {S}

Fall, Spring, Alternate Years

GOV 214 Colloquium: Free Speech in America (4 Credits)

An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. Designation: American, Theory. Enrollment limited to 20. {S}

Fall

GOV 218 Workplace Law in Capitalist America (4 Credits)

A critical introduction to government regulation of employment and to legal theories of freedom and justice in the workplace. Discussions include: 1) the development of laws granting workers the right to form labor unions and to collectively bargain, culminating with discussion of the current debate on labor rights in the "gig" economy and the upsurge of union organizing at Amazon, Starbucks and major tech companies; 2) Title VII of the Civil Rights Act and other anti-discrimination laws designed to protect women, persons of color, the disabled and LGBTQ individuals in the workplace as well as the rights of immigrant workers; 3) privacy at work, including how law impacts the use of social media like Facebook and Twitter in the employment context; and 4) other selected legal issues facing marginalized, low-wage workers. Designation: American. Enrollment limited to 30. {S}

Fall, Spring, Variable

GOV 220 Introduction to Comparative Politics (4 Credits)

This course introduces students to comparative political analysis and provides a foundation to better understand major political, economic and social forces in a diverse set of countries. The course first focuses on key methods and concepts such as state and nation, asking where states come from and how are nations built. Students then address questions including: Why are some countries democratic and others authoritarian? How do states promote or stymie economic development? What role do civil society and social groups play in political and economic transition? The course combines theoretical and conceptual analysis with cases drawn from around the world. Designation: Comparative. {S}

Fall, Spring

GOV 221 European Politics (4 Credits)

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. Designation: Comparative. {S}

Fall, Spring, Alternate Years

GOV 223 The Politics of Russia and Post-Soviet Central Asia (4 Credits)

This course examines recurring issues facing the Russian state and its citizens focusing on the complex interplay between formal institutions and informal politics as well as patterns of cooperation and antagonism in relationships with other countries, in particular the former Soviet republics of Central Asia. Students will examine history to provide sufficient background information for the class, but will concentrate on the period between the end of the Soviet Union and the present day. Designation: Comparative. Enrollment limited to 40. {S}

Fall, Spring, Variable

GOV 224 Colloquium: Globalization From an Islamic Perspective (4 Credits)

This course explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas ("isms") that have emerged with the onset of globalization; from Islamic feminism and Islamic environmentalism to political Islam and Islamic banking. Designation: Comparative. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 226 Latin American Political Systems (4 Credits)

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues is covered. Designation: Comparative. {S}

Fall

GOV 227 Contemporary African Politics (4 Credits)

This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and introduces students to various theoretical and analytical approaches to the study of Africa's political development. Central themes include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. Designation: Comparative. Enrollment limited to 35. {S}

Spring

GOV 228 Government and Politics of Japan (4 Credits)

An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. Designation: Comparative. {S}

Fall, Spring

GOV 230 Chinese Politics (4 Credits)

The People's Republic of China represents approximately one quarter of the world's population, sustains the largest bureaucracy in the history of the world, and currently possesses of a system of political economy that combines elements of both communism and capitalism. This course introduces students to the basic concepts of political processes, political institutions, and political events in China, primarily focusing on the reform era (1978-present). Specifically, we examine China's political institutions, political economy, state-society relations, and the politics of Hong Kong and Taiwan. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 231 Colloquium: Women's Social Movements in the Middle East (4 Credits)

This course explores how women's social movements emerge and sustain themselves in the Middle East and North Africa. The class will cover issues ranging from women agitating for citizenship rights and the vote to questions of personhood, family code, and women's labor rights. Throughout the class, students consider how mobilized women negotiate a world of both contemporary and traditional religious and secular values to pursue their agendas in the public arena. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize in the region as well as an understanding of the diverse strategies they adopt to meet their chosen goals. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 232 Comparative Political Economy (4 Credits)

How do politics shape markets, and markets shape politics? Why do some countries become rich while others stay poor? Why does capitalism take many different forms, and what do these differences mean for societies, firms, and individuals? This class will be divided into three units. First, students explore the core theoretical texts of political economy. Second, students learn about the "varieties of capitalism" and the different forms that transitions from communism to capitalism have taken. The third unit focuses on the political economy of development, the role of politics in creating patterns of wealth and poverty around the world. Designation: Comparative. Enrollment limited to 24. {S}

Fall, Spring, Variable

GOV 233 Problems in Political Development (4 Credits)

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 235 Colloquium: Colonialism and Postcolonialism in East Asia (4 Credits)

Colonial legacies continue to shape East Asian politics today, from the effects of anti-Japanese sentiment on Asian regional politics to Chinese leaders' frequent invocations of the "century of humiliation" as part of a nationalistic turn in China's foreign policy. A growing body of literature in history and the social sciences explores both the practice of colonialism in East Asia and its implications for contemporary East Asian politics. Drawing on examples from both Northeast and Southeast Asia, this course helps students understand variation in colonial institutions in East Asia, contrast East Asian countries' paths out of colonialism, and analyze the legacies of colonialism for contemporary domestic and regional politics. Designation: Comparative. Enrollment limited to 24. {S}

Spring, Alternate Years

GOV 237 Colloquium: Politics of the U.S./Mexico Border (4 Credits)

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization and the emergence of the maquiladoras (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Designation: Comparative. Preference to majors in government and/or Latin American studies. Enrollment limited to 20. {S}

Spring

GOV 238 Elections Around the World (4 Credits)

Why and how are elections held? In this class, students study the rules that structure how leaders are selected and the subsequent political behavior in response to those rules. The examination of elections worldwide involves a global overview of modern elections including those held in authoritarian regimes. By the end of the course, each student is an expert on an election of their choice. The class has two questions motivating the journey in this course. First, do elections matter? Second, how should elections be held? Designation: Comparative. Enrollment limited to 50. {S}

Fall, Spring, Alternate Years

GOV 239 Social Justice Movements in Latin America (4 Credits)

This course examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. Designation: Comparative. {S}

Fall, Spring, Alternate Years

GOV 240 NGOs in World Politics (4 Credits)

Since the end of the Second World War, there has been an enormous growth in the number of NGOs active globally, some working across borders on issues as diverse as poverty, health, women's rights and emergency relief. Both international and national NGOs have taken on new roles in areas once considered the government domain. This course elaborates on how NGOs became crucial actors in world politics. The course explores the definition and purpose of NGOs and their history, looks at case studies of NGOs worldwide and considers the critique of NGOs. Enrollment limited to 40. (E) {S}

Spring

GOV 241 International Politics (4 Credits)

An introduction to the theoretical and empirical analysis of the interactions of states in the international system. Emphasis is given to the historical evolution of the international system, security politics, the role of international norms in shaping behavior and the influence of the world economy on international relations. Not a course in current events. Designation: International Relations. Enrollment limited to 50. {S}

Fall, Spring

GOV 242 International Political Economy (4 Credits)

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of "globalization." Designation: International Relations. Prerequisite: GOV 241 or equivalent. First-year students may enroll only if they have completed GOV 241. Enrollment limited to 40. {S}

Fall, Spring, Annually

GOV 244 Foreign Policy of the United States (4 Credits)

Just what is "United States foreign policy"? By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Designation: American, International Relations. Prerequisite: GOV 241 or equivalent. {S}

Fall, Spring, Annually

GOV 247 International Relations in Africa (4 Credits)

This course provides an introduction to the international relations of contemporary Africa. It explores how Africa has redefined our understanding of international relations and its role as a global actor. Core themes include the politics of post-independence international alignments, the external causes and effects of authoritarian rule, and the continent's role in the global political economy. The course concludes with a consideration of pressing current issues on the African continent, including state failure, health interventions, issues of peace and security, and China's growing economic and political influence. Designation: International Relations. {S}

Fall, Spring, Variable

GOV 248 The Arab-Israeli Dispute (4 Credits)

This course investigates the causes and consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. Students consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. This exploration of the conflict touches on issues related to human security, terrorism and political violence, as well as broader questions of human rights, national identity and international governance. Designation: International Relations. {S}

Fall, Spring, Alternate Years

GOV 249 International Human Rights (4 Credits)

This course examines international human rights and the legal regime designed to protect them. Beginning with a theoretical inquiry into the justification of human rights, the course moves into an analysis of the contemporary system, from the UN to regional associations to NGOs. With that background in place, the course turns to specific topics, including the rights of vulnerable persons (women, children, minority communities, internally and externally displaced persons); human rights concerns arising from globalization and corporate responsibility; environmental concerns; and issues of peacekeeping. It concludes by examining enforcement strategies, from humanitarian intervention to political mobilization to judicial enforcement of rights in both domestic and international tribunals. Designation: International Relations, Theory. {S}

Fall, Spring, Alternate Years

GOV 251 Foreign Policy of Japan (4 Credits)

Analysis of Japan's diplomacy and foreign policy since World War II. Emphasis on various approaches to the study of Japan's external relations, and on contending national identities debated in Japan, including pacifist, neo-mercantilist, civilian, normative and normal nation images. Case studies focus on relations with the U.S., Europe, East through Central Asia and other non-Western regions. Designation: International Relations. {S}

Spring

GOV 252 International Organizations (4 Credits)

What role do international organizations play in world politics, and what role should they play? Do international organizations represent humanity's higher aspirations or are they simply tools of the wealthy and powerful? This course explores the problems and processes of international organizations by drawing on theoretical, historical and contemporary sources and perspectives. The course focuses on three contemporary organizations: the United Nations, the World Trade Organization and the European Union. Designation: International Relations. Prerequisite: GOV 241 or equivalent. Enrollment limited to 50. {S}

Fall, Spring, Annually

GOV 253 Colloquium: Culture and Diplomacy in Asia (4 Credits)

The course explores the influence of Asian cultures on the diplomacy and negotiating styles of East and Southeast Asian countries. Specific countries include Japan, China, North Korea and the Association of Southeast Asian Nations. Case studies are based on current and on-going regional and global issues. Designation: International Relations. Enrollment limited to 24. {S}

Fall, Spring, Alternate Years

GOV 255 Colloquium: The Politics of Global Tourism (4 Credits)

The tourism industry is arguably the world's largest employer; it is undoubtedly the leading sector in trade in services. Although modern tourism has political, economic and social implications, it has been largely underexamined by political science and the subfield of international relations. This upper-level colloquium examines the sector and its many complicated dimensions and effects: environment, security, development, consumerism, and cultural exchange and understanding. It approaches these issues historically and with careful attention to a variety of cases and sub-sectors—e.g., eco-tourism, adventure tourism, health tourism, etc. Prerequisite: One course in international relations or comparative politics. Designation: International Relations. Enrollment limited to 18. {S}

Fall, Spring, Alternate Years

GOV 256 Colloquium: Corruption and Global Governance (4 Credits)

What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. Designation: Comparative, International Relations. Enrollment limited to 20. {S}

Fall, Spring, Variable

GOV 257 Colloquium: Refugee Politics (4 Credits)

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere “in between.” Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the “position” of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and “foreignness.” Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Designation: International Relations. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 258 Colloquium: African Security (4 Credits)

This course serves as an introduction to the field of security studies with a focus on Africa. It provides an overview of the major theories, concepts and debates in security studies and explores current trends in political violence and conflict across Africa, key drivers of insecurity and the current and future security challenges facing African states. It tackles questions such as: What is “security” and how should it be studied? What are some of the most pressing security challenges facing the continent? How have these challenges evolved over time? What new types of conflict may future economic and social stressors create? When should states employ force? How can the international community assist African governments and institutions with harnessing future changes to result in peace and security? How can states begin to truly secure their borders? Designation: International Relations. Prerequisites: Gov 227, GOV 241, GOV 242 or GOV 247. (E) {S}

Spring, Variable

GOV 261 Ancient and Medieval Political Theory (4 Credits)

An examination of the great thinkers of the classical and (time permitting) medieval periods. Possible topics include family and the state, freedom and the gods, warfare faction, politics and philosophy, secular and religious authority, justice, citizenship, regimes and natural law. Selected authors include: Sophocles, Aeschylus, Aristophanes, Thucydides, Xenophon, Plato, Aristotle, Polybius, Cicero, Lucretius, Augustine, Aquinas and Marsilius. Designation: Theory. {S}

Fall, Spring, Alternate Years

GOV 262 Early Modern Political Theory, 1500–1800 (4 Credits)

A study of Machiavellian power-politics and of efforts by social contract and utilitarian liberals to render that politics safe and humane. Topics considered include political behavior, republican liberty, empire and war; the state of nature, natural law/natural right, sovereignty and peace; limitations on power, the general will, and liberalism’s relation to moral theory, religion and economics. Readings from Machiavelli, Hobbes, Locke, Rousseau, Hume, Smith and others; also novels and plays. Designation: Theory. {S}

Fall, Spring, Alternate Years

GOV 263 Political Theory of the 19th Century (4 Credits)

A study of the major liberal and radical political theories of the 19th century, with emphasis on the writings of Hegel, Marx, Tocqueville, Mill and Nietzsche. Designation: Theory. Not open to first-year students. {S}

Fall, Spring, Variable

GOV 266 Contemporary Political Theory (4 Credits)

A study of major themes in the political thought of the early 20th century to the present. Readings will begin with a brief reflection on Hegel and Marx, before moving into considerations that animated the 20th and 21st century, such as fascism, anti-colonialism, the welfare state, movements for civil rights, and migration. Throughout, we will pay particular attention to the tensions between freedom, justice, and equality that mark this period of political thinking. Designation: Theory. Successful completion of GOV 100 or another political theory course is strongly suggested. {S}

Fall, Spring, Alternate Years

GOV 267 Problems in Democratic Thought (4 Credits)

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Designation: Theory. Not open to first-year students. {S}

Fall, Spring, Variable

GOV 268 Colloquium: Utopian/Dystopian Visions and Political Theory (4 Credits)

Thomas More penned his novel *Utopia* in 1516, and in 1868 John Stuart Mill coined ‘dystopia’ as the antithesis of More’s idyllic vision. But the word *utopia* literally translates as “nowhere land.” This course will explore the question how the exploration of “what could be” has been and remains a central focus in the work of much of political theory. Serving as both an exemplar and a warning of planned political societies, utopian and dystopian literature is always engaged in the work of making, unmaking, and remaking the possibilities for the original political question, “How should we govern?” Designation: Theory. Enrollment limited to 25. {S}

Fall, Spring, Alternate Years

GOV 269 Feminist Political Thought (4 Credits)

Feminist political thought functions in two ways: first, to critique the masculinist and patriarchal forms of thought in mainstream political philosophy; and second, to generate forms of political thinking that advance the cause of liberation. This course develops these two strains of thinking. Students consider the politics of gender, sex and sexualities, law, formal and informal institutions, the political subject, and the roles that race, class, sexuality and nationality play feminist political thinking. {S}

Fall, Spring, Alternate Years

GOV 270 Colloquium: Race & the Problem of American Citizenship (4 Credits)

This course examines the relationship between race and the discourse, concept and practice of citizenship as it has developed in the United States. The course interrogates how ideologies and experiences of race and citizenship have constituted each other over time, enabling forms of unequal political belonging to coexist with claims to equality, liberty and democracy. The course also considers how the meaning of citizenship has been challenged and reformulated by those who have contested racialized hierarchies and exclusions. While this course covers texts from early settlement and antebellum periods, focus is on the modern era, from the late 19th century through the present, drawing on historical texts as well as political theory to analyze both race and U.S. citizenship. Designation: American, Theory. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 271 Colloquium: Global Cities (4 Credits)

This course studies different urban experiences across the world. The course will introduce the process of urbanization and address the complex relationship between urbanization, globalization and inequality. Throughout the course, students will explore a series of case studies to provide concrete examples of how different cities such as London, New York, Berlin, Shanghai, Stockholm and Istanbul responded to globalization by paying attention to different topics such as pandemics, migration and urban movements. Throughout the course, in addition to the academic literature, students will make use of newspapers and films to address the promises and political dilemmas of urban life. Designation: Comparative, International Relations. Enrollment limited to 24. (E) {S}

Fall, Spring, Alternate Years

GOV 272 Conceptualizing Democracy (4 Credits)

In the contemporary world, democracy is often considered not merely a form of government or one type of regime among many, but the very condition of political legitimacy. But what exactly does democracy entail? Is it an institution, a practice, a value, a virtue? This lecture course provides a survey of different historical and theoretical answers to these questions, from the foundations of self-government in ancient Athens through the present day. Designation: Theory. {S}

Fall, Spring, Alternate Years

GOV 273 Marxism (4 Credits)

What is the origin and political meaning of capitalism, and might there be a better way to organize our common world? These are the broad questions of Marxism, which continue to press upon us today. This lecture course is a general introduction to the writings of Karl Marx, the diverse school of thought which goes by his name and a few friendly critics along the lines of race and gender. Although this course examines texts on history and political economy, this course treats Marx as a political thinker and Marxism as a school of political thought. Designation: Theory. Prerequisite: GOV 100. {S}

Fall, Spring, Variable

GOV 274 Colloquium: Decolonizing Democracy (4 Credits)

This course approaches the core questions of democratic theory from the perspective of anticolonial political thought. What is democracy, and why is it valuable—not in general, but as a way of organizing postcolonial political society and as a horizon of future possibility? Course readings will be drawn from a wide range of anti-, post- and de-colonial thinkers from around the world, including both texts from figures within anticolonial movements as well as contemporary work in postcolonial and decolonial political theory. Texts include selections from MK Gandhi, BR Ambedkar, CLR James, Kwasi Wiredu, Zhang Shizhao, Amilrar Cabral, Laura Cornelius Kellogg, and Leanne Simpson. Designation: Theory. Prerequisites: GOV 100. Enrollment limited to 20. {S}

Fall, Alternate Years

GOV 275 Colloquium: Emotions in the History of Political Thought (4 Credits)

Are emotions a danger or a resource for political life? Are they inherently unreasonable, or do they contain a kind of rationality? Are some emotions more politically acceptable than others? And how are the emotions of some—and the people to whom those emotions belong—valued over others? These are a few of the questions this class will investigate through readings of ancient, early modern and contemporary political thought. Each offering of this course will focus on a particular emotion—such as anger, fear, or sadness—as an entryway for thinking about its political function. Designation: Theory. Prerequisite: GOV 100. Enrollment limited to 20. {S}

Fall, Alternate Years

GOV 276 Political Visions of Nature (4 Credits)

Upon what visions of nature does modern political thought rest? When one looks back to the history of political thought, does one only find ideas of human dominion over nature or are there also buried alternatives? And what might these diverging pathways have to teach in the present moment? This course surveys the history of Western political thought from the seventeenth to the nineteenth century from the vantage point of the present ecological crises to track and understand these diverging pathways. Students read texts from agrarian republicanism, liberalism, socialism, anarchism, transcendentalism and other lesser-known schools of political thought. Prerequisite: GOV 100. Enrollment limited to 40. {S}

Fall, Spring, Alternate Years

GOV 282 Colloquium: The Politics of Data (4 Credits)

This course explores the political implications of the Big Data era through a focus on how data has corresponded with power throughout history. Topics include the development of statistics (“science of the state”) for taxation and government census; the parsing of the “deserving” and “undeserving” poor in social welfare programs; surveillance practices for policing and national security; data protection and regulation of online spaces; and the implications of machine learning and artificial intelligence. Special attention will be given to the ways in which new data technologies have driven social change. Prerequisite: one course in quantitative methods, such as GOV 203. {S}

Fall, Spring, Variable

GOV 283 American Political Development (4 Credits)

This course covers the historical development of crucial American governing institutions, including Congress, the executive branch, the judiciary, political parties, the social welfare state, and institutionalized race and gender-based hierarchies. We will consider both how each institution has evolved over time and also how they have interacted with and responded to one another to produce the particular structural arrangements we observe in the 21st century. Designation: American. {S}

Fall, Spring, Alternate Years

GOV 284 Colloquium: America in the 21st Century (4 Credits)

This class is a cross sectional exploration of the politics and major policy debates of the 21st century thus far. Organized around the George W. Bush, Obama and Trump presidencies, we will cover each president’s path to election, their relationships with Congress and the Supreme Court, their major domestic successes and failures, their foreign policies, and the politics of race and gender that permeated all three administrations. Designation: American. Enrollment limited to 20. {S}

Fall, Spring, Annually

GOV 291 Colloquium: Government Lab: Designing and Conducting Research (4 Credits)

This course introduces students to the basic building blocks of political science research, including developing a research question, conducting a literature review, defining concepts, selecting cases and presenting results. While students read and discuss exemplary research in American and comparative politics and international relations, the course focuses on "learning by doing" via a series of short projects driven by students' interests. This course is primarily intended for students who are considering writing an honors thesis or special studies in government, attending graduate school or pursuing research opportunities after graduation. At least two prior government courses strongly recommended. Enrollment limited to 24. Instructor permission required. {S}

Fall, Spring, Variable

GOV 304pp Seminar in American Government (4 Credits)

A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. {S}

Fall, Spring, Variable

GOV 305ct Seminar: Topics in American Government-The Conservative Tradition (4 Credits)

This course will focus on the history of conservative political thought and the conservative movement in the United States. Students read scholarship that analyzes and explains the movement from a historical perspective, and much of the focus will be on the thinkers who directly defined and contoured what it means to be a conservative in America, from the "father of conservatism" Edmund Burke to the Anti-Federalists to Milton Friedman to William F. Buckley to Ayn Rand to Allan Bloom. This class takes conservatism seriously both as an intellectual and a political tradition as it assesses and critiques its canon. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 305sf Seminar: Topics in American Government-Strange Bedfellows: State Power and Regulation of the Family (4 Credits)

This seminar explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis is placed on the role of the courts in articulating the rights of the family and its members. Prerequisite: GOV 202 recommended but not required. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 306ps Seminar: Topics in American Government- Politics of U.S. States (4 Credits)

As national politics becomes increasingly polarized and dysfunctional the states have become a central focus for many groups to affect policy change. This seminar focuses on major topics in State Politics research including, direct democracy, the spread of policies, and the growth of political reforms, and the role of public opinion in determining state policies. Students complete research papers on a state politics topic of their choice. Prerequisite: a 200-level course in American government. Juniors and seniors only. Enrollment limited to 12. Instructor permission required.

Fall, Spring, Variable

GOV 307lp Seminar: Topics in American Government: Latinos the Politics of Immigration in the U.S. (4 Credits)

An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 312pb Seminar: Topics in American Government-Political Behavior in the United States (4 Credits)

An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects involve analysis of survey data. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 329 Seminar: Comparative Politics of Northeast Asia (4 Credits)

This seminar focuses on one of the world's largest and most economically vibrant regions, Northeast Asia. Organized around a series of core themes in comparative politics-political economy, state-society relations, democratic transition and consolidation, and electoral politics-the course will compare domestic politics in Japan, South Korea, China, and Taiwan. In addition to gaining regional expertise, students will learn to conduct original research in comparative politics. Students will generate original research questions based on the course material, and produce a research paper comparing two or more countries (or multiple regions within a single country) with respect to their question of interest. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

GOV 338/ SDS 338 Research Seminar in Political Networks (4 Credits)

Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? Does Massachusetts's decision to legalize recreational marijuana influence Vermont's marijuana policies? From declarations of war to the decision of who congressmembers will vote with, social scientists are increasingly looking to political networks to recognize the inter-connectedness of the world around us. This course will overview the essentials of social network analysis and how they are applied to give us a better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 340 Seminar: Taiwan-Internal Politics and Cross-Strait Relations (4 Credits)

Regarded by some as a province of China, by others as a sovereign country, and by still others as somewhere in the middle, Taiwan is a longstanding source of tension in the US-China relationship. Taiwan has also undergone remarkable political and economic changes since the 1940s. This course in comparative politics and international relations will address the historical roots, current challenges, and possible future of the US-PRC-Taiwan relationship. It will also use Taiwan as a case study to examine major themes in comparative politics, among them authoritarianism and democratic transitions; corruption; the political economy of rapid development, and identity politics. Prerequisites: at least one course in comparative politics, international relations, or East Asia. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

GOV 341 is Seminar: Topics in International Politics-International Perspectives on Contemporary Security Issues (4 Credits)

This course examines major theories of war, conflict, and political violence and theories of international cooperation and governance. We will explore these theories, and their relationship to current trends in globalization and global governance, in the context of major international security challenges such as great power competition, nativism and irredentism, threats to democracy, proliferation, terrorism, insurgency, ethnic and racial conflict, failing states, environmental degradation, resource scarcity, demographic stress and migration, and global inequality and poverty. We will study the mechanisms and institutions designed to identify and manage these threats and the challenges of integrating and coordinating multiple international actors such as international organizations, NGOs, states, and domestic actors in an era of dynamic complexity. {S}

Fall, Spring, Variable

GOV 341mw Seminar: Topics in International Politics-The Middle East in World Affairs (4 Credits)

This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 343cr Seminar: Topics in International Politics and Comparative Politics-Corruption (4 Credits)

How should we define political corruption, and what can be done about it? This seminar explores the theoretical and practical dimensions of political corruption in a variety of different countries and contexts, and analyzes how governments, international organizations, and activists have attempted to address the problem. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 343hm Seminar: Topics in International Politics and Comparative Politics-Humanitarianism (4 Credits)

Humanitarian assistance such as emergency food aid, establishment of refugee camps, disaster relief and military interventions to protect civilians has become a pervasive feature of international relations. This seminar explores the complex governance and economic distribution networks that have evolved around humanitarian assistance, networks that include national governments, NGOs, international organizations and private donors. Through readings in a wide variety of fields, it delves critically into the philosophical and ethical issues surrounding the principles and practice of humanitarian relief and intervention. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

GOV 345pd Seminar: Topics in International Politics- The Politics of Data (4 Credits)

This course aims to understand the political implications of the Big Data era through a focus on how data has corresponded with power throughout history, from ancient times to today. The course considers how new data sources and technologies have driven significant social change, such as through the development of statistics (“science that serves the state”) for taxation and government census, surveillance practices for policing and national security, classification for anti-poverty programs and data security regulations. The course presumes familiarity with basic probability and statistical concepts, such as that provided by GOV 203 or another introductory statistics course. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347cm Seminar: Topics in International and Comparative Politics-Climate Migration (4 Credits)

Humans have long migrated in response to environmental change, but in recent decades (in the context of climate change), “climate migration” has become the focus of intense ideological, normative and empirical debates. This seminar approaches these debates, how they have evolved, and what is at stake. The course treats the implications for various policy domains and issue areas – e.g., border control, refugee reception, adaptation to climate change already in the pipeline, reparations, constructions of ideological whiteness, future scenario-building and apocalypticism. The course focuses primarily on social science analyses, but also engages novels and feature and documentary films. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347cr Seminar: Topics in International and Comparative Politics-Comparative Regionalization (4 Credits)

This course investigates the role of international organizations as global actors and their involvement in the domestic politics of, and beyond, their member states. Areas of intervention include efforts in democracy promotion, economic development, peace and security, and regional integration. This course moves beyond the focus on the traditional, Western actors, like the United Nations and European Union, and incorporates the processes undertaken by the African Union, the Association of Southeast Asian Nations, Organization of American States, among others. The goal of this course is to understand how these continental and regional organizations navigate the complexities of international and domestic politics. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347es Seminar: Topics in International and Comparative Politics-Environmental Security (4 Credits)

This advanced seminar examines the political implications of treating environmental events and trends as matters of (inter)national security. It approaches the issue historically—examining the conceptual evolution of security over time and the relatively recent incorporation of environmental issues into security frameworks. Primary focus is devoted to climate change, but other ecological issues are examined as well: development, natural resource use, waste and pollution, biodiversity, etc. Prerequisite: GOV 241, GOV 242, GOV 244 or GOV 252. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347na Seminar: Topics in International and Comparative Politics-North Africa in the International System (4 Credits)

This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and political change. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 348ca Seminar: Topics in International Politics-Conflict and Cooperation in Asia (4 Credits)

The seminar identifies and analyzes the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course concludes by evaluating prospects for current efforts to create a new "Asia Pacific Community." Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 363 Seminar: Dissent: Disobedience, Resistance, Refusal and Exit (4 Credits)

This seminar in political theory examines contemporary theories and practices of dissent, from civil disobedience to armed resistance to political exit. Are citizens morally obligated to obey unjust laws? What makes a law or political arrangement unjust? What kinds of protest actions are justified? What are the promises and limitations of nonviolence – or violence? What effect do different forms of resistance have, and what is their political value? Is exiting – quitting politics or leaving the polity – a meaningful form of resistance? This course will engage with these questions by reading contemporary texts from political science, sociology, and philosophy, alongside works by practitioners of forms of disobedience and resistance. Prerequisite: coursework in political theory or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 367et Seminar: Topics in Political Theory-Environmental Political Theory (4 Credits)

What is the political significance of nature? In this seminar we shall engage this question through a critical analysis of readings in classic and contemporary environmental political thought with special emphasis on the political relationship between human beings and nature. Topics to be considered include wilderness conservation, political ecology, environmental justice, and more. The question which emerges through these readings, which is in the background of the entire course, is whether we might find a democratic and just response to the challenges of the climate crisis. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 367qs Seminar: Topics in Political Theory-Queering the State (4 Credits)

This course will cover theoretical issues through the relationship between the state and queerness. The course begins with a historical theory of the state that emerges from its role in governing queer life. Students consider the social, economic, legal and biomedical implications of the straight state. Though mainstream LGBT politics advocates for more inclusion in the state apparatus, through rights and legal protections, radical queer thinkers insist we think beyond the state and in resistance to it. Throughout, the students focus on whether it is possible to have a queer state and if it is, whether that is desirable. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 369 Seminar: New Worlds in African American Political Thought (4 Credits)

African American political thought developed in response to the world-destroying and world-constructing forces of colonialism and racial slavery. Across three centuries, thinkers have worked to reconfigure the core projects of Western modernity to account for what has often been ignored: race-making and racial violence, as well as struggles to construct a new politics free from domination. Though this course focuses primarily on US thinkers, the course also explores the tradition's global contours—examining how Black political thinkers responded to political dynamics within as well as beyond the United States and envisioned forms of liberation that required building new worlds. Prerequisite: coursework in political theory or coursework in the history of political thought. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

GOV 400 Special Studies (1-4 Credits)

Admission for majors by permission of the department.

Fall, Spring

GOV 404 Special Studies (4 Credits)

Admission for majors by permission of the department.

Fall, Spring

GOV 411 Washington Seminar in American Government (4 Credits)

Policy making in the national government. Limited to members of the Semester-in-Washington Program. Takes place in Washington, D.C.

Fall

GOV 412 Semester-in-Washington Research Project (8 Credits)

Open only to members of the Semester-in-Washington Program. Special application required.

Fall

GOV 413 Washington Seminar: The Art and Craft of Political Science Research (2 Credits)

This seminar provides students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students are introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. Special application required. {S}

Fall

GOV 430D Honors Project (4-8 Credits)

Special Approval required.

Fall, Spring, Annually**GOV 431 Honors Project (8 Credits)**

Special Approval required.

Fall, Spring, Annually

Crosslisted Courses

AFR 210 Colloquium: Black Political Economy-From Slavery to Reparatory Justice (4 Credits)

What constitutes the field of study called Black Political Economy?

This course excavates a radical tradition of political economy in African diaspora studies, a tradition which has sheltered some of the most thoroughly insightful perspectives on Black oppression in the Americas over the last 500 years. The course takes a wide-ranging and interdisciplinary approach which draws on several fields, including Africana intellectual history, political economy, sociological studies and cultural studies in its presentation of the field of study termed Black political economy. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable**AFR 215 Topics in Africana Studies-Caribbean Political Thought and the Quest for Freedom (4 Credits)**

How have the history and geography of the Caribbean shaped the political claims of its thinkers in the quest for freedom from domination?

This course tracks their contribution to issues fundamental to societal formation in the Caribbean, expressed in the aspiration for national independence and self-determination. The ideas of revolutionaries and intellectuals are counterposed with manifestos, constitutional excerpts, speeches and modes of creative expression to provide a survey of the range of political options, challenges and the immense choices that have faced the region's people over the last 500 years. Enrollment limited to 40. {A}{H}{S}

Fall, Spring, Variable**GOV 338/ SDS 338 Research Seminar in Political Networks (4 Credits)**

Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? Does Massachusetts's decision to legalize recreational marijuana influence Vermont's marijuana policies? From declarations of war to the decision of who congressmembers will vote with, social scientists are increasingly looking to political networks to recognize the inter-connectedness of the world around us. This course will overview the essentials of social network analysis and how they are applied to give us a better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12.

Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable**MES 203 Introduction to Middle East Comparative Politics (4 Credits)**

This lecture class provides an introduction to the comparative politics of the Middle East. Readings, lectures, and discussions will examine political environments in the Middle East, with a focus on states as units of analysis, and on the general processes and conditions that have shaped state formation, the formation of national markets, and state-society relations in the region. The course will equip students to understand and critically assess how political interests are organized; the development of major political, social, and economic structures and institutions; and sources of political contestation within Middle Eastern societies. {S}

Fall, Spring, Variable**MES 217 International Relations and Regional Order in the Middle East (4 Credits)**

This course focuses on the dynamics of inter-state relations in the broader Middle East (encompassing Turkey, Israel and Iran). It provides a brief introduction to relevant theoretical frameworks that have been used to explain the international and regional relations of the Middle East, and applies these theoretical frameworks through in-depth attention to a wide range of themes and cases. In addition to readings on specific cases, the course covers the origins and development of the Arab state system, alliance dynamics, the effects of oil on international relations, war and international relations, and the domestic sources of Middle East international relations. {S}

Fall, Spring, Variable**MES 220 The Arab Spring: Economic Roots and Aftermath (4 Credits)**

Explores the social, economic and political causes and effects of the mass protest movements that came to be known as the Arab Spring or the Arab Uprisings. Through a wide range of readings, documentaries, media accounts, social media content, and other materials we dissect the most significant, and still unresolved, political transformations in the Middle East in the last 100 years. A previous course in Middle Eastern politics, history or culture recommended, but not required. {H}{S}

Fall, Spring, Alternate Years**MES 230 Society and Development in the Middle East (4 Credits)**

This course focuses on the political economy of the Arab Middle East with emphasis on the social dimensions of economic development. It provides students with insight into the effects of shifting economic and social policies and economic conditions on the peoples of the Middle East and the social transformations that have accompanied post-colonial processes of state- and market-building. It explores how economic conditions shaped political activism, social movements, modes of protest and broader patterns of state-society relations. Students become familiar with theories of economic and social development and major analytic frameworks that are used to assess and make sense of society and development in the Middle East. {S}

Fall, Spring, Alternate Years**MES 240 Colloquium: Encounters with Unjust Authority: Political Fiction of the Arab World (4 Credits)**

This course will expose students to contemporary political literature of the Arab world in translation. Through their critical engagement with this literature, students will gain a nuanced, tangible and deeply dimensional understanding of contemporary life in the Middle East and the many diverse and complex ways in which lives of the region's peoples are shaped by their political circumstances. Enrollment limited to 20. {L}{S}

Fall, Spring, Variable**MES 380 Seminar: Authoritarianism in the Middle East (4 Credits)**

This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and North Africa. The course examines the emergence of authoritarian regimes in the Arab world; their consolidation into full-fledged systems of rule; patterns and variation in authoritarian governance among Arab states; the political economy of authoritarianism; state-society relations under authoritarian rule; and authoritarian responses to democratization, economic globalization and pressures for political reform. Prior course work on the history, politics, sociology, anthropology of the modern Middle East is useful. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

Goals for Majors in Government

Government majors should emerge from the program with an understanding of the factors that shape a variety of political systems and influence policy outcomes at both the domestic and international level. They should be able to critically assess political actions, and to be attentive to the social forces that shape the exercise of power. They should have frameworks within which to think about the purposes of politics, the aims and responsibilities of governments and the rights and duties of citizens. Consistent with the mission of a liberal arts college, the government department seeks to prepare its majors for a variety of postgraduate options, including law school and graduate study in political science.

Teaching students to:

- Articulate arguments orally and in writing
- Understand and engage in original research
- To evaluate the validity of information
- Become familiar with, and be able to understand, diverse perspectives on political issues, taking into account differences such as those based on ethnicity, race, gender and culture.

History

Department website (<https://www.smith.edu/academics/history/>)

The Department of History endeavors to cultivate a critical understanding of past and present human societies that will help students to become informed, thoughtful and engaged participants in the world. By offering our students the opportunity to discover historical inquiry as a meaningful part of their humanistic formation, history contributes directly to the highest intellectual mission of the college.

Faculty

Jeffrey S. Ahlman, Ph.D., Professor
 Marnie S. Anderson, Ph.D., Professor
 Ernest Benz, Ph.D., Associate Professor
 Joshua Birk, Ph.D., Associate Professor
 Darcy C. Buerkle, Ph.D., Professor
 Serguei Glebov, Ph.D., Five College Professor of History, *Chair*
 Jennifer Mary Guglielmo, Ph.D., Associate Professor
 Richard Lim, Ph.D., Professor,
 Elizabeth S. Pryor, Ph.D., Associate Professor

Lecturers and Visiting Faculty, 2023-24

Kelly Anderson, Ph.D., Lecturer in Archives Concentration, History, and the Study of Women & Gender
 Casey Bohlen, Ph.D., Visiting Assistant Professor
 John Higgins, Ph.D., Lecturer

Major and Minor Advisers

Jeffrey Ahlman, Marnie Anderson, Ernest Benz, Joshua Birk, Darcy Buerkle, Sergey Glebov, Jennifer Guglielmo, Richard Lim, Elizabeth Pryor.

Honors Director

Darcy Buerkle

Study Abroad

Students planning to study away from Smith during the academic year or during the summer must consult with their departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with their departmental adviser for study away both before and after their participation in study abroad programs.

History Major

Requirements

Eleven courses

1. HST 150
2. Five courses in a single field of emphasis: Antiquity; Islamic Middle East; East Asia; Europe, 300–1650; Europe since 1650; Africa; Latin America; United States; Women's History; Comparative Colonialism; World History; or a field of emphasis of the student's own design, which should consist of courses related chronologically, geographically, methodologically or thematically and must be approved by an adviser.
 - At least one course must be a Smith history seminar
 - Up to two courses may be historically oriented courses at the 200 level or above in other disciplines approved by the student's adviser
3. Five additional courses, of which four must be in two fields distinct from the field of emphasis.

4. Geographic breadth: among the courses counting toward the major, there must be at least one course focusing on three different geographic regions: Africa, East Asia and Central Asia, Europe, Latin America and the Caribbean, Middle East and South Asia, North America.

Major Requirement Details

- No more than three courses taken at the 100 level may count toward the major.
- At least six of the eleven required courses shall normally be taken at Smith.
- Courses cross-listed in this history department section of the catalogue count as history courses toward all requirements.
- AP courses cannot be used to fulfill any major requirement.
- The S/U grading option is not allowed for courses fulfilling the major requirement.
- A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Honors

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

History Minor

Requirements

Five semester courses

1. At least three of the five courses must be related chronologically, geographically, methodologically or thematically.
2. At least three of the courses will normally be taken at Smith.

The S/U grading option is not allowed for courses counting toward the minor.

Course Information

History courses at the 100- and 200-level are open to all students unless otherwise indicated. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

HST 224, HST 225 and HST 226 form an introductory sequence in medieval history.

HST 265, HST 266 and HST 267 form an introductory sequence in United States history.

Courses

HST 150 The Historian's Craft (4 Credits)

This course serves as an introduction to the study of History and to what historians do. It is a requirement for the History major. At the root of this course is the question of what is history and what it means to study history. Key questions driving the course are: Is history simply the study of the past? What is the past's connection to the present? Is it even necessary to make such connections to the present and what is lost and gained in making such connections? Normally to be taken during a student's first or second year. Enrollment limited to 40. {H}

Fall, Spring

HST 157 Africa and the Making of the Modern World (4 Credits)

Often seen as peripheral to the modern world, Africa and African peoples are often ignored in both popular and scholarly world histories traversing the last several centuries. This course aims to turn these narratives on their head by not only injecting African histories into world historical narratives, but by using these histories to detail Africa's centrality to understanding the world. In doing so, the course examines the development of and African experiences with the varying forms of capitalism and trade that developed out of both the Atlantic and Indian Ocean trade networks, the genealogical roots of European imperialism and the ways in which African peoples navigated, resisted and transformed these broader global phenomena in the construction of the world around them. This course is open to all students and assumes no prior knowledge. Enrollment limited to 40. (E) (H)(S)

Fall, Spring, Variable

HST 200 Modern East Asia (4 Credits)

This introductory course looks comparatively at the histories of China, Japan and Korea from the late 18th century to the present. It examines the struggles of these countries to preserve or regain their independence and establish national identities in a rapidly emerging and often violent modern world order. Although each of these countries has its own distinctive identity, their overlapping histories (and dilemmas) give the region a coherent identity. We also look at how individuals respond to and are shaped by larger historical movements. (H)

Fall

HST 201 The Silk Road and Premodern Eurasia (4 Credits)

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. (H)

Spring

HST 202 Ancient Greece (4 Credits)

A survey of the history of the ancient Greeks during their most formative period, from the end of the Bronze Age to the end of the Classical Age. The class examines the relationship between mythology, archaeology and historical memory; the evolution of the city-state; games and oracles; colonization, warfare and tyranny; city-states Sparta and Athens and their respective pursuits of social justice; wars with Persia; cultural interactions with non-Greeks; Athens' naval empire and its invention of Democracy; family and women; traditional religions and forms of new wisdom; and the trial and death of Socrates in 399 B.C. Enrollment limited to 40. (H)

Fall, Spring, Variable

HST 203 Alexander the Great and the Hellenistic World (4 Credits)

The career and conquests of Alexander the Great (d. 323 B.C.) wrought far-reaching consequences for many in Europe, Asia and Africa. In the ensuing Hellenistic (Greek-oriented) commonwealth that spanned the Mediterranean, Middle East, Central Asia and India, Greco-Macedonians interacted with Egyptians, Babylonians, Jews, Iranians, Indians and Romans in ways that galvanized ideas and institutions such as the classical city as ideal community, cult of divine kings and queens, "fusion" literatures, mythologies and artistic canons and also provoked nativist responses such as the Maccabean revolt. Main topics include Greeks and "barbarians," Alexander and his legacies, Hellenism as ideal and practice, conquerors and natives, kings and cities/regions, Greek science and philosophies, old and new gods. This course provides context for understanding early Christianity, Judaism and the rise of Rome. (H)

Spring, Variable

HST 204 The Roman Republic (4 Credits)

A survey of the history of the Roman people as Rome developed from a village in central Italy to the capital of a vast Mediterranean empire of 50 million people. We trace Rome's early rise through mythology and archaeology and follow developments from Monarchy to the end of the Republic, including the Struggle of the Orders, conquests and citizenship, wars with Carthage, encounters with local cultures in North Africa, Gaul and the Greek East, challenges of expansion and empire, rich versus poor, political corruption, and the Civil Wars of the Late Republic. We also study the family, slavery, traditional and new religions, and other aspects of Roman culture and society. (H)

Fall, Spring, Alternate Years

HST 205 The Roman Empire (4 Credits)

The history of the Romans and other Mediterranean peoples from the first to the early fifth centuries A.D. With Emperor Augustus, the traditional Republican form of rule was reshaped to accommodate the personal rule of an emperor that governed a multiethnic empire of 50 million successfully for several centuries. Imperial Rome represents the paradigmatic classical empire that many later empires sought to emulate. The class traces how this complex imperial society evolved to meet different challenges. Topics include: the emperor and historical writings, corruption of power, bread and circuses, assimilation and revolts, the Jewish war, universal and local religions, early Christianity, Late Antiquity, migrations and the decline and fall of the Roman Empire. This course offers context for understanding the history of Christianity, Judaism and the early Middle Ages. Enrollment limited to 40. (H)

Fall, Spring, Variable

HST 206hm Colloquium: Topics in Ancient History-Diseases, Health and Medicine in the Ancient World (4 Credits)

This course introduces students to the history of the culture and history of the ancient Mediterranean world through the lens provided by Greek and Roman medical writers. The Greek Enlightenment in the sixth century B.C. ushered in a "scientific" approach to healing that continued to evolve throughout antiquity even as traditional methods retained their importance. Specific themes highlighted in this course include interactions between traditional temple healing, the magical arts and scientific medicine; the emergence of an epidemiology based largely on environmental factors; women as health practitioners; women's bodies in ancient medical theorizing and practice; and medicine and the ancient educational system. No previous background needed and first-year students are welcome. Enrollment limited to 18. (H)

Fall, Spring, Variable

HST 206rm Colloquium: Topics in Ancient History-Rome, Late Antiquity and Fall of the Roman Empire (4 Credits)

This course investigates the many-layered levels of the city of Rome's complex history and cultures from its origins to the seventh century, focusing especially on the period of the Antonines in the second century and ending in the late seventh century. Special attention will be given to the social, cultural, and political history of Rome, the era of Constantine and his "New Rome," the catastrophes and triumphs of the late Roman empire, paupers, emperors and kings, bishops and popes, myths, legacies, and deep secrets. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 208/ MES 208 Introduction to the History of the Modern Middle East (4 Credits)

Offered as HST 208 and MES 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states and the birth of new political movements. Students learn to appreciate the diversity of the region's cultures, languages and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 213 History of Modern China (4 Credits)

This course examines the history of China, primarily from the 18th century until today. The course covers topics ranging from the expansion of the Qing, the transition from empire to nation, and economic development and environmental disasters in the PRC. The readings and lectures establish a framework of critical analysis for issues of both historical and contemporary importance. Having completed the course, students are expected not only to understand the major events and themes in the history of Modern China, but also to be aware of the ways in which contemporary politics make use of different historical narratives. (E) {H}

Fall, Spring, Variable

HST 217 World War Two in East Asia: History and Memory (4 Credits)

Examination of the factors leading to the war in Asia, the nature of the conflict and the legacy of the war for all those involved. Topics include Japan's seizure of Korea, the invasion of China, the bombing of Pearl Harbor, the war in the Pacific, the racial dimensions of the Japanese empire, the comfort women, biological warfare, the dropping of the atomic bombs and the complicated relationship between history and memory. {H}

Fall, Spring, Variable

HST 222pp Colloquium: Topics in Japanese History-The Place of Protest in Japan (4 Credits)

Histories of social conflict, protest and revolution in early modern and modern Japan. In the early modern period (1600–1867), peasant resistance and protest, urban uprisings, popular culture, "world-renewal" movements and the restorationist activism of the Tokugawa period. In the modern period, the incipient democratic movements and the new millenarian religions of the Meiji era (1868–1912), radical leftist activism, mass protest and an emerging labor movement in the Taisho era (1912–26), anti-imperialist movements in China during the prewar years and finally, a range of citizens' movements in the postwar decades. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 223at Colloquium: Topics on Women and Gender in Japanese History-Ancient Times to the 19th Century (4 Credits)

The dramatic transformation in gender relations is a key feature of Japan's premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women's and men's lives. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 224 History of the Early Middle Ages (4 Credits)

This survey course examines Europe, the Mediterranean and the Middle East in the early medieval era, starting with the dissolution of the Roman Empire. Students will study the turbulent nature of political and societal boundaries and the rise of Christianity in Europe before 900 AD, as well as the emergence of Islam as a religion and political power and its influence on the medieval European and Byzantine worlds. Students will engage in the examination and discussion of early medieval notions of kinship, race, law and justice, popular piety and political power. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 225 Making of the Medieval World, 1000–1350 (4 Credits)

This survey course examines Europe, the Mediterranean world, from the late 10th century to the 14th, considered the height of the medieval world. Students study the interactions between peoples and societies in the medieval world - from the emergence of new conceptions of sovereignty, popular religion and the Crusades, the university, and Arthurian literature, to the restructuring of society in the calamitous century of the Mortalitas Magnas. Students engage in discussions about the notions of conquest and reconquest, race, law and justice, medieval love and chivalry, and the intersection of political and religious authority. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 226 Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From (4 Credits)

Did radical societal shifts really take place in Europe between 1300 and 1600, as the terms "Renaissance" and "Reformation" imply? Students will use this question to frame their learning in this survey course, studying the period that saw the aftermath of the Black Death, the fragmentation of Christianity, the growing power of monarchs, the advent of the printing press, and the beginnings of the age of European Imperialism. Students will examine and discuss humanism, witch hunts, popular piety and heresy, the advent of the Italian city-state, and the intersection of politics and science. {H}

Fall, Spring, Alternate Years

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages (4 Credits)

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. The course examines Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 228/ JUD 228 The Jew in the Middle Ages (4 Credits)

Offered as JUD 228 and HST 228. The medieval period in Jewish history is also a global history. It includes the long history of Jews in the Islamic Middle East and North Africa, the Iberian Peninsula and North-Western Europe, and their subsequent exiles. Some of the greatest medieval thinkers, mystics, poets and travelers emerge from this period, marked by significant intellectual and cultural crosspollination and competition, sometimes in aggressive ways through disputations, crusades, exile and murder. How does the medieval period continue to influence or complicate contemporary understandings of race, religious cooperation and rivalry, and constructions of otherness? Open to students at all levels. {H}{L}

Fall, Spring, Variable

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages (4 Credits)

Twenty-first century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 234 Colloquium: Global Africa (4 Credits)

This course interrogates how scholars have engaged the "transnational" and "global" in African history. In doing so, the course explores the complex networks of identities, loyalties, and attachments forged by diverse groups of African peoples in their attempts to live within and transcend the boundaries of the modern nation-state. As a result, over the course of the semester, the class will investigate issues of trade, nationality, citizenship, race, and identity as it queries the many ways in which Africans have shaped (and reshaped) their views of themselves and communities over seemingly vast distances in time and space. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 235 Independent Africa: A Social and Cultural History (4 Credits)

This course provides a general, introductory survey of African social and cultural history from approximately the end of World War II to the present. In doing so, the course will look beyond the formal political maneuvering of elite figures, focusing instead on the many and competing ways in which a broad array of African actors engaged the changing political and social contexts in which they lived. As such, key themes of the course such as anticolonialism, decolonization, development, and HIV/AIDS will serve as lenses into a range of perspectives on life in an independent Africa. Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

HST 236 World History 1000-2000: The European Millennium? (4 Credits)

A critical investigation of a thousand years of globalization, centering on China, Persia, and Britain. How did Europe, a mere cape of Asia, come to dominate much of the planet politically and culturally? Ventures by Vikings, Crusaders, conquistadors, missionaries, traders, settlers, revolutionaries, and feminists. How distinctive forms of family, state, religion, and economy participated in and grew out of imperialism. Open to all students. {H}

Fall, Spring, Variable

HST 237/ MES 237 Colloquium: Mobility and Migration in the Modern Middle East (4 Credits)

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 239 Imperial Russia, 1650–1917 (4 Credits)

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H}

Fall, Spring, Variable

HST 240 Colloquium: Stalin and Stalinism (4 Credits)

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 241 Soviet Union in the Cold War (4 Credits)

Focuses on the history of the Soviet Union during the "greater Cold War," that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments, but the main focus is on the social, political and economic processes, and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. Enrollment limited to 40. {H}

Fall, Spring, Variable

HST 243 Colloquium: Reconstructing Historical Communities (4 Credits)

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 244/ MES 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East (4 Credits)

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 246 Colloquium: Memory and History (4 Credits)

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history, and as creators of meaning. {H}

Fall, Spring, Annually

HST 248 Colloquium: The French Revolution as Epic (4 Credits)

Cultural and social interpretations of the fundamental event in modern history. The staging of politics from the tribune to the guillotine. History as a literary art in prose, poetry, drama and film. Focus on Paris 1787-95. Enrollment limited to 18. {H}{L}

Fall, Spring, Variable

HST 249 Early Modern Europe 1600-1815 (4 Credits)

A survey of the ancien régime. On behalf of the central State, war-making absolutists, Enlightened philosophes and patriotic republicans assailed privileges. The era culminated in the leveling of European societies through the French Revolution and the industrial revolution. {H}

Fall, Spring, Variable

HST 250 Europe in the 19th Century (4 Credits)

The period 1815-1914, a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. {H}

Fall, Spring, Variable

HST 251 Europe in the 20th Century (4 Credits)

Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. {H}

Fall, Spring, Variable

HST 252 Women and Gender in Modern Europe, 1789–1918 (4 Credits)

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H}

Fall, Spring, Annually

HST 253 Women and Gender in Contemporary Europe (4 Credits)

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 254 Colloquium: Liberalism and Socialism (4 Credits)

Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Goethe, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 255 Colloquium: Art and Politics in the Era of Fascism (4 Credits)

The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? Enrollment limited to 18. {A}{H}{S}

Fall, Spring, Variable

HST 258 Modern Africa (4 Credits)

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S}

Fall, Spring, Alternate Years

HST 259dc Colloquium: Topics in African History-Decolonization: A People's History (4 Credits)

Recently, talk of "decolonization" seems to be everywhere. Yet, absent from much of the contemporary discourse on decolonization is a reflection on the experiences and perspectives of those who lived through this era of upheaval, uncertainty and, for many, hope. Focusing on African history from approximately 1945-1980, this course centers such perspectives as it traces how activists, youth, political leaders, everyday women and men, and many others understood and articulated their hopes, ambitions and struggles in their attempts to construct a world after empire. This course is open to all students and assumes no prior knowledge of African history. Enrollment limited to 18. (E) {H}{S}

Fall, Spring, Variable

HST 259dd Colloquium: Topics in African History-Discourses of Development (4 Credits)

This course interrogates and historicizes the problem of "development" in 20th-century Africa. In doing so, we query the assumptions made by colonial officials, postcolonial leaders, social scientific experts and local communities as they sought to understand and articulate African pathways into a largely ill-defined social and economic modernity. Key subjects of enquiry include an analysis of the relationship between western and non-western "modernities," and explorations into the link between knowledge and power in our own interpretations of the past and of the so-called "underdeveloped world." Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 259fm Colloquium: Topics in African History-Femininities, Masculinities and Sexualities in Africa (4 Credits)

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 259sp Colloquium: Topics in African History-Sport in Modern Africa (4 Credits)

This course explores the social and cultural history of sport in nineteenth- and twentieth-century Africa. Key subjects covered will be how a focus on sport helps us rethink African colonial encounters, the popular politics of the postcolonial state, and pan-Africanism. We will also reflect on how African sports history challenges us to think more deeply about African ideas of work, gender, and social mobility. {H}

Fall, Spring, Variable

HST 262 Colloquium: The History of the N-Word: Race, Violence and Language in the United States (4 Credits)

The N-word is the great symbol of white supremacy in the United States. When spoken by African Americans, it emerges as a powerful symbol of anti-racist politics, verbal protest and artistic expression. What does the N-word really mean? How does it create a firestorm in certain contexts, but not others? In this interdisciplinary course, students explore history, film, literature, music and political debate to look closely at the histories of race and racism in the U.S. They also ask larger questions about how to talk about the N-word, "the atomic bomb of racial slurs," in the classroom and in public. Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 265 Race, Gender and US Citizenship, 1776-1865 (4 Credits)

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 266 Emancipation and the Afterlife of Slavery (4 Credits)

Examines the longevity of the U.S. Civil War in historical memory, as a pivotal period in the development of American racism and African American activism. Explores cutting-edge histories, primary source materials, documentaries, popular films, and visual and political culture. Explores the Civil War as a mass slave insurrection and studies the myriad meanings of Emancipation. Looks at the impact of slavery on race and racism on the twentieth and twenty-first centuries. {H}

Fall, Spring, Annually

HST 267 United States, 1877-1945: Race, Capitalism, Justice (4 Credits)

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. Enrollment limited to 40. {H}

Fall, Spring, Variable

HST 268 US Indigenous Histories of the 19th Century (4 Credits)

Students learn about the evolving meaning of 'Indigeneity' and the centrality of Indigenous peoples in the history of the United States. The course moves through the 19th century roughly chronologically, beginning in 1800 and concluding in the early 1900s. Lectures focus on different places, themes and Indigenous peoples' histories, though topics may at times overlap and extend beyond defined time periods. Enrollment limited to 40. (E) {H}{S}

Fall, Spring, Variable

HST 270sr Colloquium: Topics in American History-Anatomy of a Slave Revolt (4 Credits)

During slavery, white Americans, especially U.S. slaveholders, feared the specter of insurrection. Uprisings at Stono or those led by Denmark Vesey and Nat Turner proved that slaves often fought back. Yet the central historiographical question remains: why didn't U.S. slaves overthrow enslavement like Haitian slaves did on Santo Domingo? Enslaved people challenged slavery in a variety of ways including violence, revolts, maroon communities, truancy, passing, suicide and day-to-day resistance. This course examines the primary documents and contentious historical debates surrounding the import of slave resistance, primarily in the American South. Students examine slave societies, theories on race, gender, sexuality and resistance, as well as modern literature and film to investigate violent and nonviolent resistance and how they are memorialized both in history and in the popular imagination. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 276rj Colloquium: Topics-Historians Read the News-Race, Democracy and Reproductive Justice (4 Credits)

This course interrogates the intersection between current events and historical research. Exploring topics including race, debt, citizenship, democracy and reproductive justice, the course offers a comparative and transnational perspective of how historians and other historically focused scholars have approached topics that have dominated the recent news cycle, while thinking through the challenges and possibilities of doing historical research on subjects of contemporary importance. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 277 Controversies in American Thought (4 Credits)

This course explores some of the most explosive controversies to shape modern America – from debates over Darwinism to the so-called “culture wars” – through the lens of intellectual history. Students examine how the emergence of new ideas about science, capitalism, democracy, race and gender have fueled divisive political and cultural conflict in the United States since the mid-19th century. In the process, they wrestle with invigorating intellectual critiques of American life, while thinking historically about the transformative power of ideas, both academic and popular. Enrollment limited to 40. (E) {H}

Fall, Spring, Variable

HST 278 Colloquium: Decolonial U.S. Women's History (4 Credits)

This course is an introduction to U.S. women's history with women of color, working-class women and immigrant women at the center. This course is guided by the cultural and theoretical work of women of color feminists to decolonize knowledge, history and the world within and without. This means students not only study women's lives over time, but also consider how their focus on more marginalized women in particular changes the way they study and understand history and knowledge. The class explores some of the most defining processes, including colonialism, emancipation from slavery, racial segregation and exclusion, industrial and neoliberal capitalism, imperialism, mass migration, feminism, civil rights and a range of freedom movements. Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 279 The Rise of the American Right, 1920s- Present (4 Credits)

This course explores the history of conservatism in the United States, from the 1920s to Trump. Students will examine the key ideas, leaders, and movements that fueled and defined the rise of the modern right, broadly construed. In the process, we will go beyond electoral politics, exploring the relationship between conservatism and American life – especially in the realms of race, gender, religion, and capitalism. Course topics will include: Christian fundamentalism; white nationalism; corporate opposition to the New Deal; Cold War militarism; law and order politics; anti- feminism and the culture wars; Reaganomics; neoconservative foreign policy; and border politics. Enrollment limited to 40. (E) {H}{S}

Fall, Variable

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures (4 Credits)

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 286 Colloquium: Recent Historiographic Debates in the History of Gender and Sexuality (4 Credits)

This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender. Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 290hs Colloquium: Topics in Gender and the Archive-Histories of Smith College (4 Credits)

This course examines the place of gender in the archive through active engagement with the history of Smith Special Collections and its holdings. Students study the origins of the Sophia Smith Collection and have opportunities to engage with the collections documenting a range of personalities and institutions. Enrollment limited to 18. {H}

Fall, Spring, Annually

HST 300 Public Writing about Nationalism - A Calderwood Seminar in Public Writing (4 Credits)

Because of its claims to define culture, economy, and politics in the modern age, nationalism has become the subject of a multidisciplinary field which offers advanced students in an array of majors a capstone opportunity to consolidate and express what they've learned. How does nationalism today continue to underwrite political projects across the world? We will take this question as a point of departure and explore how to translate complex scholarly conversations about nationalism into public discourse interventions. The work in class will focus on writing, work-shopping, and revising the assignments designed in different formats of public discourse. WI {H}

Fall, Spring, Variable

HST 301 Calderwood Seminar: Writing about Twentieth-Century Wars in Asia (4 Credits)

How is historical memory made—and lost? Students in this Calderwood seminar will reflect upon and intervene in this process as they consider how the major wars of the mid-twentieth century have been remembered or forgotten in the public sphere. The focus is on wars in Asia, most notably the Asia-Pacific theater of World War II followed by the supposedly “forgotten” war in Korea. Yet public knowledge about these wars is extremely limited in the United States. At the same time, war memories, particularly those surrounding World War II, are more contentious than ever across East Asia today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}
Spring, Variable

HST 313ap Seminar: Topics in East Asian History-Remembering the Asia-Pacific War (4 Credits)

Examines recent historical controversies over World War II in East Asia, also known as the Asia-Pacific War. Focuses on the Japanese empire and includes studies of government policies, narratives of life on the homefront and in the colonies, and the critical transition from a “hot” war to the Cold War. Topics include war crimes, total war, “Comfort Women,” atomic bombs, and biological warfare. There are no specific disciplinary prerequisites, but the course is well-suited for juniors and seniors with a background in History or East Asian Studies. Although the course focuses on East Asia, students are welcome to research other theaters of the war. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}
Fall, Spring, Variable

HST 314 Seminar: Sex, God and Rock 'n' Roll (4 Credits)

This course explores the various moral revolutions that have transformed the United States since 1960, focusing particularly on the emergence of new trends in American culture, religion and intellectual life. Students examine how battles over private and public morality helped to define the postwar years, shaping social activism, public policy and popular attitudes towards race, gender and inequality. In the process, they learn about the historical roots of present-day polarization, exploring the emergence of cultural and moral worldviews that continue to divide Americans today. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {H}
Fall, Spring, Variable

HST 343tr Seminar: Topics-Problems in World History-Twentieth-Century Revolutions (4 Credits)

This seminar provides students with an introduction to the problem of “revolution” in twentieth-century world history. In doing so, the course will comparatively examine a number of revolutionary contexts, including the Soviet Union, Algeria, Iran, and black radical politics in Africa and its diaspora. Throughout the course, we will thus question the complex interplay between the theorizing of revolution and the lived, historical experiences on the ground. Moreover, key to the course will be the students' completion of their own primary-source driven research project on a topic of their choosing connected to the course theme. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}
Fall, Spring, Variable

HST 355fp Seminar: Topics in Social History-History in the First Person-Ego Documents and Memoir as Sources (4 Credits)

Historians rely in their research on published and unpublished ego-documents such as journals, correspondence, scrapbooks and memoir—even scraps of paper and marginalia. Through examination of the writing of historians who have centered ego documents in their work, students are introduced to and grapple with questions of method and practice. Students learn how to generate a substantial literature review and perform original archival research. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}
Fall, Spring, Variable

HST 355gw Seminar: Topics in Social History-Gender and the Aftermath of War in the Twentieth Century (4 Credits)

In this course, we focus on the work of reconstruction, recovery and memorialization in the aftermath of war and consider how that work interacted with gendered experience. Primary questions will include: Was the aftermath of war as gender-specific as war experience itself? What role did women take in postwar recoveries? How was the aftermath of war reflected in cultural production through fiction, film and visual art in the twentieth century? Primary focus will be on Europe, but students can expect to actively engage with the transnational effects and sources. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {H}{S}
Fall, Spring, Variable

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA Interviews (4 Credits)

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}
Fall, Spring, Variable

HST 383dw Seminar: Topics in Research in U.S. Women's History-Domestic Worker Organizing (4 Credits)

This is an advanced research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-18th century to the present. Domestic work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. Your research will assist the National Domestic Workers Alliance, as they incorporate history into their political education curriculum and use history as an organizing tool in their current campaigns. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AFR, SOC or LAS. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}
Fall, Spring, Variable

HST 383pc Seminar: Topics in Research in U.S. Women's History- Researching People of Color at Smith College (4 Credits)

The history of students of color at Smith College. Draws from readings about African American, Latinx, Asian American, Indigenous, international and other students of color in higher education. Explores the Smith College archives for documents, ephemera and oral histories. Students also familiarize themselves with archival materials compiled by student activists and scour *The Sophian* (Smith's weekly newspaper) to uncover the histories of racial policy, racism, community-building, social justice and activism at Smith College. Students work to produce one original academic project such as a podcast, a digital timeline, another digital humanities project or a traditional research paper. {H}

Fall, Spring, Variable

HST 390 Seminar: Teaching History (4 Credits)

A consideration of how the study of history, broadly conceived, gets translated into curriculum for middle and secondary schools. Addressing a range of topics in American history, students develop lesson and unit plans using primary and secondary resources, films, videos and internet materials. Discussions focus on both the historical content and the pedagogy used to teach it. Does not count for seminar credit in the history major. Enrollment limited to 12. Juniors, seniors and graduate students only. Instructor permission required. {H}

Fall

HST 399 Historical Pedagogy (4 Credits)

This course is focused on the practice of teaching history at the college level. It is an independent course, but participation in it is also dependent on the students' roles as teaching assistants in HST 150. Key pedagogical themes and debates explored in the class include issues around student engagement, teaching research and writing, and what it means to help students learn to think historically. Students in the course also develop their own research project centered on historical pedagogy as well as design their own course. History majors only. Enrollment limited to 2. Instructor permission required.

Fall, Spring, Annually

HST 400 Special Studies (1-4 Credits)

By permission of the department.

Fall, Spring

HST 430D Honors Thesis (4 Credits)

This is a full-year course.

Fall, Spring, Annually

HST 431 Honors Thesis (8 Credits)

This is a full-year course.

Fall

HST 580 Special Problems in Historical Study (4 Credits)

Arranged individually with graduate students.

Fall, Spring

Crosslisted Courses

AFR 117 History of African American People to 1960 (4 Credits)

An examination of the broad contours of the history of African American people in the United States from ca. 1600 to 1960. Particular emphasis is given to how African Americans influenced virtually every aspect of U.S. society, slavery and Constitutional changes after 1865, debates on the meaning of freedom and citizenship, and the efforts to contest discrimination, segregation and anti-Black violence. {H}

Fall, Spring, Variable

AFR 202ba Topics in Africana Studies-The Black Archive (4 Credits)

Why has the construction of archives that center on the experiences of people of African descent been so critical to black political, cultural, and social life? What do black archives look like and what do they offer us? How do they expand the way we consider archives in general? This course seeks to address these questions by examining the conception and development of black archives, primarily, although not exclusively, as they arose in the United States across the twentieth century. Enrollment limited to 20. {H}

Fall, Spring, Variable

AFR 335 Seminar: Free Blacks in the U.S. Before 1865 (4 Credits)

A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic, and even religious questions raised by having free blacks in a slave society. This course addresses a neglected theme in the history of the Afro-American experience that is, the history of free blacks before the passage of the 13th amendment. Recommended background: AFR 117. {H}

Fall, Spring, Variable

AMS 227 Trade and Theft in Early America (4 Credits)

A seventeenth-century engraving imagines an encounter between two men wearing feathers and holding onto the same string of shells: depending on your perspective, this image looks like a scene of trade or one of theft at knife-point. In understanding moments from the past, representation and perspective shape not just interpretation, but sources themselves. Seeing moments as both trade and theft opens them to tellings and analyses from multiple perspectives, exposing overlooked elements and revealing the ways in which histories are made. This course introduces students to Early American history (c1500-1800) through the themes of trade, theft, representation and perspective. {H}{L}

Fall, Spring, Variable

AMS 229 Native New England (4 Credits)

In this course we interrogate the space now known as New England by learning about it as a land with histories, peoples and life ways that predate and exceed the former English colonies and current United States. We devote our semester to studying the cultural distinctiveness of the Native peoples of New England, for example, the Mohawk, Mohegan, Abenaki, Wampanoag and Schaghticoke peoples and to understanding the historical processes of encounter, adaptation, resistance and renewal that have characterized Native life in the area for centuries. We explore histories of the pre- and post-contact period through the perspectives of various Native communities, and discuss the legacies of these histories for Native New England today. {H}{L}{S}

Fall, Spring, Alternate Years

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring**ARX 340 Seminar: Taking the Archives Public (4 Credits)**

This seminar brings together a cohort of archives concentrators and other advanced students to explore contemporary issues at the intersection of archives and public history. The readings focus on case studies and the challenges in preservation, access and interpretation of archival materials. The class analyzes how these materials become part of a meaningful and usable past for general audiences while taking into account the dynamics of national and collective identity formation, trauma, memorialization, social justice, and the changing digital landscape in the fields of public history and cultural heritage work. Enrollment limited to 15. Juniors and seniors only. {H}

Spring**ENV 207 Introduction to Environmental History (4 Credits)**

This course offers an introduction to the methods and key debates in environmental history, the history of the relationship between humanity and the "rest of nature." Since the 1970s, environmental historians have used an environmental lens to examine politics, economy, religion, gender, race, migration, art, music, literature and culture. In addition to typical archives of texts and other historical remnants created by people, environmental historians also avail themselves to "natural" archives, including the ice core, tree-ring and lake sediment samples collected by climate scientists. Discussions in this course include historical conceptions of nature and the natural world, human settlement, human/animal relations, disaster, agrarian development, the adoption of carbon energy, social movements centered on the environment and environmentalism and the Anthropocene. (E) {H}

Fall, Spring, Variable**ENV 331 Seminar: Famine-A Global Political Ecology (4 Credits)**

This course examines cases of famine from across the globe. Although famine has long been conceived as arising from "natural" disasters like drought and pest infestations, recent work has suggested that human action may be more at play. This course examines historical cases of famine to evaluate its causes and the responses to it across different parts of the world. How did different societies conceive of and respond to ecological forces, and how did ecological forces change different societies? In examining several cases, students evaluate claims about famine's human and/or natural provenance and ideas about famine's relationship to empire-building and state-making. To what extent have waves of hunger and starvation helped to secure the division between the Global South and Global North? Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {H}

Spring, Variable**FYS 138 Democracy in America: From the Revolution to Trump (4 Credits)**

This course explores the history of democracy in America. Students will examine how political leaders and social movements have fought to expand the bounds of democratic citizenship ever since the American Revolution, and how others have fought to restrict it. Students will trace the evolution of both defenses and critiques of democratic self-governance and will consider how polarization, inequality, and globalization strain modern democracy. The class will reflect critically on what exactly democracy has looked like -- and can look like -- not only in formal politics, but also in economic and social life more broadly. Enrollment limited to 16 first-years. (E) WI {H}

Fall, Spring, Variable**FYS 142 Reacting to the Past (5 Credits)**

In this course, students learn by taking on roles, in elaborate games set in the past; they learn skills--speaking, writing, critical thinking, problem solving, leadership, and teamwork--in order to prevail in complicated situations. Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas and improves intellectual and academic skills. Enrollment limited to 24 first-years. WI {H}

Fall, Spring, Variable**FYS 154 The World of Anna Karenina (4 Credits)**

This course explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel Anna Karenina. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

FYS 182 Fighting the Power: Black Protest and Politics Since 1970 (4 Credits)

This course examines the various forms of black "politics," broadly conceived, that emerged and developed in the wake of the modern civil rights movement to the present time. Major topics of concern include: black nationalism and electoral politics, black feminism, resistance to mass incarceration, the war on drugs, black urban poverty, the rise of the black middle class, reparations, the Obama presidency, Black Lives Matter and other contemporary social movements. Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

FYS 183 Geisha, Wise Mothers, and Working Women (4 Credits)

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

HST 208/ MES 208 Introduction to the History of the Modern Middle East (4 Credits)

Offered as HST 208 and MES 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states and the birth of new political movements. Students learn to appreciate the diversity of the region's cultures, languages and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 237/ MES 237 Colloquium: Mobility and Migration in the Modern Middle East (4 Credits)

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 244/ MES 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East (4 Credits)

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

JUD 223 The Modern Jewish Experience (4 Credits)

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H}

Fall, Spring, Alternate Years

JUD 227 Women and Gender in Jewish History (4 Credits)

Previously REL 227. An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Students' final projects involve archival work in the Sophia Smith Collection of Women's History. {H}{S}

Fall, Spring, Variable

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945 (4 Credits)

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H}

Fall, Spring, Variable

JUD 287 The Holocaust (4 Credits)

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution? {H}

Fall, Spring, Alternate Years

JUD 288 History of Israel (4 Credits)

Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the 19th-century origins of Zionism to the present. Competing interpretations of Israel's political and cultural history through analysis of primary sources, literature and film, and debates over how history is written and by whom. Places discussions about Zionism and Israel within the broader histories of Judaism, Palestine, Europe and the Middle East. Open to students at all levels. {H}

Fall, Spring, Variable

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland (4 Credits)

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}

Spring, Variable

LAS 201br Colloquium: Topics in Latin American and Latino/a/x Studies-Banana Republics: Crops and Capitalism (4 Credits)

This colloquium explores the socio-environmental trajectories of four crops in Latin America. From the deep history of potatoes to the dawn of transgenics, this course centers crops as a pivotal lens for examining the dynamics of capitalist development in the hemisphere. The first unit studies the potato and its contribution to the major demographic trends that remade the modern world. The second unit discusses histories of colonialism, sugar, slavery, and racialized capitalism. The third unit examines the establishment of banana agriculture as a mechanism of empire-making. The final unit unveils the emergence of GMOs and the centrality of Mexican maize. {H}{S}

Fall, Spring, Variable

LAS 260 Colloquium: Animal Histories of Latin America (4 Credits)

This colloquium centers animals as the core of a "more-than-human" account for understanding four major environmental questions in the history of Latin America: the adaption of societies to high-altitude environments, the ecological transformations framed by colonization, the kinetic capacities of emerging nation-states and the neoliberal commodification of nature. Through the interrogation of guinea pigs, sheep, horses and vicuñas, correspondingly, this course ventures into the examination of animals as proxies, partners, porters and portraits of narratives usually studied as strictly anthropogenic and anthropocentric. Enrollment limited to 20. (E) {H}{S}

Variable

LAS 301hw Seminar: Topics in Latin American and Latino/a Studies-Deep History of Water (4 Credits)

We live in a world largely covered by water. We inhabit physical bodies considerably made of water. We channeled water as a primary sign of civilization and are currently in search of water beyond planetary frontiers. This seminar interrogates how hydric and hydraulic narratives may inform our understanding of past, present, and future visions of power and society. Grounded in Latin America and global in its aim, this seminar is structured in four larger sections: the hydraulic origins of ancient city states, colonialism and the control of waterscapes, the hydric demise of nation-states, and the future quest for water. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

MES 213 Colloquium: Sex and Power In The Middle East (4 Credits)

This course invites students to explore how sexuality has been central to power and resistance in the Middle East. When and how have empires, colonial powers and nation states tried to regulate intimacy, sex, love and reproduction? How have sexual practices shaped social life, and how have perceptions of these practices changed over time? The course introduces theoretical tools for the history of sexuality and explores how contests over sexuality, reproduction and the body shaped empires, colonial states and nationalist projects. Finally, we examine contemporary debates about sexuality as a basis for political mobilization in the Middle East today. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

SWG 270 Colloquium: Oral History and Lesbian Subjects (4 Credits)

Grounding the work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian and queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. How do research methods need to be adapted, including oral history, in order to talk about lesbian and queer lives? Texts include secondary literature on 20th-century lesbian cultures and communities, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students conduct, transcribe, edit and interpret their own interviews for their final project. The oral histories from this course are archived with the Documenting Lesbian Lives collection in the SSC. Prerequisite: SWG 150 or equivalent. Enrollment limited to 20. {H}{L}

Spring

SWG 305 Seminar: Queer Histories & Cultures (4 Credits)

This course is an advanced seminar in the growing field of queer American history. Over the course of the semester, we will explore the histories of same-sex desire, practice, and identity, as well as gender transgressions, from the late 19th century to the present. Using a wide range of sources, including archival documents, films, work by historians, and oral histories, we will investigate how and why people with same-sex desire and non-normative gender expressions formed communities, struggled against bigotry, and organized movements for social and political change. This course will pay close attention to the intersections of race, gender, class, and sexuality and the ways that difference has shaped queer history. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

Goals for Majors in History

The Department of History at Smith College endeavors to cultivate a critical understanding of past and present human societies that will help students to become informed, thoughtful and engaged participants in the world. By offering our students the opportunity to discover historical inquiry as a meaningful part of their humanistic formation, history contributes directly to the highest intellectual mission of the college.

The study of history at Smith thus aims to prepare students to:

- Locate, analyze, and craft their own understandings of the past from a wide range of primary sources.
- Place such analyses in the context of historical and interdisciplinary scholarship.

These goals are achieved through developing knowledge and skills specific to the historical profession and humanistic scholarship. Students majoring in history are expected to:

- Distinguish between primary and secondary sources and read them closely and critically.
- Be familiar with major interpretative frameworks in the discipline of history and understand theoretical and methodological issues in historical debate.
- Acquire experience in supervised and independent research.
- Develop analytical and writing skills necessary for research and for presenting findings effectively.

The history curriculum ultimately helps students understand more clearly not only their place in contemporary society but also relationships between longer-term political, social, economic, intellectual and cultural currents in our increasingly globalized world.

Students majoring in history demonstrate their skills and knowledge in the following ways:

1. Taking HST 150 and satisfying the history major's distribution requirements (geographical, chronological and thematic).
2. Taking a research seminar and writing a major research essay (or completing a major semester-long research project that may include both writing and digital components), which engages both primary and secondary sources and demonstrates command of major interpretative frameworks in history.
3. Honors students write a thesis based on independent research in primary and secondary sources and defend it publicly.

History of Science and Technology

Department website (<https://www.smith.edu/academics/history-science-tech/>)

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences and the natural sciences.

Faculty

History of Science and Technology Committee

Robert Dorit, Ph.D., Professor of Biological Sciences
 Nathanael Alexander Fortune, Ph.D., Professor of Physics
 Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language and Literature
 Jeffrey Lee Ramsey, Associate Professor of Philosophy, *Chair*

Minor Advisers

Members of the committee

History of Science and Technology Minor Requirements

Six courses

1. A basis course in the history of science and technology: a relevant FYS, HSC 207/ ENG 207 or a topic of PHI 211
2. Two courses in the natural or mathematical sciences
3. Three courses in the field of history of science and technology chosen in consultation with the student's minor adviser. Normally one of the history of science and technology courses will be HSC 404, but another course may be substituted with the approval of the adviser.

Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor.

Students considering a minor in the history of science and technology are urged to consult with their advisers as early as possible.

Courses

HSC 207/ ENG 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

HSC 404 Special Studies (4 Credits)

Fall, Spring, Annually

Crosslisted Courses

AMS 245 Feminist & Indigenous Science (4 Credits)

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

Fall, Spring, Variable

ANT 135/ ARC 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ANT 224/ ENV 224 Anthropos in the Anthropocene: Human-Environment Relations in a Time of Ecological Crisis (4 Credits)

Offered as ANT 224 and ENV 224. Anthropology seeks to understand human life in all its complexity, but what constitutes the human is far from straightforward. This course examines the changing ways that Anthropos is being understood in an era of rapid global climate change and our planet's sixth mass extinction event, both driven by human activities. We review perspectives on the relationship between humans and their environment from various cultural perspectives, considering how they engage notions of race, class, and gender, and what they imply for nature conservation. Topics include modernity, pets, cyborgs, kinship, symbiosis, extinction, species invasions, settler colonialism and the Anthropocene concept. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 229 Africa and the Environment (4 Credits)

In Western discourses, African environments are defined by violence, famine and degradation. These characteristics are depicted as symptoms of an African resistance to Western values such as private property, democracy and environmentalism. This course encourages students to think critically about such portrayals by learning about specific environments in Africa and how humans have interacted with them across time. The syllabus is anchored in cultural anthropology, but includes units on human evolution, the origins and spread of pastoralism, the history of colonial conservation science and more. Discussions covered include gender, race, land grabbing, indigenous knowledge, the commons, the cattle complex, desertification, oil, dams and nationalism. {H}{N}{S}

Fall, Spring, Variable

ANT 248 Medical Anthropology (4 Credits)

This course looks at the cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention is given to the role of the traditional healer, the anthropological contribution to international health care and the training of physicians in the United States. Not open to first years. Enrollment limited to 30. {N}{S}

Fall, Spring, Alternate Years

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication.

Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages (4 Credits)

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. The course examines Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences.

Enrollment limited to 18. {H}

Fall, Spring, Variable

PHI 211pn Topics in Science and Society-Pandemics (4 Credits)

How do we represent pandemics? How do these representations implicate science, politics and society? The prevalent 'contagion' frame is a story about seeing the microbe as the enemy, erasing or downplaying human agency and practices (especially the expansion into new ecosystems), and affirming epidemiology and medical science as the only solution. The frame carries over into politics and culture and provides a way to translate the science of contagious disease into social terms that influence the public and also public policy. This frame and others are used to explore past and current pandemics. Enrollment limited to 40. {H}{S}

Fall, Spring, Variable

PHI 211sr Topics in Science and Society-The Scientific Revolution (4 Credits)

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of "science," which was known as "natural philosophy," change during this time period? Readings are drawn from primary and secondary sources. {H}{N}

Fall, Spring, Variable

PHI 224 Philosophy of Science (4 Credits)

Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {M}{N}

Fall, Spring, Alternate Years

PHI 238 Environmental Philosophy (4 Credits)

This course prepares students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution.

Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

Interdepartmental and Extradepartmental

Courses

IDP 101/ MTH 101 Math Skills Studio (4 Credits)

Offered as MTH 101 and IDP 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. This course does not carry a Latin Honors designation. Enrollment limited to 20. Instructor permission required.

Fall, Interterm

IDP 102 Thinking Through Race (1 Credit)

This course offers an interdisciplinary, historical and critical examination of race in the United States. Although race is no longer held by scientists to have any biological reality, it has played a central role in the formation of legal codes, definitions of citizenship, economics, culture and identities. Where did the concept of race come from? How has it changed over time? What pressures does it continue to exert on our lives? By bringing together faculty from a variety of programs and disciplines, and by looking at a range of cultural texts where racial distinctions and identities have been constructed and contested, this class presents students an understanding of how and why race matters. S/U only.

Fall, Spring, Variable

IDP 103/ MTH 103 Precalculus and Calculus Bootcamp (2 Credits)

Offered as IDP 103 and MTH 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments. This course does not count towards the Mathematics or Mathematical Statistics majors. S/U only. Enrollment limited to 20.

Fall, Interterm, Spring, Variable

IDP 105 Quantitative Skills in Practice (4 Credits)

A course continuing the development of quantitative skills and quantitative literacy begun in MTH 104/ IDP 104. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 104/ IDP 104. Enrollment limited to 18. {M}

Spring

IDP 106 The Renaissance (2 Credits)

The French word renaissance means "rebirth"; when capitalized, it defines both a chronological period (ca. 1300-1600) in European history and an impactful engagement with the legacy of Greco-Roman antiquity. The descriptor was devised, importantly, at the time, not retrospectively. This course describes events, activities and innovations widely understood as a defining and indispensable foundation of the modern world's global turn. Lectures treat and contextualize various topics: history, language, education, manuscripts and printed books, court culture, trade and colonization, the invention of utopia, the rise of Protestantism, theater in Shakespeare's London, science and mathematics and the visual arts. {A} {H}

Fall, Spring, Alternate Years

IDP 107 Digital Media Literacy (2 Credits)

This accelerated course is designed to immerse students in the craft of digital media production; including photography, video, audio, copyright and more. This course will have a technical focus and engage students through projects designed to develop skills with production equipment, software, and project planning. Digital media skills are increasingly relevant and this course will benefit students from all disciplines and experience levels. Students will develop critical competencies and gain an understanding of how to leverage digital media tools for a variety of communication needs. Prior experience is not required, but students should have basic competency with Mac computers. S/U only. Enrollment limited to 12.

Fall, Interterm, Spring, Variable

IDP 108 The Art of Effective Speaking (1 Credit)

This one-credit course gives students systematic practice in the range of public speaking challenges they face in their academic and professional careers. During each class meeting, the instructor presents material on an aspect of speech craft and delivery; each student then gives a presentation reflecting her mastery of that week's material. The instructor films each student's presentations and reviews them in individual conferences. During one class meeting, the students also review and analyze films of notable speeches. Students must come to the first class prepared to deliver a 3- to 5-minute speech of introduction: "Who I Am and Where I'm Going." Seniors only. Enrollment limited to 10.

Spring

IDP 109 Aerial Imagery and Cinematography (2 Credits)

This two-credit course designed to immerse students in drone avionics, photogrammetry, image processing, surveying/mapping and aerial photography and videography. The course encourages teamwork, curiosity, critical thinking, perseverance and creativity, as well as collaboration and etiquette regarding fieldwork and community-based research. Students learn practical techniques for acquiring and analyzing aerial data and have an opportunity to improve Smith's approach to teaching and research with drones. S/U only. Enrollment limited to 12.

Fall, Spring, Variable

IDP 111 Introduction to Interdisciplinary Making (2 Credits)

This course is a series of workshops that situate particular making techniques that take place in Smith's many "makerspaces" within social, economic, ecological, historical and cultural contexts. Students connect their making practice to the ways making informs their liberal arts education. This course also serves to introduce students to the faculty and staff who facilitate making at the many different making spaces across the college. S/U only. Enrollment limited to 18.

Fall, Spring

IDP 113 Ireland: Overcoming Divided History (2 Credits)

This course examines different views of Irish identity and allows students to explore how these are represented in the urban landscapes of Dublin and Belfast. Together, students walk the streets and meet local activists, artists and writers. Through reflection and dialogue, students examine the ways communities respond to and propose alternative futures. Instructor permission required. (E)

Spring, Variable

IDP 114 Papermaking with Plants: Material Explorations (2 Credits)

This course explores the materiality of paper through hands-on making and research. Papermaking is a craft of multiple cultural traditions with a depth of history and context. Connections to land, resources, labor and techniques can be examined by following a sheet of paper from its beginnings through to its disposal. During this course, students work together to make paper and ink from plant-based and recycled materials. In partnership with on-campus collections, students study the societal and environmental context of paper. Course participants explore one aspect of papermaking in depth through a final independent project. S/U only. Enrollment limited to 12. (E)

Interterm, Variable

IDP 115 AEMES Seminar (2 Credits)

This course focuses on the transition from high school to college-level learning by facilitating processes of exploration, awareness, empowerment, communication and community. These are strengthening qualities—necessary for academic success at Smith. The seminar offers opportunities to continue to develop these strengths. The work of cultivating these strengths within the seminar take place when given opportunities to explore and share thought processes, biases and "real" and "false" beliefs, especially as they relate to ascribed social identities as well as chosen ones. This is done through extensive writing, discussion and activities facilitated by the instructor of the course and with the assistance of guest lecturers. S/U only. Enrollment limited to 20. AEMES students only.

Fall

IDP 116 Introduction to Design Thinking (1 Credit)

This introduction to design thinking skills emphasizes hands-on, collaborative design driven by user input. Students critique their own and each others' designs, and review existing technology designs to evaluate how well design principles are guided by the practices of the intended user. The course focuses on using qualitative research observations to inspire new approaches to design. Students iteratively design a multimedia approach to framing problems, communicating ideas and exploring the ethical, political and social implications of design in the world. S/U only. Enrollment limited to 16. Instructor permission required.

Fall, Interterm, Spring, Variable

IDP 118 The Natural and Social History of Place: The MacLeish Field Station (2 Credits)

Natural and social history of the Ada & Archibald MacLeish Field Station (265 acres; 11 miles away) are explored and experienced. Taking place primarily outside, this course emphasizes the dynamic interconnections of our environment from the small scale interactions between plants and pollinators to the large scale disturbance of human agricultural activity. Through observation and activities of discovery, students tell the natural and social history of the Station through writing, poetry, art or dance. Students are expected to walk several miles each class in all weather. Enrollment limited to 11. (N)(S)

Fall, Spring, Variable

IDP 125 PATH for AEMES Scholars (1 Credit)

Personal Academic Tactical Help (PATH) is a course designed to help students find information and strategies to help them achieve their academic goals. The PATH curriculum explores strategies for success and ways to understand the underlying psychology (how we think) and biology (how our brain works) that can contribute to, or distract from, success. In this course, students will learn strategies for effective learning while planning weekly applications of these strategies to their other courses. S/U only. Enrollment limited to 20.

Fall, Spring, Variable

IDP 131 Interpretive Visualization Through Motion Graphics Design (1 Credit)

This course will focus on the intersection between data visualization and the basic principles of motion graphics design. Students will explore various graphicacy techniques to interpret and analyze different sets of data, and will employ visual design principles to maximize cognitive efficacy. Students will apply techniques for vector animation and digital compositing to create a conceptual and/or data-driven video abstract for a topic in an academic discipline of their choice. Appropriate and current industry standard computer applications will be introduced and applied. Enrollment limited to 12.

Spring

IDP 132 Designing Your Path (1 Credit)

This class is for students who are starting their Smith journey, embarking on or returning from an immersive experience abroad, weaving their interests through a concentration or self-designed major, or wrestling with expressing what a Smith education has prepared them to do. Students test different integrative paths of their own design, tell their own story and create a digital portfolio to showcase their work. Students learn to articulate connections between their work in and outside of the classroom and explain how Smith is preparing them to engage with the world beyond. S/U only. Enrollment limited to 12.

Fall, Spring, Variable

IDP 133 Critical Perspectives on Collaborative Leadership (4 Credits)

This course challenges students to interrogate the perceived dichotomy between leading as a solitary versus collaborative endeavor. Students examine theories and histories of leadership and collaboration through a critical lens and explore alternative ways of imagining change-making as a collaborative leadership act. Through reading, writing, reflection and practice, the class offers students new perspectives on how they might lead collaboratively. Recommended as a foundation for students whose future academic work is likely to include significant group work. Enrollment limited to 40.

Fall, Spring, Variable

IDP 134 Examining Equity and Action-Based Design for Leaders 1 (1 Credit)

This course provides a theoretical foundation in critical dialogue around issues of power and systemic oppression in relation to socially just leadership and designing for social change. Students explore early messages, personal narratives, identity formation, the intersection of identity and leadership and how these categories relate to creating an equitable and inclusive community. This is Part One of a two-tiered cohort program: the Leading for Equity and Action-Based Design (LEAD) Scholars Program, a leadership program for students sponsored through the partnership of the Office for Equity and Inclusion (OEI) and the Wurtele Center for Leadership (WCL). S/U only. Enrollment limited to 12. Instructor permission required.

Fall, Spring, Variable

IDP 135 Examining Equity and Action-Based Design for Leaders 2 (1 Credit)

This course provides students with both a theoretical and practical foundation in facilitation and design for social change. Students will learn human-centered and equity-centered design principles, as well as, different modes of facilitation. This is Part Two of a two-tiered cohort program: the Leading for Equity and Action-Based Design (LEAD) Scholars Program, a new leadership program for students sponsored through the partnership of the Office for Equity and Inclusion (OEI) and the Wurtele Center for Leadership (WCL). S/U only. Prerequisite: IDP 134. Enrollment limited to 20. Instructor permission required.

Fall, Spring, Variable

IDP 136 Applied Learning Strategies (1 Credit)

This six-week course teaches students to extend and refine their academic capacities to become autonomous learners. Course content includes research on motivation, learning styles, memory and retrieval, as well as application of goal setting, time management and study skills. Students who take this course are better prepared to handle coursework, commit to a major and take responsibility for their own learning. S/U only. Priority is given to students referred by their dean or adviser. Enrollment limited to 15.

Fall, Spring

IDP 138 Colloquium: Introduction to Collaborative Leadership, Design and Innovation (1 Credit)

An introduction to the disciplines, practices and mindsets associated with collaborative leadership, design and innovation, and a real-world, embedded internship experience. Collaborative Leadership, Design, and Innovation Program sends students in pairs to fully-funded internships at host organizations around the world to help lead the advancement of socially, economically and environmentally healthy communities. The course equips interns with the theoretical background of the practices engaged in during the internship and opportunities to practice skills necessary for cultural immersion. S/U only. Enrollment limited to 15. Instructor permission required.

Spring

IDP 146 Critical Perspectives on Entrepreneurship (4 Credits)

Entrepreneurship takes on a diversity of meanings, forms and structures depending on its source and context. In this course, the topic of entrepreneurship is studied from a variety of critical and under-explored vantage points such as ethics, access, inclusion, culture, power, expression, agency, economic empowerment, cultural and social transformation. Entrepreneurship is counter-mapped from an inter-, intra- and multi-disciplinary lens from the liberal arts tradition, and the course examines the commonalities that connect both. The potential of entrepreneurship to create sustained social transformations is critically examined alongside its unique identity within and outside of the realm of economic exchange.

Fall, Spring, Variable

IDP 150 Introduction to AutoCAD (1 Credit)

This course provides students with an introduction to AutoCAD. Through a combination of short lecture components and hands-on drafting activities, the course covers tools and techniques for effective two-dimensional drafting. No previous computer drafting experience is required. Open to all students. S/U only. Enrollment limited to 24.

Interterm

IDP 151 Introduction to 3D CAD Software (1 Credit)

This course provides students with an introduction to 3D CAD software. Through a combination of short lecture components and hands-on design activities, the course covers tools and techniques for effective three-dimensional modeling and parametric design. No previous computer modeling experience is required. Open to all students. S/U only. Enrollment limited to 24.

Interterm

IDP 152 Introduction to 3D Printing Technology (1 Credit)

This class teaches students 3D printing literacy and introduce students to the contexts within which this technology is being used in different fields. Students explore the technology of 3D Printers and learn how to design and produce 3D printed objects. Students are introduced to various software used to generate 3D designs, covering the basics of Computer Aided Design and Scanning. Students also learn how to prepare these models for printing using printer-specific software and finally create the 3D printed models. S/U only. Enrollment limited to 15.

Fall, Spring, Variable

IDP 155 Entrepreneurship I: Introduction to Innovation (1 Credit)

Students learn about and gain immediate experience with entrepreneurial innovation by generating ideas, projects and business or organization "startups" using the Lean Launch methodology. This is a fast paced course using the Business Model Canvas tool to develop clear value propositions for each defined customer segment. Students are expected to work in teams to complete weekly assignments and a final presentation. S/U only. Enrollment limited to 40.

Fall, Interterm, Variable

IDP 156 Entrepreneurship II: Entrepreneurship in Practice (1 Credit)

Utilizing a case-study approach, students learn details about business and organization finance economics. Using the Business Model Canvas, students further explore the process of planning, testing and developing ideas, projects, businesses and organizations. Cases include those developed by teams in "Introduction to Innovation" as well as cases provided by the instructor. Enrollment in IDP 155 is encouraged but not required. Students are expected to work in teams to complete weekly assignments and a final presentation. S/U only. Enrollment limited to 40.

Fall, Interterm, Annually

IDP 167 Introduction to Prototyping (2 Credits)

This class is a hands-on introduction where students are immersed in studio practices while developing critical perspectives on the histories, transdisciplinary applications and future possibilities of rapid prototyping. Students learn how to use laser cutters, 3D printers and computer-aided design (CAD) to create physical prototypes from lower fidelity models. Through research, students grapple with the opportunities that access to digital fabrication provides alongside the ethical questions it raises. Students prototype a solution to a proposed challenge drawing from their research. By generating questions, making ideas tangible, testing, failing and redesigning, students build confidence in using prototyping as a way to think across disciplines. Enrollment limited to 12. (E)

Interterm, Variable

IDP 200/ ARS 200 Art & Design: Making Radical Futures (4 Credits)

Offered as IDP 200 and ARS 200. This course explores speculative design practices as a way to collaboratively envision radical social transformation. The course focuses on imagining worlds without capitalism, building on local Solidarity Economy efforts. Students work in small groups to make these visions tangible through stories, installations, performances and models of everyday objects from the future. Students learn to make iteratively as a process of critical thinking, analyze how designed things reaffirm or resist the hegemonic power of capitalism and evaluate project work based on its ability to provoke questions and connect with viewers. Prerequisites: 100-level studio art course or IDP 116 or equivalent. Enrollment limited to 16. (E) {A}

Fall, Spring, Annually

IDP 203 Women and Work in Saudi Arabia (2 Credits)

This course addresses key issues affecting women in the workplace in Saudi Arabia. We will begin the course with a look at the state of women's education in the country, followed by an overview of the concept of gender equality in Islam. We will also examine public policy initiatives such as the proposed cancellation of the 'wakeel' requirement and other efforts to promote equal opportunity in the workplace and business environment. Special attention will be given to the the global context and local national traditions that shape the role of women in Saudi society. Finally, the challenges facing female entrepreneurs in Saudi Arabia will be discussed.

Fall, Spring, Variable

IDP 208 Women's Medical Issues (4 Credits)

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N}

Spring

IDP 210 The Pedagogy of Student-Faculty Partnership (2 Credits)

Student-faculty partnerships position students to engage with their faculty and staff partners in the "collaborative, reciprocal process through which all participants have the opportunity to contribute . . . to curricular or pedagogical conceptualization, decision making, implementation, investigation, or analysis" (Cook-Sather et al.). We explore theories of teaching and learning as well as theories and practices of pedagogical partnership, and, in both writing and conversation, we reflect on your experiences of engaging in student-faculty partnerships. The course is open to students involved in pedagogical partnerships of any kind, but priority goes to students involved in Mellon-supported partnerships. S/U only.

Fall, Spring

IDP 221 Colloquium: Science Ethics (2 Credits)

This course explores the ethical issues surrounding topics that are common to many scientific disciplines such as: data acquisition and management, the peer review process and the role of various regulatory boards. Selected case studies from specific disciplines are also examined. Students work in groups to investigate and present the ethical issues relevant to a topic of their choosing at the end of the semester. S/U only. Junior and senior science majors only. Enrollment limited to 24. Instructor permission required (E).

Annually

IDP 223 Financial Accounting (4 Credits)

Using both case studies and lectures, this class explores the decisions involved in preparing financial statements for both profit and non-profit entities, how those decisions impact financial statements and how an understanding of the accounting methods employed are necessary to assess the financial status of the entity under review. The class will first learn basic accounting techniques and then use them to construct and analyze financial statements, identify the measurement metrics that are appropriate for the situation and reach conclusions about the financial health (or otherwise) of an organization. No prior knowledge is required. No more than four credits in accounting may be applied toward a Smith degree.

Spring

IDP 232 Articulating Your Path (1 Credit)

This course is for students who have completed IDP 132 or another Smith experience that allowed for reflection on curricular and experiential work, values and goals. Students begin to look outward. After reviewing and assessing important learning experiences, students conduct qualitative interviews to gain a multidimensional understanding of their discipline in the world. Students simultaneously create a "personal syllabus," a reflection on maintaining and pursuing curiosity. Finally, they make a narrative digital portfolio and gain experience with public voice through an op-ed, TED talk or other piece of media. S/U only. Prerequisites: IDP 132. Enrollment limited to 12.

Fall, Spring, Variable

IDP 250 Applied Design and Fabrication (1 Credit)

This course provides students with an introduction to applied design and prototyping. Students learn to transform an idea into a set of sketches, a computer model and a working prototype. The course covers design strategies, design communication, documentation, materials, rapid prototyping and manufacturing. Prerequisites: IDP 150 or IDP 151 or equivalent. S/U only. Enrollment limited to 12.

Interterm, Variable

IDP 291/ SPN 291 Reflecting on Your International Experience with Digital Storytelling (3 Credits)

Offered as SPN 291 and IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard and produce a 3-4 minute film about the challenges and triumphs of their experience and share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar or other). For 1 additional credit that counts toward the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15. {A}{L}

Spring

IDP 293 Mellon Mays Undergraduate Fellows Research Seminar I (4 Credits)

Seminar on research design and conduct. The development of research projects including question definition, choice of methodology, selection of sources and evidence evaluation. Participants present their research design and preliminary findings, study pedagogy and research methodologies across disciplines, develop professional skills to prepare for graduate study, and participate in weekly peer progress reports. Limited to recipients of Mellon Mays Undergraduate Fellowships in their junior year. Course cannot be repeated for credit. S/U only. Instructor permission required.

Fall

IDP 294 Mellon Mays Undergraduate Fellows Research Seminar II (2 Credits)

Advanced seminar on research design. Students refine their research methodologies and develop an academic and co-curricular plan with the goal of securing placement in a graduate program. Emphasis on the development of public speaking skills, peer-to-peer pedagogies across disciplines, peer mentoring. Limited to recipients of Mellon Mays Undergraduate Fellowships in their senior year. Normally, students enroll concurrently in a special studies course (minimum 4 credits) or departmental honors thesis on their research topic. S/U only. Instructor permission required.

Fall

IDP 316 [Critical] Design Thinking Studio (4 Credits)

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology and art history. Enrollment limited to 15. Instructor permission required.

Fall, Spring, Variable

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile (4 Credits)

This seminar examines women's health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women's health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. Enrollment limited to 5. Application and instructor permission required.

Fall

IDP 325 Art/Math Studio (4 Credits)

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Limited to juniors and seniors. Instructor permission required. Enrollment is limited to 15. {A}{M}

Spring

IDP 400 Special Studies (1-4 Credits)

Special requirements apply.

Fall, Spring

IDP 555 Seminar: American Society and Culture (4 Credits)

"Freedom" has long been a defining ideal of U.S. life, passionately desired and intensely contested. This course investigates freedom in its cultural and social aspects. How did the ideals of freedom become so intimately associated with "America," and specifically with the United States of America? How have various dispossessed peoples—slaves, immigrants, women, racial and ethnic minorities, colonized populations—looked to the ideals and practices of U.S. freedom to sustain their hopes and inform their actions? How have progressive and conservative reform movements fashioned myths of freedom to support their aspirations? How have ideals of freedom shaped the various roles the United States plays in the world? How should we assess the institutional framework that underlies the implementation of freedom as a "way of life" in the United States—that is, democratic politics, representative governance, and market capitalism? This course is limited to students in the Interdisciplinary Studies Diploma Program. Enrollment limited to 12.

Fall

IDP 570 Diploma Thesis (4 Credits)

Fall, Spring, Annually

IDS 580 Special Studies (1-4 Credits)

Open to students in the Interdisciplinary Studies Diploma program who are engaged in independent projects or research. Admission by permission of the instructor.

Fall, Spring

Interdisciplinary Making Concentration

Interdisciplinary making (IMX) helps students contextualize making as a form of learning through, and between, disciplinary practices. IMX provides an opportunity to discover the relevance of learning through real-world applications and introduces students to the breadth of making capabilities at Smith. IMX connects students with communities of makers within the Five Colleges/Connecticut River Valley and beyond.

IMX students question what kinds of making are and have been valued by whom and why. They explore materialism and question the impacts 'making' has on our world. Concentrators will build the capacity to actualize ideas and advance the culture of making through both technical means and theoretical considerations. IMX is a chance to critically understand and carefully engage with the impacts of the made world, engage in hands-on learning, creatively engage with materials and allow campus resources to become more than the sum of their parts.

Faculty

Interdisciplinary Making Concentration Committee

Chris Aiken, M.F.A., Professor of Dance

Reid Bertone-Johnson, M.L.A, Ed.M., Senior Lecturer in Landscape Studies, *Co-Director*

Kathy Guo, B.F.A., PrototypingStudio Manager in Design Thinking

Eric Jensen, B.S, Director, Center for Design and Fabrication

Borjana Mikic, Ph.D., Rosemary Bradford Hewlett 1940 Professor of Engineering, *Co-Director*

Emily Norton, M.F.A., Director of the Design Thinking Initiative and Lecturer of Practice, *Co-Director*

Andrew Palmore, B.A., Shop Supervisor and Technician in Art

Amy Putnam, B.A., Technical Director in Theatre

Lynne M. Yamamoto, M.A., Jessie Wells Post Professor of Art

Advisers for the Concentration

Chris Aiken, Reid Bertone-Johnson, Borjana Mikic, Emily Norton, Lynne Yamamoto

Interdisciplinary Making Concentration Requirements

1. Gateway course: IDP 111
2. Four electives (16 credits) from any Five College department or program that addresses the themes and concerns of IMX and are approved by the Interdisciplinary Making Advisory Committee. We encourage concentrators to explore electives from two or more divisions and choose courses that span disciplines. If courses fall within the same department, a student needs to demonstrate how the forms of making are varied in technique, form and/or material. We typically only allow concentrators to count one course from their major towards their concentration. At least two elective courses should be taken after admittance to the concentration.
3. Two practical experiences or internships that engage making in some substantial way
4. The capstone experience will be comprised of two courses (5 credits):

- a. IDP 316: Critical Design Thinking Studio
- b. IDP 232: Articulating Your Path where students will create a digital portfolio showcasing their experience as an Interdisciplinary Maker

Crosslisted Courses

IDP 111 Introduction to Interdisciplinary Making (2 Credits)

This course is a series of workshops that situate particular making techniques that take place in Smith's many "makerspaces" within social, economic, ecological, historical and cultural contexts. Students connect their making practice to the ways making informs their liberal arts education. This course also serves to introduce students to the faculty and staff who facilitate making at the many different making spaces across the college. S/U only. Enrollment limited to 18.

Fall, Spring

IDP 232 Articulating Your Path (1 Credit)

This course is for students who have completed IDP 132 or another Smith experience that allowed for reflection on curricular and experiential work, values and goals. Students begin to look outward. After reviewing and assessing important learning experiences, students conduct qualitative interviews to gain a multidimensional understanding of their discipline in the world. Students simultaneously create a "personal syllabus," a reflection on maintaining and pursuing curiosity. Finally, they make a narrative digital portfolio and gain experience with public voice through an op-ed, TED talk or other piece of media. S/U only. Prerequisites: IDP 132. Enrollment limited to 12.

Fall, Spring, Variable

IDP 316 [Critical] Design Thinking Studio (4 Credits)

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology and art history. Enrollment limited to 15. Instructor permission required.

Fall, Spring, Variable

Learning Goals

Students will leave IMX with the capacity to:

- Navigate resources and troubleshoot as a maker
- Innovatively push tools/technologies and materials
- Iteratively materialize and advance ideas
- Critique & contextualize the made and the impacts of making
- Articulate their journey as an interdisciplinary maker

Jewish Studies

Department website (<https://www.smith.edu/academics/jewish-studies/>)
The Program in Jewish Studies fosters the interdisciplinary study of Jewish civilization from ancient times until today. Students take courses in the program, as well as offerings from other departments at Smith and in the Five Colleges in Jewish literature, history, politics, religion and culture. Students who wish to pursue advanced work in Jewish studies should begin learning Hebrew (or another Jewish language) as soon as possible.

Faculty

Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature

Joanna Caravita, Ph.D., Five College Lecturer in Modern Hebrew Language

Lecturers and Visiting Faculty, 2023-24

Sari Fein, Ph.D., Visiting Assistant Professor

Jewish Studies Committee

Ernest Benz, Ph.D., Associate Professor of History, *Chair*

Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature

Joanna Caravita, Ph.D., Five College Lecturer in Modern Hebrew Language

Joel S. Kaminsky, Ph.D., Morningstar Professor of Jewish Studies and Professor of Religion

Major Advisers

Ernest Benz, Justin Cammy, Joanna Caravita, Joel Kaminsky

Honors Director

Ernest Benz

Study Abroad

Justin Cammy, Adviser

The program encourages international study as a way to enhance knowledge of Jewish history, experience and languages. Students interested in Jewish studies abroad, including summer study of Hebrew or Yiddish, should consult the adviser for study away. A list of approved programs in Israel, Europe, Australia and the Americas is available on the program website [smith.edu/academics/jewish-studies](https://www.smith.edu/academics/jewish-studies/). (<https://www.smith.edu/academics/jewish-studies/>) Completion of JUD 102 or equivalent is required before beginning a semester of study in Israel.

Jewish Studies Major

Requirements

Ten semester courses

1. Basis: JUD 125/ REL 125
2. Language: JUD 101 and JUD 102
3. Breadth: Six courses from at least three of the following categories: Language, The Bible, Religion and Thought, History and Politics, and Literature and the Arts. Students can expect advisers to work closely with them to select courses that cover the chronological sweep of Jewish civilization from biblical times to the present.
4. Capstone: One seminar or research-intensive special studies

Additional Guidelines

- Students who arrive at Smith with the equivalent of a half-year of college-level Hebrew may petition for exemption from JUD 101. Those who arrive at Smith with the equivalent of a year of college-level Hebrew may petition for exemption from JUD 102 as well; in such cases, they are strongly encouraged to continue their study of Jewish languages. Exemption from JUD 101 or JUD 102 does not reduce the requirement to take ten semester courses for the major.
- No course counting toward the major shall be taken with the Satisfactory/Unsatisfactory grading option.
- Except for JUD 125/ REL 125, JUD 101 and JUD 102, no more than two courses at the 100 level shall count toward the major.
- Although JUD 102 is the minimum language requirement for the major, the Program strongly encourages students to continue study of Hebrew, and to do so at Smith when appropriate courses are available. A student may continue study of Hebrew, or of another Jewish language such as Yiddish, within the Five College Consortium or at an approved program elsewhere.
- Courses on Smith Programs Abroad or on other approved programs for study away may count toward the major. A student's petition to count such courses must be approved by the major adviser and the Jewish studies program.
- With the approval of her adviser, a student may count one Smith College course from outside the approved list of Jewish studies courses toward the major, when that course offers a broader comparative framework for Jewish studies. In such a case, the student writes at least one of her assignments for the course on a Jewish studies topic.

Honors

Requirements

Eleven semester-courses, with JUD 430D counting for two of them. The thesis is written during the two semesters of a student's senior year, and is followed by an oral examination.

To be admitted to the Honors Program, a student will normally have a 3.4 cumulative GPA through the junior year, demonstrate an ability to do independent work and have her thesis topic and application approved by the program by the requisite deadline.

For honors guidelines, please consult the Jewish studies website (<https://www.smith.edu/academics/jewish-studies/>).

Jewish Studies Minor

Requirements:

Five courses

1. JUD 125/ REL 125
2. Four additional courses distributed over at least three of the following categories: Language, The Bible, Religion and Thought, History and Politics, and Literature and the Arts

Courses

JUD 101 Elementary Modern Hebrew I (5 Credits)

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18.

Fall

JUD 102 Elementary Modern Hebrew II (5 Credits)

The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. {F}

Spring

JUD 115tt Topics-What Matters: Thinking Through Jewish Studies (1 Credit)

This topics course explores pressing questions at the heart of Jewish Studies from multiple theoretical, historical, political, cultural and artistic perspectives. Members of the Program in Jewish Studies will talk with students about how their research and teaching animates not only their interpretation of Jewish histories and cultures but also their understanding of contemporary events and their role as global citizens. Repeatable with a different topic. S/U only. {H}{L}

Fall, Spring, Variable

JUD 125/ REL 125 The Jewish Tradition (4 Credits)

Offered as REL 125 and JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary and cultural perspectives, organized around different themes. {H}{L}

Fall, Spring, Annually

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

JUD 217 Motherhood in Early Judaism (4 Credits)

How did early Jewish communities imagine mothers, and what does this reveal about communal ideas of gender, family and identity in early Judaism? This course considers various manifestations of mothers in early Judaism through exploration of such literary sources as the Bible, rabbinic literature and the pseudepigrapha, as well as artifacts from material culture such as Aramaic incantation bowls, synagogue wall paintings and other archeological evidence. No prior knowledge of Judaism is expected (E). {A}{L}

Spring, Alternate Years

JUD 219 Midrash: The World of Rabbinic Interpretation (4 Credits)

This course explores the world of midrash, a genre of rabbinic biblical interpretation. In this course, students define the word midrash, speculate about the origins of midrash and learn about various midrashic genres and techniques. Students see how the creation of midrash allowed the rabbis to explore vital moral, theological and literary concerns in daring and imaginative ways. Ultimately, the study shows how the rabbis transformed their Bible, the TaNaKh, into a living document that had continued relevance in their own times and which continues to be relevant today. (E) {H}{L}

Spring, Alternate Years

JUD 223 The Modern Jewish Experience (4 Credits)

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophic, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H}

Fall, Spring, Alternate Years

JUD 227 Women and Gender in Jewish History (4 Credits)

Previously REL 227. An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Students' final projects involve archival work in the Sophia Smith Collection of Women's History. {H}{S}

Fall, Spring, Variable

JUD 228/ HST 228 The Jew in the Middle Ages (4 Credits)

Offered as JUD 228 and HST 228. The medieval period in Jewish history is also a global history. It includes the long history of Jews in the Islamic Middle East and North Africa, the Iberian Peninsula and North-Western Europe, and their subsequent exiles. Some of the greatest medieval thinkers, mystics, poets and travelers emerge from this period, marked by significant intellectual and cultural crosspollination and competition, sometimes in aggressive ways through disputations, crusades, exile and murder. How does the medieval period continue to influence or complicate contemporary understandings of race, religious cooperation and rivalry, and constructions of otherness? Open to students at all levels. {H}{L}

Fall, Spring, Variable

JUD 230/ ENG 230 American Jewish Literature (4 Credits)

Offered as JUD 230 and ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H}{L}

Fall, Spring, Variable

JUD 235/ MES 235 Perspectives on the Arab-Israel Conflict (4 Credits)

Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H}{S}

Fall, Spring, Alternate Years

JUD 238 Sacred Space in Jewish Antiquity (4 Credits)

This course examines archaeological and textual evidence to explore how diverse Jewish groups in antiquity constructed sacred spaces, and ultimately Jewish identity, through art, architecture, and ritual. (E) {A}{H}

Fall, Variable

JUD 239 Jewish Art (4 Credits)

A global survey of Jewish art from artistic traditions and practices in the ancient and medieval world to the impact of Jewish artists on the development of modern and contemporary art. Discussions include art and archeology of the ancient Mediterranean world; Medieval and Renaissance illuminated manuscripts; the impact of Jewish culture on such twentieth century movements as Abstract Expressionism and American social realism; traditions of Ethiopian, Middle Eastern and Southwest Asian Jewish art; and Jews and comics. No background in Jewish studies or art history is presumed. (E) {A}

Spring, Variable

JUD 260 Colloquium: Yiddish Literature and Culture (4 Credits)

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L}

Fall, Spring, Alternate Years

JUD 263 Colloquium: The Jewish Graphic Novel (4 Credits)

Traces the history of major antecedents to the graphic novel and related works, including illustrated books, journalistic cartoons, and comics and sequential art. Topics include Jewish secularism; Yiddish theatre and literature; comic strips; comic books; editorial and magazine cartoons; book, magazine, and other forms of illustration; and a range of Jewish graphic novels, primarily from the United States, Canada, and Israel, with some consideration of creators and publications from Europe and the Middle East. {A}{L}

Spring

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945 (4 Credits)

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H}

Fall, Spring, Variable

JUD 287 The Holocaust (4 Credits)

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?. {H}

Fall, Spring, Alternate Years

JUD 288 History of Israel (4 Credits)

Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the 19th-century origins of Zionism to the present. Competing interpretations of Israel's political and cultural history through analysis of primary sources, literature and film, and debates over how history is written and by whom. Places discussions about Zionism and Israel within the broader histories of Judaism, Palestine, Europe and the Middle East. Open to students at all levels. {H}

Fall, Spring, Variable

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland (4 Credits)

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}

Spring, Variable

JUD 400 Special Studies (1-4 Credits)

Advanced research or language study, conducted by a faculty member in Jewish studies.

Fall, Spring

JUD 430D Honors Project (4 Credits)

Full-year course offered each year. Credits: 8 for year-long course.

Fall, Spring, Annually

Crosslisted Courses

ENG 230/ JUD 230 American Jewish Literature (4 Credits)

Offered as JUD 230 and ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H}{L}

Fall, Spring, Variable

FYS 117 The Bible and the American Public Square (4 Credits)

This course examines what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-years. WI {H}{L}

Fall, Spring, Variable

HST 243 Colloquium: Reconstructing Historical Communities (4 Credits)

How much can historians learn about the daily lives of the mass of the population in the past? Can a people's history recapture the thoughts and deeds of subjects as well as rulers? Critical examination of attempts at total history from below for selected English and French locales. The class re-creates families, congregations, guilds and factions in a German town amid the religious controversy and political revolution of the 1840s. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 246 Colloquium: Memory and History (4 Credits)

Contemporary debates among European historians, artists and citizens over the place of memory in political and social history. The effectiveness of a range of representational practices from the historical monograph to visual culture, as markers of history, and as creators of meaning. {H}

Fall, Spring, Annually

JUD 125/ REL 125 The Jewish Tradition (4 Credits)

Offered as REL 125 and JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary and cultural perspectives, organized around different themes. {H}{L}

Fall, Spring, Annually

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

JUD 223 The Modern Jewish Experience (4 Credits)

A thematic survey of Jewish history and thought from the 16th century to the present, examining Jews as a minority in modern Europe and in global diaspora. We analyze changing dynamics of integration and exclusion of Jews in various societies as well as diverse forms of Jewish religion, culture and identity among Sephardic, Ashkenazic and Mizrahi Jews. Readings include major philosophical, mystical and political works in addition to primary sources on the lives of Jewish women and men, families and communities, and messianic and popular movements. Throughout the course, we explore tensions between assimilation and cohesion, tradition and renewal, and history and memory. {H}

Fall, Spring, Alternate Years

JUD 235/ MES 235 Perspectives on the Arab-Israel Conflict (4 Credits)

Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H}{S}

Fall, Spring, Alternate Years

REL 110hl Colloquium: Topics in Thematic Studies in Religion- Jerusalem and the Holy Land (4 Credits)

This course will examine the religious and historical legacy of the city of Jerusalem and the Holy Land in Judaism, Christianity, and Islam. It will explore the ways Jerusalem and the Holy Land have been sanctified in scripture, art, architecture, literature, poetry, and film. It will also explore how rulers tapped into this sanctity and significance to promote their own legitimacy and agendas. In this respect, the course emphasizes Jerusalem and the Holy Land as a common, shared heritage to the three monotheistic traditions, yet how it has inspired religious and political conflict in the past and today. Enrollment limited to 20. {H}

Fall, Spring, Variable

REL 112 Introduction to the Bible I (4 Credits)

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L}

Fall, Spring, Annually

REL 201 Colloquium-Ritual: Performance and Paradoxes (4 Credits)

A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing—that is, crafting new rituals. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

REL 211 What Is the Good Life? Wisdom from the Bible (4 Credits)

Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L}

Fall, Spring, Variable

REL 213 Social Justice in the Hebrew Bible (4 Credits)

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today. {H}{L}

Fall, Spring, Variable

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer? (4 Credits)

Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

SPN 230mj Topics in Latin American and Peninsular Culture and Society-Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv (4 Credits)

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalusi and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

WLT 218 Holocaust Literature (4 Credits)

What is a Holocaust story? How does literature written in extremis in ghettos, death camps or in hiding differ from the vast post-war literature about the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums) and critical theories of representation. All readings in translation. No prerequisites. {H}{L}

Fall, Spring, Alternate Years

Goals for Majors in Jewish Studies

The program in Jewish studies expects students to graduate with an understanding of the religious, historical, political and cultural forces that have shaped Jewish civilization for more than 3,000 years. This includes the ability to:

- Frame questions and situate core texts and ideas in their appropriate intellectual, social and cultural contexts.
- Analyze and critique religious, historical, philosophical, political, literary and artistic texts, ideas and materials pertaining to Jewish experiences through the ages.
- Acquire knowledge of the diversity of Jewish culture through time and space, with a specific understanding of the interactions between Jews and co-territorial cultures, peoples, empires and states.
- Think about the ways in which Jewish studies contributes to, broadens and challenges important conceptual approaches in humanistic studies, engaging with questions related to such issues as nationalism and transnationalism, diaspora and globalization, multilingualism and translation, majority-minority relations, race, gender and sexuality, etc.
- Attain beginning competency in a Jewish language.
- Be confident thinkers, analysts and creators of culture.

Journalism Concentration

Department website (<https://www.smith.edu/academics/journalism/>)
The journalism concentration enables students to develop journalistic skills as well as attend to their role as public writers in their field(s) of study. Through interdisciplinary intellectual inquiry inside the classroom and practical internship experiences, students explore the fundamental role of high-quality journalism: communication for the public that leverages in-depth research and reportage, clear-headed analysis and the inclusion of different points of view. Students build a journalistic portfolio, learning to read closely, interview sources effectively, synthesize information accurately and express it clearly and gracefully. Students also examine the contemporary media landscape, ethics and representation and the place of journalism in society. The journalism concentration connects students with public writers and journalists at Smith and beyond, as well as to the resources and expertise of the Jacobson Center for Writing, Teaching and Learning and of the college's other centers. Journalism concentrators have the opportunity to interface with Five College, alum and regional journalists and faculty researchers. The concentration encourages a practice that is global in perspective and takes advantage of study abroad experiences.

The journalism concentration accepts up to 15 students per class year. Students may apply after having declared a major. Sophomores, juniors and Ada Comstock Scholars are encouraged to apply. Selection of concentrators is based on academic performance, intentionality and commitment and diversity of the cohort. Priority is given to students who have already completed the gateway course and one relevant elective. Journalism concentrators design their path in consultation with their adviser, choosing courses relevant to the journalistic practice that most suits their interests or needs—from general assignment reporting to photojournalism to public writing from within a scholarly discipline. The application is available on the concentration website.

Faculty

Journalism Concentration Committee

Naila Moreira, Jacobson Center for Writing, Teaching and Learning,
Director

Carrie N. Baker, J.D., Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women and Gender
Ibtissam Bouachrine, Ph.D., Professor of Spanish & Portuguese
Anais Cisco, M.F.A., Assistant Professor of Film & Media Studies
Brent Durbin, Ph.D., Associate Professor of Government
Jonathan Gosnell, Ph.D., Professor of French Studies
Timothy Recuber, Ph.D., Associate Professor of Sociology
Steve Waksman, Ph.D., Elsie Irwin Sweeney Professor of Music

Advisers for the Concentration

Members of the committee

Journalism Concentration

Requirements

1. Gateway course: JNX 150
2. Core course: WRT 136/ ENG 136
3. Three electives: chosen in consultation with the concentration adviser

4. Practicum: Two internships or practical experiences, totaling at least 100 hours of work each and approved by the academic adviser. International experiences are encouraged.
5. Capstone course: to be completed in a student's final year of study.

Courses

JNX 150 The Journalistic Impulse (1 Credit)

As the Gateway course for the Journalism Concentration, this course introduces students to journalism as a profession. It uses the personal as the lens through which to survey the field. The course covers basics of the profession, such as the role of journalism in a democracy, the lifecycle of a story (where it starts, how it develops) and the anatomy of a story (what counts as a journalistic story, how journalistic stories are constructed). In addition, the course invites working journalists as guest lecturers, enabling students to read, hear and discuss journalism from representative contemporary areas of the journalism enterprise. S/U only.

Spring

JNX 350/ WRT 350 Journalism in the Field (4 Credits)

This course provides students an opportunity to produce an extended reported project while exploring and critiquing contemporary forces shaping the media landscape. Required for senior journalism concentrators and open to all juniors and seniors, this course allows students to synthesize their previous journalistic experience. Students investigate contemporary journalism and methods and how these themes might influence their rhetorical, practical and ethical choices for their work in progress. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Annually

Crosslisted Courses

ENG 136/ WRT 136 Journalism: Principles and Practice (4 Credits)

Offered as WRT 136 and ENG 136. In this intellectually rigorous writing class, students learn how to craft compelling "true stories" using the journalist's tools. They research, report, write, revise, source and share their work—and, through interviewing subjects firsthand, understand how other people see the world. The course considers multiple styles and mediums of journalism, including digital storytelling. Students should focus their attention and effort on academic exposition and argumentation before learning other forms of writing. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

Landscape Studies

Department website (<https://www.smith.edu/academics/landscape-studies/>)

Landscape studies is a multidisciplinary exploration of people and place—that is, a cultural as well as physical construction of the material world that is both imagined and designed. The minor offers approaches to the study of the built environment, with perspectives from the arts and humanities, social sciences, and sciences, including architecture, landscape architecture and urban planning.

Faculty

Steven T. Moga, Ph.D., Associate Professor of Landscape Studies, *Chair*
Reid W. Bertone-Johnson, Ed.M., M.L.A., Senior Lecturer in Landscape Studies

Lecturers and Visiting Faculty, 2023-24

Carl Cornell, Ph.D., Lecturer in French Studies and Landscape Studies

Landscape Studies Committee

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology
Jesse Bellemare, Ph.D., Associate Professor of Biological Sciences
Reid W. Bertone-Johnson, Ed.M., M.L.A., Senior Lecturer in Landscape Studies
Andrew Guswa, Ph.D., L. Clark Seelye Professor of Engineering
Alice L. Hearst, Ph.D., J.D., Professor of Government
Barbara A. Kellum, Ph.D., Professor of Art
Elisa Kim, M.Arch., Assistant Professor of Art
Steven T. Moga, Ph.D., Associate Professor of Landscape Studies
Douglas Patey, Ph.D., Sophia Smith Professor of English Language and Literature

Minor Advisers

Reid Bertone-Johnson, Steven Moga

Landscape Studies Minor

Six courses (24 credits)

1. One introductory course: LSS 105, FYS 141, FYS 151, LSS 100 and LSS 200, or LSS 100 taken twice
2. One methods course: LSS 245, LSS 250 or LSS 255, or an equivalent methods course approved by the program
3. One course in arboriculture, botany, ecology, geomorphology, horticulture or hydrology
4. One 300-level seminar or advanced studio course: LSS 300, LSS 315 or LSS 389/ ARS 389
5. Two approved electives/related courses

Students are encouraged to identify one of the following focus areas, in consultation with the minor adviser:

- Arts, Literature and the Built Environment
- Cultural Landscapes and Heritage Conservation
- Environmental Planning and Sustainability
- Landscape Architecture and Ecological Design
- Urban Studies and Planning

Courses

LSS 100 Landscape, Environment and Design (2 Credits)

Through readings and a series of lectures by Smith faculty and guests, this course examines the history and influences out of which landscape studies is emerging. The course looks at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biological and environmental sciences. What is landscape studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? What is its role in current sustainability debates and initiatives among architects, landscape architects, planners and engineers? Students may take this course twice for credit. S/U only. {A}{H}{S}

Spring

LSS 105 Introduction to Landscape Studies (4 Credits)

This introductory course explores the evolving and interdisciplinary field of landscape studies. Drawing upon a diverse array of disciplinary influences in the social sciences, humanities and design fields, landscape studies is concerned with the complex and multifaceted relationship between human beings and the physical environment. Students in this course learn to critically analyze a wide variety of landscape types from the scale of a small garden to an entire region, as well as to practice different methods of landscape investigation. It is a course designed to change the way one sees the world, providing a fresh look at everyday and extraordinary places alike. Priority given to first-year students, sophomores and LSS minors. Enrollment limited to 30. {A}{H}{S}

Fall

LSS 110 Interpreting New England Landscape (1 Credit)

Spend one week of your J-term at the Smith College Ada & Archibald MacLeish Field Station in Whately, Mass. This course will encourage students to experience the natural cultural history of the New England landscape and to develop educational activities that explore ways of sharing the significance of MacLeish (and the broader New England landscape) with a variety of audience types. The week concludes with a visit by local 6th graders eager to learn from you! This course is ideal for anyone interested in learning more about the ecology of New England and its history and those with interests in environmental and experiential education. Enrollment limited to 10.

Fall, Spring, Variable

LSS 200 Colloquium: Landscape, Environment, and Design (2 Credits)

LSS 200 is a credit linked colloquium to complement the LSS 100 series. Students will engage with the LSS 100 lectures more deeply via weekly class discussions, writing of synthesis papers, and presentations. LSS 200 is intended to provide interested students with an opportunity to grapple critically with topics raised in LSS 100 lectures and thoughtfully make connections between disparate lectures and their broader academic experiences. Can be taken twice for credit. Corequisite: LSS 100. Enrollment limited to 15. {A}{S}

Spring

LSS 230 Urban Landscapes (4 Credits)

Students in this course investigate the production of the built environment and the landscape of cities, focusing on key actors such as neighborhood activists, real estate developers, city officials, and environmentalists, among other advocates and interested parties. Organized thematically and supplemented by readings in urban theory and related fields, the course tackles questions of how urban places are made, why different cities look and feel the way they do, and who shapes the city. Prerequisites: LSS 100 or LSS 105 or equivalent. Enrollment limited to 20. {A}{H}{S}

Fall, Spring, Variable

LSS 240 Cultural Landscapes and Historic Preservation (4 Credits)

Debates over the meaning, interpretation and management of unique, artistic, historic or culturally significant places take center stage in this course. Students consider how and why some landscapes and buildings get preserved and protected while others are redesigned, ignored, neglected or demolished. Major themes in the course include continuity and change in the built environment, notions of cultural heritage and the concept of authenticity. Readings include theoretical and historical perspectives on the topic supplemented by case studies and field investigations. Prerequisites: LSS 100 or LSS 105 or equivalent. Enrollment limited to 20. {A}{H}{S}

Spring

LSS 245 Place Frames: Photography As Method In Landscape Studies (4 Credits)

Photography and landscape are intertwined. Scholars, design professionals, artists and journalists use photographs as evidence, as a means of representing sites, as a design tool, as source material for project renderings and as documentation. This course focuses on how photography is a part of field observations and research techniques, how photographs are used in landscape studies and how text and image are combined in different photographic and scholarly genres. Students take photographs and examine the photographs of landscape architects, urbanists, artists and journalists. Field exercises are combined with workshops, discussions and research at the Smith College Museum of Art. Enrollment limited to 15. {A}{S}

Fall, Spring, Variable

LSS 250 Studio: Landscape and Narrative (4 Credits)

Landscapes guide their use and reveal their past. This landscape design studio asks students to consider the landscape as a location of evolving cultural and ecological patterns, processes and histories. Students work through a series of site-specific projects that engage with the narrative potential of landscape and critically consider the environment as socially and culturally constructed. A variety of media are used in the design process including drawing, model-making, collage and photography. Priority given to LSS minors and ARU majors. Enrollment limited to 14. {A}{S}

Fall, Spring, Variable

LSS 255 Art and Ecology (4 Credits)

Environmental designers are in the unique and challenging position of bridging the science of ecology and the art of place-making. This landscape design studio emphasizes the dual necessity for solutions to ecological problems that are artfully designed and artistic expressions that reveal ecological processes. Beginning with readings, precedent studies and in-depth site analysis, students design a series of projects that explore the potential for melding art and ecology. Enrollment limited to 14. {A}{S}

Fall, Spring, Variable

LSS 260 Visual Storytelling: Graphics, Data and Design (4 Credits)

Communicating with images is different than communicating with words. By learning how the eye and brain work together to derive meaning from images, students take perceptual principles and translate them into design principles for effective visual communication. Course lectures, readings and exercises cover graphic design, visual information, information graphics and portfolio design. Students are introduced to graphic design software, online mapping software and develop skills necessary to complete a portfolio of creative work or a visual book showcasing a body of research. Enrollment limited to 18. {A}

Fall, Spring, Variable

LSS 300 Seminar: Rethinking Landscape (4 Credits)

This capstone course in the study of the built environment brings history and theory alive for those students with interests in diverse fields such as art, architecture, American studies, engineering and the natural sciences. Designed as an advanced-level seminar, it explores key concepts and theoretical debates that have shaped the interdisciplinary field of landscape studies. In particular, students investigate how the field has changed over time and critically consider where it is likely to go in the future. Classic texts from thinkers such as J.B. Jackson, Yi-Fu Tuan, John Stilgoe, Anne Spirn and Dolores Hayden are paired with contemporary critiques and new approaches to the study of space and place. Independent research work and participation in class discussion are strongly emphasized. Prerequisite: one 200-level course in LSS or permission of the instructor. Priority given to LSS minors, and seniors and juniors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{S}

Fall, Spring, Variable

LSS 315 Seminar: Urban Ecological Design (4 Credits)

This seminar course examines how designers and planners have theorized the interaction of natural processes and human-constructed systems in cities. Major themes include: how planners, architects, landscape architects, and engineers put ecological knowledge and scientific expertise into action to address complex problems; how an ecologically-based reading of the urban landscape differs from typical approaches to city design; relationships between land form, land use, and built environment; and, conceptions of urban nature and "design with nature." Topics may include sea-level rise; urban infrastructures; access to parks and open spaces; the combined sewer overflow problem; and heat, health, and urban forestry. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{N}{S}

Fall, Spring, Variable

LSS 389/ ARS 389 Broad-Scale Design and Planning Studio (4 Credits)

Offered as LSS 389 and ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring, Variable

LSS 400 Special Studies (1-4 Credits)

Admission by permission of the instructor and director, normally for senior minors. Advanced study and research in landscape studies-related fields. May be taken in conjunction with LSS 300 or as an extension of design work begun during or after a landscape studies or architecture studio.

Fall, Spring

Crosslisted Courses

AMS 201 Introduction to American Studies (4 Credits)

This course provides an introduction to American Studies through the interdisciplinary study of American history, life and culture. Students develop critical tools for analyzing cultural texts (including literature, visual arts, music, fashion, advertising, social media, buildings, objects and bodies) in relation to political, social, economic and environmental contexts. The course examines the influence of race, ethnicity, class, gender, sexuality and transnationality on conceptions of citizenship, and struggles over what it means to be an “American,” and how this has shaped the distribution of power, resources and wellbeing in the United States. {H}{L}

Spring

AMS 202 Methods in American Studies (4 Credits)

This course introduces some of the exciting and innovative approaches to cultural analysis that have emerged over the last three decades. Students apply these methods to a variety of texts and practices (stories, movies, television shows, music, advertisements, clothes, buildings, laws, markets, bodies) in an effort to acquire the tools to become skillful readers of American culture, and to become more critical and aware as scholars and citizens. Prerequisite: AMS 201 is recommended but not required. {A}{H}

Fall

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum’s world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ANT 200 Colloquium: Research Methods in Anthropology (4 Credits)

This course introduces students to the variety of methods of inquiry used for research in anthropology. Throughout the semester, students are introduced to methods of locating and analyzing information and sources, developing research questions and writing. Normally taken in the spring of the sophomore or junior year. Anthropology majors only. Prerequisite: ANT 130. Enrollment limited to 20. Instructor permission required. {S}

Fall, Spring, Variable

ANT 221 Thinking From Things: Method, Theory and Practice in Archaeology (4 Credits)

This course focuses on the theoretical foundations of archaeological research, the variety of methods available to analyze material culture, the interpretation of results, and ethical considerations of practicing archaeology in the United States and abroad. The course provides students with a solid foundation for evaluating and contextualizing current methodological and theoretical trends within archaeology. Case studies illustrate the diversity of archaeological thought, interdisciplinary approaches to studying material culture and innovative directions in the field of anthropological archaeology. Discussions of practice address the roles and responsibilities of archaeologists in heritage management, museum development and community outreach.

Fall, Spring, Alternate Years

ANT 249 Visual Anthropology (4 Credits)

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 317 Seminar: The Anthropology of Landscape – Space, Place, Nature (4 Credits)

Landscapes have long figured as a backdrop for anthropological studies, but recently the landscape has emerged as an object of deeper interest. From abandoned city blocks in Detroit, the shores of Walden Pond, the savannas of Eastern Africa, or the Chernobyl exclusion zone, landscapes are potent social and material phenomena. In this course, we explore theories of landscape from different disciplinary perspectives, and then use them to think through the ways that landscapes present themselves to anthropologists and their subjects. Topics include post-industry, colonial gardens, the US West, invasive species, environmental racism, time, capitalism, cartography and counter-mapping, and environmental conservation. Enrollment limited to 12. {N}{S}

Fall, Spring, Alternate Years

ARS 163 Drawing I (4 Credits)

An introduction to visual experience through a study of the basic elements of drawing. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Enrollment limited to 18. Instructor permission required. {A}

Fall, Spring

ARS 264 Drawing II (4 Credits)

An introduction to more advanced theories and techniques of drawing, including the role of drawing in contemporary art. The emphasis of the class is on both studio work and class discussion. A major topic is the development of independent projects and practice. Students may require additional supplies and are responsible for purchasing them directly. Enrollment limited to 15. Prerequisite: ARS 163 or ARS 172 or equivalent. Instructor permission required. {A}

Fall, Spring, Alternate Years

ARS 266 Painting I (4 Credits)

Various spatial and pictorial concepts are investigated through the oil medium. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Prerequisite: ARS 163 or equivalent. Enrollment limited to 18. Instructor permission required. {A}

Fall, Spring, Annually

ARS 280 Introduction to Architectural Design Studio: Analog Processes - Ground (4 Credits)

In nurturing architecture's foundational principles of visual, material and conceptual experimentation, this course lays the foundation for subsequent studios, lifelong learning and curiosity for architectural design processes. It probes the material, organizational and spatial qualities of the ground, a shared horizontal territory inhabited by plants, people and buildings—one that is as much cultural as it is natural.

Through iterative and analog processes, students integrate drawing and making to construct and reconstruct lines in the ground. Probing the physical and conceptual ground for natural or constructed patterns, students develop foundation-level design skills within the context of larger environmental and cultural discourses. Core studio materials are provided. Students are responsible for the purchase of additional supplies required for individual projects. Not open to students who have taken ARS 283. Enrollment limited to 15. Prerequisite: ARH 110 or equivalent. Instructor permission required. {A}

Fall, Spring, Annually

ARS 389/ LSS 389 Broad-Scale Design and Planning Studio (4 Credits)

Offered as LSS 389 and ARS 389. This class is for students who have taken introductory landscape studios and are interested in exploring more sophisticated projects. It is also for architecture and urbanism majors who have a strong interest in landscape architecture or urban design. In a design studio format, the students analyze and propose interventions for the built environment on a broad scale, considering multiple factors (including ecological, economic, political, sociological and historical) in their engagement of the site. The majority of the semester is spent working on one complex project. Students use digital tools as well as traditional design media and physical model building within a liberal arts-based conceptual studio that encourages extensive research and in-depth theoretic inquiry. Previous studio experience and two architecture or landscape studies courses suggested. Priority given to LSS minors and ARU majors. Enrollment limited to 14. Instructor permission required. {A}

Fall, Spring, Variable

BIO 122 Horticulture: Botany for Gardeners (3 Credits)

Survey course in the fundamentals of horticulture and basic botany. Plant structure and function, nomenclature, nutrition, seed biology, propagation, pests and diseases, soils, compost, and an introduction to biotechnology. Discussions include growing fruits, vegetables and herbs. Course requirements include a field notebook, in-class discussions, independent engagement with written and multimedia resources, and a book review. Corequisite: BIO 123. Enrollment limited to 45. {N}

Spring

BIO 123 Horticulture: Botany for Gardeners Laboratory (1 Credit)

Practical lab experiences in plant propagation, morphology, development and physiology, soils, seeds, floral design, and an herbal apothecary. Use of the Lyman Conservatory, field trips, and winter and spring observation of outdoor plants are important components of the course. Course requirements include a lab journal and an extended field observation phenology project. Corequisite: BIO 122. Enrollment limited to 15. {N}

Spring

BIO 125 Plants in the Landscape Practicum (2 Credits)

Experiential, field-based course that seeks to ground students in the planted landscape and nurture a sense of place. Identification, morphology and uses of landscape plants including annuals, perennials, woody shrubs and trees, evergreens and groundcovers. Horticultural practices such as pruning, division, hybridizing, bulb planting, close observation and design basics. Discussions will consider equity and access, local food systems, ecosystem services, urban greening and climate/sustainability. Field trips are an important component of the course. Projects include a field journal, short skill-share presentations and a landscape design activity. Not open to students who have taken BIO 120/ BIO 121. Enrollment limited to 15. {N}

Fall

BIO 130 Biodiversity, Ecology and Conservation (4 Credits)

Students in this course investigate the origin, nature and importance of the diversity of life on Earth, key ecological processes and interactions that create and maintain communities and ecosystems, principle threats to biodiversity, and emerging conservation strategies to protect the elements and processes upon which we depend. Throughout the semester, the course emphasizes the relevance of diversity and ecological studies in conservation. Corequisite: BIO 131 is recommended but not required. {N}

Fall, Spring

BIO 131 Research in Biodiversity, Ecology, and Conservation (2 Credits)

Students pull on their boots and explore local habitats that may include the Mill River, MacLeish Field Station, Smith campus Botanic Gardens and local hemlock forests. Students gain experience with a diversity of organisms by conducting research projects that can enhance their understanding of ecology and conservation. Students practice the scientific process and document their work in a lab notebook. Research skills developed include hypothesis development, data collection, statistical analysis and presentation of results. Because research projects vary seasonally, please see the Department of Biological Sciences website for more information. Enrollment limited to 16. Corequisite: BIO 130 recommended. {E} {N}

Fall, Spring

BIO 266 Ecology: Principles and Applications (4 Credits)

This general ecology course provides a conceptual foundation for understanding ecological processes from population dynamics to ecosystem function. Fundamental ecological concepts are covered within the context of current environmental challenges arising from global change. This framing illuminates how population dynamics, community composition and trophic interactions affect ecosystem function and ecosystem services. Corequisite: BIO 267. Prerequisite: Bio 130 or an equivalent course in ecology or environmental science. Enrollment limited to 18. {N}

Fall, Variable

BIO 267 Ecology: Principles and Applications Laboratory (1 Credit)

This general ecology laboratory course provides hands-on experience in the execution of ecological experiments in the field. Students will participate in study design, data curation, analysis, and interpretation. All statistical analyses will be conducted in R. Enrollment limited to 18. Corequisite: BIO 266. {N}

Fall, Variable

BIO 268 Marine Ecology (3 Credits)

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Enrollment limited to 24. Corequisite: BIO 269. {N}

Fall

BIO 269 Marine Ecology Laboratory (2 Credits)

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments and to write in the scientific style. Field trips to Rhode Island and Cape Cod, MA provide hands-on experience with marine organisms in their natural habitats. Corequisite: BIO 268. Enrollment limited to 12. {N}

Fall

CCX 120 Community-Based Learning: Ethics and Practice (2 Credits)

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

Fall

DAN 339 Movement, Ecology and Performance in the Smith Landscape (4 Credits)

This course offers an opportunity to explore how place and landscape offer inspiration and opportunities for dance, performance and embodied experience. Place can include natural landscapes, buildings, parks, pathways, stairways, living rooms, and the place of our bodies. The goal of this course is to create bridges between the ecological and the poetic realms of human experience. Students will explore how creativity is being in relationship to things, beings, environments, and the historical and cultural contexts. This course includes a series of public performances and is open to students interested in engaging in creative collaborative process. Enrollment limited to 18. {A}

Spring, Alternate Years

ECO 224 Environmental Economics (4 Credits)

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, permits, public goods and common property resources. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 230 Urban Economics (4 Credits)

Economic analysis of the spatial structure of cities—why they are where they are and look like they do. How changes in technology and policy reshape cities over time. Selected urban problems and policies to address them include housing, transportation, concentrations of poverty, financing local government. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources (4 Credits)

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can market outcomes be improved in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods, and their implications for the allocation of resources. The course explores these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, the course touches upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

EGR 100ee Topics: Engineering for Everyone-Energy and the Environment (4 Credits)

Through readings, discussion, labs and lectures students learn about human activity related to energy usage and the consequences to Earth's environment. This knowledge is applied to motivate, design and build scale models of net-zero energy buildings. Through simple lab exercises, students learn to program microcontrollers that measure temperatures and control features within their model buildings, and corresponding analyses enables students to demonstrate how energy from the sun can be utilized in design to reduce carbon-based energy sources. Enrollment limited to 20. {N}

Fall, Spring, Variable

EGR 315 Seminar: Ecohydrology (4 Credits)

This seminar focuses on the measurement and modeling of hydrologic processes and their interplay with ecosystems. Material includes the statistical and mathematical representation of infiltration, evapotranspiration, plant uptake and runoff over a range of scales (plot to watershed). The course addresses characterization of the temporal and spatial variability of environmental parameters and representation of the processes. The course introduces students to the Pioneer Valley, the cloud forests of Costa Rica and African savannas. Prerequisites: MTH 112 and SDS 220. Enrollment limited to 12. Juniors and senior Engineering majors only.

Fall, Spring, Variable

ENG 199 Methods of Literary Study (4 Credits)

This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students learn how poetry, prose fiction and drama work, how to interpret them and how to make use of interpretations by others. This course seeks to produce perceptive readers well equipped to take on complex texts. This gateway course for prospective English majors is not recommended for students simply seeking a writing intensive course. Readings in different sections vary, but all involve active discussion and frequent writing. Enrollment limited to 20. WI {L}

Fall, Spring

ENG 238 What Jane Austen Read: The 18th-Century Novel (4 Credits)

A study of novels written in England from Aphra Behn to Jane Austen and Walter Scott (1688-1814). Emphasis on the novelists' narrative models and choices; we conclude by reading several novels by Austen-including one she wrote when 13 years old. {L}

Fall, Spring, Alternate Years

ENV 101 Sustainability and Social-Ecological Systems (4 Credits)

Earth has entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how our social-ecological systems can be remodeled to build a more sustainable and resilient future. Enrollment limited to 37. {H}{N}{S}

Fall, Spring

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit (4 Credits)

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the "banlieues" and "cités". The class examines the question of whether "banlieue" authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the "banlieues" nevertheless produce vibrant cultural expressions that beg the question: Is the "banlieue" a mere suburb of French cultural life or more like one of its centers? Basis for the major. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220 or equivalent. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature (4 Credits)

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 141 Reading, Writing and Placemaking: Landscape Studies (4 Credits)

Landscape studies is the interdisciplinary consideration of how we view, define and use the land, whether it be our backyard, a moonscape or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes as do politicians, builders, hunters, children, artists and writers, among others. In this course, students examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course includes some landscape history and theory, visits by people who study landscape from nonliterary angles, and the discovery of how landscape works in texts in transforming and surprising ways. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 151 Our Mill River (4 Credits)

The Mill River flows through campus and connects the landscapes upstream and downstream of Smith. From its headwaters in Goshen, MA, to its mouth where it joins the Connecticut River on the Northampton/Easthampton line, the Mill River defines a region of communities that are all here as a result of its waters. Students will gain important insight into Smith's context by exploring and reflecting on the natural and cultural landscape of the Mill River. Weekly field experiences are complemented by readings, map work, historical collections, a sampling of local delicacies, guest experts, and class discussions. This course is writing intensive and based in field experiences. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

GEO 101 Introduction to Earth Processes and History (4 Credits)

Geology is a study of the Earth. In this course, students will examine the processes that formed the Earth and that have continued to change the planet during its 4.57 billion year history. In rocks, minerals and the landscape, geologists see puzzles that tell a story about Earth's past. In this course, students will develop their geologic observation skills. Together, the class will investigate the origins of minerals and rocks and the dynamic processes that form volcanoes, cause earthquakes, shape landscapes, create natural resources, and control the climate—today as well as during the Earth's past. Students learn to view the Earth with a new perspective and appreciate how the planet is constantly changing, even if at extremely slow rates. Students planning to major in geosciences should take GEO 102 concurrently. {N}

Fall

GEO 102 Exploring the Local Geologic Landscape (2 Credits)

The Connecticut Valley region is rich with geologic features that can be reached by a short van ride from Smith. This is a field-based course that explores geology through weekly trips and associated assignments during which we examine evidence for volcanoes, dinosaurs, glaciers, rifting continents and Himalayan-size mountains in Western Massachusetts. Students who have taken FYS 103 are not eligible to take GEO 102. This class, when taken in conjunction with any other 100-level course, can serve as a pathway to the Geoscience major. Preference given to students taking GEO 101 concurrently and students who have previously taken a Geoscience course. Enrollment limited to 17. {N}

Fall

GEO 104 Global Climate Change: Exploring the Past, the Present and Options for the Future (4 Credits)

This course seeks to answer the following questions: What do we know about past climate and how do we know it? What causes climate to change? What have been the results of relatively recent climate change on human populations? What is happening today? What is likely to happen in the future? What choices do we have?. {N}

Fall, Spring, Annually

GEO 106 Extraordinary Events in the History of Earth, Life and Climate (4 Credits)

A journey through the 4.6 billion-year history of global change, with a focus on extraordinary events that have shaped the evolution of Earth and life through time. These events include the earliest development of life, the buildup of oxygen in the atmosphere, the devastation of the living world by catastrophic mass extinctions, the tectonic rearrangement of continents, the alternation of ice ages and eras of extreme warmth, and the evolution of modern humans. We also examine ways in which humans are changing our climatic and biologic environment and discuss potential consequences for the future of our planet. {N}

Fall, Spring, Variable

GEO 251 Geomorphology (5 Credits)

The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. During the first part of the semester laboratories involve learning to use geographic information system (GIS) software to analyze landforms. During the second part of the semester laboratories include field trips to examine landforms in the local area. Prerequisite: GEO 101, GEO 102, GEO 108 or FYS 103. Enrollment limited to 18. {N}

Spring

HST 150 The Historian's Craft (4 Credits)

This course serves as an introduction to the study of History and to what historians do. It is a requirement for the History major. At the root of this course is the question of what is history and what it means to study history. Key questions driving the course are: Is history simply the study of the past? What is the past's connection to the present? Is it even necessary to make such connections to the present and what is lost and gained in making such connections? Normally to be taken during a student's first or second year. Enrollment limited to 40. {H}

Fall, Spring

IDP 109 Aerial Imagery and Cinematography (2 Credits)

This two-credit course designed to immerse students in drone avionics, photogrammetry, image processing, surveying/mapping and aerial photography and videography. The course encourages teamwork, curiosity, critical thinking, perseverance and creativity, as well as collaboration and etiquette regarding fieldwork and community-based research. Students learn practical techniques for acquiring and analyzing aerial data and have an opportunity to improve Smith's approach to teaching and research with drones. S/U only. Enrollment limited to 12.

Fall, Spring, Variable

IDP 316 [Critical] Design Thinking Studio (4 Credits)

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology and art history. Enrollment limited to 15. Instructor permission required.

Fall, Spring, Variable

PHI 238 Environmental Philosophy (4 Credits)

This course prepares students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

POR 220mb Topics in Portuguese and Brazilian Literature and Culture-Mapping Brazilian Culture onto an Urban Grid (4 Credits)

This course addresses a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. {F}{L}

Fall, Spring, Variable

SOC 203 Qualitative Methods (4 Credits)

Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicalities in research, research techniques, data analysis, and theorizing and dissemination of research findings. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Spring

Latin American and Latino/a Studies

Department website (<https://www.smith.edu/academics/lals/>)

The interdisciplinary program of Latin American and Latino/a Studies fosters a rich and critical understanding of Latin America, including Brazil and the Hispanic Caribbean, in its broadest sense. The program focuses on the cultural production, history and political, social and economic structures created by the inhabitants of the area extending from Mexico to Tierra del Fuego, from California to Cuba, and in dialogue with the rest of the world. Students explore the diversity that existed in Latin America before the arrival of Europeans, the societies that subsequently developed among Native Americans, Europeans, Asians and Africans, and contemporary issues and forms of expression both of Latin Americans and of Latinas/os in the United States.

Please see **Five College Academic Departments, Majors, and Certificate Programs (p. 502)** for information on the Five College Certificate in Latin American, Caribbean and Latino Studies.

Faculty

Javier Puente, Ph.D., Associate Professor

Latin American and Latino/a Studies Committee

Vicente Carrillo, Ph.D., Lecturer

Latin American and Latino/a Studies Committee

Ginetta Candelario, Ph.D., Professor of Sociology and Latin American Studies

Michelle Joffroy, Ph.D., Associate Professor of Spanish

Marguerite I. Harrison, Ph.D., Professor of Portuguese and Brazilian Studies

Elizabeth A. Klarich, Ph.D., Associate Professor of Anthropology

Malcolm Kenneth McNee, Ph.D., Associate Professor of Portuguese and Brazilian Studies

Javier Puente, Ph.D., Associate Professor of Latin American and Latino/a Studies, *Chair*

Maria Helena Rueda, Ph.D., Professor of Spanish

Lester Tomé, Ph.D., Associate Professor of Dance

Major and Minor Advisers

Members of the committee.

Honors Director

Michelle Joffroy

Study Abroad

Michelle Joffroy, Adviser

Students choosing to spend the junior year studying in Latin America or other relevant locations with connections to their major or minor should consult with the appropriate advisers.

Five-Year Option with Georgetown University

Students interested in pursuing graduate studies in LAS have the option of completing a master of arts in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LALS adviser during their sophomore year or early in their junior year.

Latin American Studies Major

The major builds upon core interdisciplinary work in Latin American studies and a commitment to work in Spanish and/or Portuguese. Building on the strength of this core, students will follow a program of studies related to Spanish-speaking America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history literature and sociology, through courses offered in affiliated departments and programs.

Requirements

Ten semester courses (40 credits)

1. Basis: LAS 150
2. Core Requirements: LAS 250 and LAS 310
3. Seven electives: at least one must focus on the period before Independence (e.g., pre-1825) and one must focus on Latino/a studies
 - a. Two humanities courses (e.g., literary studies, historical studies, cultural studies) in Spanish or Portuguese, normally at the 200 level (8 credits)
 - b. Two social sciences courses (e.g., sociology, anthropology, government, economics), normally at the 200 level (8 credits)
 - c. One historically-focused course on Latin America (e.g., a course that considers Indigenous, Black and/or other histories of Latin America across a long durée, a temporal stretch that extends beyond 1950-present), normally at the 200 level (4 credits)
 - d. One course that focuses on the arts in and of Latin America (art history, film and media studies, theatre, dance), normally at the 200 level (4 credits)
 - e. One course on Latin America at the 300 level in any discipline (4 credits)

In consultation with the major adviser, students are expected to identify an intellectual focus to build coherence across their seven electives. Such foci may be:

- Thematic (e.g., race/diaspora, indigeneity, gender/sexuality, Latinidades, migration/immigration)
- Geographic (e.g., national, transborder/border studies, regional)
- Temporal (e.g., pre-1825, 19th/20th century, contemporary)

The S/U grading option is not allowed for courses counting towards the major, except for these (pandemic) exceptions: all relevant classes taken in the spring of 2020, which were graded S/U by the College, will count towards the major; and students may count up to two classes towards the major S/U, if those classes were taken in the 2020–21 academic year.

Honors

Students interested in completing an honors thesis should consult the program honors director. Please consult the director of honors or the departmental website for specific requirements and application procedures.

The Minor in Latino/a Studies

This minor emphasizes key intellectual and methodological capacities for Latino/a studies: exposure to the shared transnational histories of Latin and Latino/a America; critical engagement with Spanish as a

language of thought and cultural production; a shared intellectual and interdisciplinary experience with a community of majors and minors in the program.

Requirements

Six semester courses (24 credits)

1. Core courses:
 - a. One course in the history of Latin America and/or the Caribbean (e.g., a course that considers Indigenous, Black and/or other histories of Latin America across a long durée, a temporal stretch that extends beyond 1950-present), normally at the 200 level (4 credits)
 - b. One humanities or cultural communication course in Spanish, normally at the 200 level (4 credits)
 - c. Capstone: LAS 310 (4 credits)
2. Three Latino/a-focused courses (12 credits) that fulfill these distribution requirements:
 - At least one course in the social sciences, normally at the 200 level (anthropology, economics, government, sociology, history)
 - At least one course in the humanities/arts, normally at the 200 level (art history, dance, English, Spanish and Portuguese, theatre, world literatures)

Additional Guidelines

- Students may count one course in Latino/a studies from another Five College institution toward the minor.
- The S/U grading option is not allowed for courses counting towards the minor, except for these (pandemic) exceptions: any relevant classes taken in the spring of 2020, which were graded S/U by the College, will count towards the minor; students may also count up to two classes towards the major S/U, if those classes were taken in the 2020–21 academic year.
- It is strongly recommended that students take a community-based research and learning course, either as part of the distribution requirements or in addition to the 24-credit minimum required to complete the minor.

Courses

LAS 150 Introduction to Latin American Studies (4 Credits)

This course is a multidisciplinary, thematically-organized introduction to the cultures and societies of Latin America and communities of Latin American descent in the United States that serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language and the arts through readings, films, music, discussions and guest lectures. The course is required for all majors in Latin American Studies. {A}{H}{S}

Fall, Spring, Variable

LAS 201br Colloquium: Topics in Latin American and Latino/a/x Studies-Banana Republics: Crops and Capitalism (4 Credits)

This colloquium explores the socio-environmental trajectories of four crops in Latin America. From the deep history of potatoes to the dawn of transgenics, this course centers crops as a pivotal lens for examining the dynamics of capitalist development in the hemisphere. The first unit studies the potato and its contribution to the major demographic trends that remade the modern world. The second unit discusses histories of colonialism, sugar, slavery, and racialized capitalism. The third unit examines the establishment of banana agriculture as a mechanism of empire-making. The final unit unveils the emergence of GMOs and the centrality of Mexican maize. {H}{S}

Fall, Spring, Variable

LAS 201cc Colloquium: Topics in Latin American and Latino/a/x Studies-Climate and Conflict (4 Credits)

This class examines the intersections of climate trends and conflict dynamics in Latin America and the world. Recent climate change and global warming developments have triggered a multidisciplinary reflection on the remaking of twenty-first century geographies of social conflict. This course discusses the region's centrality in understanding the historical roots of the convergence of climate and conflict, the emergence of environmental refugees and displacement, the rise of indigenous environmental activism and grassroots movements, and the enduring experiences of environmental suffering. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

LAS 201el Colloquium: Topics in Latin American and Latino/a/x Studies-Environmental Legacies and Ecological Futures in Latin America (4 Credits)

Latin America is often signaled as both a region of biological diversity and a space of daunting environmental degradation. This course explores the ecological and environmental relationships between nature and society in Latin America from pre-conquest to contemporary times. Students examine socioenvironmental issues, integrating knowledge from the sciences and the humanities. Through readings, discussions and academic research, students reflect on their disciplinary assumptions about critical issues such as ecological crises, the human perils of extractive industrial activities, environmental determinism, activism and social justice. Enrollment limited to 20.

Fall, Spring, Variable

LAS 201li Colloquium: Topics in Latin American and Latino/a Studies-Mapping Latine Inequalities: Race, Space and Urban Justice (4 Credits)

The course explores the relationship between race, space, gender and sexuality. Two questions guide our focus: How do communities come together to live dignified lives? What strategies of place making and world making do communities use to create home? The course turns to different cities throughout the U.S including Los Angeles, New York, Chicago and San Francisco to understand how historically aggrieved communities resist violent neighborhood changes. The course examines processes like gentrification and histories of dispossession. Students learn about housing justice activism, environmental racism, police brutality, gayborhoods, queer nightlife and pleasure politics. Cannot be taken S/U. Enrollment limited to 20. (E) {A}{H}{S}

Spring, Variable

LAS 201of Colloquium: Topics in Latin American and Latino/a/x Studies-Organizing Freedom: Domestic Worker History and Cultures of Resistance in the Américas (4 Credits)

This course explores women's domestic labor, studying histories and cultures of resistance of Latin American and Latine domestic workers. It asks key questions: How do the legacies of colonialism, anti-Indigeneity and anti-Blackness shape domestic labor? What strategies have domestic workers deployed in different moments and diverse geographies to dismantle systems of oppression? How have they articulated concepts of liberation, autonomy and freedom to build alternative cultures of solidarity, mutuality and well-being? Students read key histories of domestic work in Latin America, study how domestic workers organize to build international networks and consider cultural digital projects that center domestic workers. {H}{L}

Annually

LAS 201ql Colloquium: Topics in Latin American Studies-Queer Latine Embodiments: Affect, Race and Aesthetics (4 Credits)

What modes of resistance do queer and trans bodies of color deploy to navigate an anti-queer/trans world? What lessons do bodies offer? This course focuses on queer and trans representation in cultural production, performance studies approach to queer Latine research and the importance of embodied knowledges. The course addresses topics around affect, desire, queer nightlife, anti-queer/trans moral panics and public space. Students become familiar with scholarship in the growing field of queer Latine studies while developing a stronger critical analytic on how race, class, sexuality and gender inform the reading of bodies. Enrollment limited to 20. (E) {A}{S}

Fall, Spring, Variable

LAS 250 Colloquium: Knowing Latin America: Ethics, Methods and Debates (4 Credits)

In this course, students explore current perspectives central to the field of Latin American Studies, focusing on ethical and methodological questions—as they relate to research, publication, academia and activism. Students will read broadly in the humanities, social and natural sciences, developing a solid foundation for evaluating, contextualizing and applying current trends within Latin American Studies. Case studies illustrate diversity of thought, interdisciplinary approaches, and innovative directions in the field. Discussions address the roles and responsibilities of researchers, analysts and practitioners across a range of professions. Required for the major in Latin American Studies. {A}{H}{S}

Fall, Spring, Annually

LAS 260 Colloquium: Animal Histories of Latin America (4 Credits)

This colloquium centers animals as the core of a “more-than-human” account for understanding four major environmental questions in the history of Latin America: the adaption of societies to high-altitude environments, the ecological transformations framed by colonization, the kinetic capacities of emerging nation-states and the neoliberal commodification of nature. Through the interrogation of guinea pigs, sheep, horses and vicuñas, correspondingly, this course ventures into the examination of animals as proxies, partners, porters and portraits of narratives usually studied as strictly anthropogenic and anthropocentric. Enrollment limited to 20. (E) {H}{S}

Variable

LAS 291 Colloquium: Decolonize This Museum? (4 Credits)

What does it mean to de-colonize a museum? How does such work happen, and who actually does the “decolonizing?” With these questions as guide, this class considers Latin American museums—of art, natural history, local and other histories—through comparative lenses. Decolonizing conversations are taking place in many parts of the world, and so this course addresses Latin American and Latinx projects in relation to those taking place in Africa and the Pacific Islands, in western Europe and North America. Independent research projects will figure prominently; recommended: at least one class in Latin American and Latino/a Studies, art history, anthropology. {A}{H}{S}

Fall, Spring, Variable

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies-Contesting Space: Art, Ecology, Activism (4 Credits)

What do artists have to say to activists and scientists? Students in this seminar will immerse in case studies drawn from Latin American and Latinx geographies (1970s to the present) to explore the promises and pitfalls of cultural experiments across boundaries of knowledge-making in art, ecology and activism. We will work with a range of public culture technologies—including digital storytelling, social and print media—to illuminate these “activist ecologies” for diverse publics outside academia. Open to juniors and seniors of any major. Some background in the study of the Latinx/Latin America(s) required. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {A}{H}{S}

Fall, Spring, Variable

LAS 301hw Seminar: Topics in Latin American and Latino/a Studies-Deep History of Water (4 Credits)

We live in a world largely covered by water. We inhabit physical bodies considerably made of water. We channeled water as a primary sign of civilization and are currently in search of water beyond planetary frontiers. This seminar interrogates how hydric and hydraulic narratives may inform our understanding of past, present, and future visions of power and society. Grounded in Latin America and global in its aim, this seminar is structured in four larger sections: the hydraulic origins of ancient city states, colonialism and the control of waterscapes, the hydric demise of nation-states, and the future quest for water. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

LAS 301iw Seminar: Topics in Latin American and Latino/a Studies-Colonial and Postcolonial Indigenous Worlds (4 Credits)

This seminar explores the historical trajectory of the First Peoples and Nations of the Americas and their worlds, from their inception as Indigenous at the dawn of colonialism to their subjection as the “rural poor” amidst modernizing paradigms of progress. Following a chronological sequence, the course covers issues such as genetics and the deep history of Indigeneity in the Americas, the age of demographic collapse during the Columbian Exchange, the rise of colonial Indigenous livelihoods and ecologies, Indigenous struggles for autonomy and land as communities and campesinos and their enduring quests for Indigenous citizenship and plurinational recognition in a neoliberal age. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

LAS 310 Seminar: Senior Capstone (4 Credits)

This course studies how people trained in the field of Latin American and Latin@Studies "do their work," asking: what constitutes a compelling research topic and what methodologies are required to complete such research. Focus rests on the last decade. We explore a wide range of authors, from those interested in the arts to those who study immigration or climate change. This class also asks each student to develop and present an independent research project, teaching others in class about her topic. Throughout we consider and debate the implications of working in this field—both inside and outside academic settings. Required for the major in Latin American Studies and the minor in Latino/a Studies. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{L}{S}

Spring

LAS 400 Special Studies (1-4 Credits)

Fall, Spring

LAS 404 Special Studies (4 Credits)

Fall, Spring

LAS 430D Honors Project (4 Credits)

Fall, Spring, Annually

LAS 431 Honors Project (8 Credits)

Fall, Spring, Annually

Crosslisted Courses

AFR 111 Introduction to Black Culture (4 Credits)

An introduction to some of the major perspectives, themes, and issues in the field of Afro-American studies. Our focus is on the economic, social and political aspects of cultural production, and how these inform what it means to read, write about, view and listen to Black culture. {S}

Fall, Spring, Variable

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora (4 Credits)

This interdisciplinary course explores over two decades of work produced by and about Black Queer Diasporic communities throughout the circum-Atlantic world. While providing an introduction to various artists and intellectuals of the Black Queer Diaspora, this course examines the viability of Black Queer Diaspora world-making praxis as a form of theorizing. We will interrogate the transnational and transcultural mobility of specific Black Queer Diasporic forms of peacemaking, erotic knowledge productions, as well as the concept of "aesthetics" more broadly. Our aim is to use the prism of Blackness/Queerness/Diaspora to highlight the dynamic relationship between Black Diaspora Studies and Queer Studies. {A}{H}{S}

Fall, Spring, Variable

AFR 210 Colloquium: Black Political Economy-From Slavery to Reparatory Justice (4 Credits)

What constitutes the field of study called Black Political Economy? This course excavates a radical tradition of political economy in African diaspora studies, a tradition which has sheltered some of the most thoroughly insightful perspectives on Black oppression in the Americas over the last 500 years. The course takes a wide-ranging and interdisciplinary approach which draws on several fields, including Africana intellectual history, political economy, sociological studies and cultural studies in its presentation of the field of study termed Black political economy. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

AFR 215 Topics in Africana Studies-Caribbean Political Thought and the Quest for Freedom (4 Credits)

How have the history and geography of the Caribbean shaped the political claims of its thinkers in the quest for freedom from domination? This course tracks their contribution to issues fundamental to societal formation in the Caribbean, expressed in the aspiration for national independence and self-determination. The ideas of revolutionaries and intellectuals are counterposed with manifestos, constitutional excerpts, speeches and modes of creative expression to provide a survey of the range of political options, challenges and the immense choices that have faced the region's people over the last 500 years. Enrollment limited to 40. {A}{H}{S}

Fall, Spring, Variable

AFR 223 Caribbean Cultural Thought: The Plantation, Diaspora and the Popular (4 Credits)

The course introduces students to the main theoretical interpretations of culture in the Caribbean, and gives an overview of Caribbean cultural history. Students will be expected to analyze the impact of colonialism, race, class, gender and sexuality in the formation of Caribbean cultural practices, and to interpret cultural expression in its broadest political sense. Key theoretical terms that are central to any understanding of Caribbean cultural thought – the plantation, diaspora, creolization – will be addressed in detail in the course. These key terms in Caribbean cultural thought are mobilized in order to give students the analytical tools to consider a wide variety of Caribbean cultural practices, identity formations, and ways of interpreting social reality in the region. {H}{S}

Fall, Spring, Variable

AFR 289 Colloquium: Race, Feminism and Resistance in Movements for Social Change (4 Credits)

This interdisciplinary colloquial course explores the historical and theoretical perspectives of African American women from the time of slavery to the post-civil rights era. A central concern of the course is the examination of how black women shaped and were shaped by the intersectionality of race, gender and sexuality in American culture. Not open to first years. Enrollment limited to 25. {H}

Fall, Spring, Variable

AFR 399 Seminar: Black Latinx Americas-Movements, Politics & Cultures (4 Credits)

This course examines the extensive and diverse histories, social movements, political mobilization and cultures of Black people (Afrodescendientes) in Latin America. While the course will begin in the slavery era, most of our scholarly-activist attention will focus on the histories of peoples of African descent in Latin America after emancipation to the present. Some topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, debates on "racial democracy," the relationship between gender, class, race, and empire, and recent attempts to write Afro-Latin American histories from "transnational" and "diaspora" perspectives. We will engage the works of historians, activists, artists, anthropologists, sociologists, and political theorists who have been key contributors to the rich knowledge production on Black Latin America. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

ANT 226 Archaeology of Food (4 Credits)

This course explores (1) how and why humans across the globe began to domesticate plant and animal resources approximately 10,000 years ago, and (2) new directions in the archaeology of food across time and space. The first part of the semester focuses on the types of archaeological data and analytical methods used to understand the agricultural revolution. Case studies from both centers and noncenters of domestication are used to investigate the biological, economic and social implications of changing foodways. During the remainder of the semester, emphasis is placed on exploring a number of food-related topics within archaeology, such as the relationship between agriculture and sedentism, food and gender, the politics of feasting, and methods for integrating archaeological and ethnographic approaches to the study of food across the globe. Enrollment limited to 30. {S}

Fall, Spring, Variable

ANT 237 Monuments, Materials and Models: The Archaeology of South America (4 Credits)

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. The course focuses on how archaeologists use data collected during settlement surveys, site excavations and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Discussions also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies and nationalist projects. {N}{S}

Fall, Spring, Alternate Years

ANT 269 Indigenous Cultures and the State in Mesoamerica (4 Credits)

This course is a general introduction to the relationship between indigenous societies and the state in Mesoamerica. Taking a broad historical perspective, we explore the rise of native state-level societies, the transformations that marked the process of European colonization, and the relationship of local indigenous communities to post-colonial states and transnational social movements. Texts used in the course place special emphasis on continuities and changes in language, social organization, cosmology and identity that have marked the historical experience of native groups in the region. {S}

Fall, Spring, Alternate Years

ARH 201/ POR 201 Brazilian Art Inside and Out (4 Credits)

Offered as POR 201 and ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. {A}

Fall, Variable

ARH 204 Inkas, Aztecs and Their Ancestors (4 Credits)

What is antiquity in the Americas? To explore this question, this class focuses upon visual cultures and urban settings from across the Americas. Emphasis rests upon recent research especially about the Inka, the Aztec, and their ancestors, but we will also study current debates in art history and archaeology. Among the themes we will discuss: sacrifice and rulership, representations of human and deified beings, the symbolic and economic meanings of materials and the ethics of excavation and museum display. Case studies include architectural complexes, textiles, ceramics and sculpted works from Peru, Mexico, the Caribbean and the U.S. Southwest. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 207 Translating New Worlds (4 Credits)

In this class we ask how travel to and through the New World was imagined, described and lived by Indigenous residents as well as those who came to the Americas from across the Atlantic and the Pacific oceans. Our focus rests upon the ways in which geographies, anthropologies, material objects, and pictorial and written records shaped colonial ambitions and experiences. Among the objects we will consider: books and painted images, dyes and metals, feathers, and urban buildings. Case studies will be drawn from across the Americas, including Canada, Mexico, Ecuador, Haiti, and the United States. We will also discuss contemporary cultural practices that seek to explain, interpret, and redress colonial encounters and settlements in the Americas. Group A, Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 290cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is "colonial" about art or architecture? Focusing on recent scholarship, this course addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of "colonial studies," the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARH 352vc Seminar: Topics in Art History-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? How do different forms of colonialism shape the meaning of objects? What kinds of loss does colonization produce, what kinds of resilience? Focusing on recent scholarship, this seminar addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider: the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict), nationalist histories of colonial projects, and current debates about decolonization, repatriation and reparation. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {A}{H}

Fall, Spring, Variable

DAN 144 Tango I (2 Credits)

Argentine Tango is the sensual and elegant social dance of the city of Buenos Aires, which is experiencing a worldwide revival. Class includes the movements, the steps, the history and anecdotes about the culture of Tango. The class covers traditional and modern forms. All dancers learn lead and follow, so you do not need a partner. May be taken twice for a total of four credits. Enrollment limited to 40. {A}

Fall, Spring, Variable

DAN 149 Salsa Dance I (2 Credits)

This course introduces the students to the New York mambo style of salsa (beginner-level). It also covers elements of the Cuban style of salsa, representative of an Afro-Caribbean dance aesthetic. Students master different variations of the salsa basic step, as well as turns, connecting steps and arm work. They learn how to dance in couples and also in larger groups known as *ruedas* (wheels). Toward the end of the semester, students are able to use their salsa vocabulary as basis for improvising and choreographing salsa combinations. We approach salsa as a social dance form expressive of Caribbean culture and Latino culture in the United States. Most of the work takes place in the studio but, in addition to learning the dance, students read selected articles and watch documentaries about the dance genre. Class discussions and brief writing assignments serve as an opportunity to reflect on salsa's history and culture. Enrollment limited to 30. {A}

Fall, Spring, Variable

DAN 377sa Topics in Advanced Studies in History and Aesthetics-Salsa in Theory and Practice (4 Credits)

This course is an in-depth exploration of salsa from theoretical and practical perspectives. Dance lessons familiarize the students with beginner to intermediate level salsa steps, targeting skills in bodily coordination, musicality, expressivity and improvisation, as well as in memorization of choreography and communication between partners. The learning of the dance is framed within and analysis of literature on salsa cutting across dance history, anthropology, musicology and cultural studies. Readings, documentaries, class discussions and research assignments situate salsa as an expression of Latino and Latin American cultures, but also as a global product through which dancers and musicians from Cuba to Japan perform notions of gender, ethnicity and nationality. No previous dance experience required. Enrollment limited to 20. {A}

Fall, Spring, Variable

FYS 110 A Century of Revolutions in Latin America (4 Credits)

This first-year seminar offers a multidisciplinary study of three major revolutionary processes in Latin America's past century. Through the examination of the Mexican Revolution (1910), the Cuban Revolution (1959), and Sendero Luminoso's insurrection (1980), this course explores regional trajectories of failed modernizations, social unrest, state transformations, and post-revolutionary reconfigurations. Weekly meetings are centered on the discussion of bibliography and the analysis of primary sources, including documents, fiction writings, visual arts, films, music and other materials. As a writing intensive class, students will deliver a series of research reports and one final paper on the topic of their choice. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature (4 Credits)

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

GOV 226 Latin American Political Systems (4 Credits)

A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues is covered. Designation: Comparative. {S}

Fall

GOV 237 Colloquium: Politics of the U.S./Mexico Border (4 Credits)

This course examines the most important issues facing the U.S./Mexico border: NAFTA, industrialization and the emergence of the *maquiladoras* (twin plants); labor migration and immigration; the environment; drug trafficking; the militarization of the border; and border culture and identity. The course begins with a comparison of contending perspectives on globalization before proceeding to a short overview of the historical literature on the creation of the U.S./Mexico border. Though at the present time the border has become increasingly militarized, the boundary dividing the United States and Mexico has traditionally been relatively porous, allowing people, capital, goods and ideas to flow back and forth. The course focuses on the border as a region historically marked both by conflict and interdependence. Designation: Comparative. Preference to majors in government and/or Latin American studies. Enrollment limited to 20. {S}

Spring

GOV 239 Social Justice Movements in Latin America (4 Credits)

This course examines the relationship between social movements and the state in Latin America. There is a focus on environmental, gender, and indigenous issues and movements and their relationship with state institutions. Designation: Comparative. {S}

Fall, Spring, Alternate Years

GOV 307lp Seminar: Topics in American Government: Latinos the Politics of Immigration in the U.S. (4 Credits)

An examination of the role of Latinos in society and politics in the U.S. Issues to be analyzed include immigration, education, electoral politics and gender. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures (4 Credits)

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. Enrollment limited to 18. {H}

Fall, Spring, Variable

POR 125 Elementary Portuguese for Spanish Speakers (4 Credits)

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes are in Portuguese and students' individual knowledge of Spanish supports the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course also provides an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: SPN 220, by placement exam or equivalent. Enrollment limited to 20. {F}

Fall, Spring, Annually

POR 200 Intermediate Portuguese (4 Credits)

This course will serve as a comprehensive grammar review with a focus on Brazilian media. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese, including a selection of media forms and texts, websites, television, radio and film. Prerequisite: POR 100Y, POR 110 or POR 125 or equivalent. Enrollment limited to 20. {F}

Fall

POR 202 Barriers to Belonging: Youth in Brazilian Film (4 Credits)

This course will serve as an introduction in English to Brazilian Cinema through the theme of youth, identity, social barriers, and a search for belonging. Course materials, films and class discussions will address such topics as migration, belonging and displacement, coming-of-age challenges, discovery and adversity, self, society and sexuality, family and loss. Selected readings and screenings will highlight the work of Brazilian filmmakers such as Walter Salles, Ana Muylaert, Sandra Kogut, Fernando Meirelles, and others. Student assignments will encompass both critical and first-person memoir essays; students may also respond via work-and-image production (videos; digital narratives; and comics. Taught in English. {A}

Fall, Spring, Variable

POR 211 Transnational Visions on Pedagogy and Theater of the Oppressed (4 Credits)

This course combines theories and techniques created by Augusto Boal for his "Theater of the Oppressed" with those of Paulo Freire in "Pedagogy of the Oppressed." It will also involve transnational and educational perspectives that prompted Boal's view of theater as a political act, including contributions from philosophers such as Aristoteles and Machiavelli and from playwrights such as Bertolt Brecht and Dario Fo. Students will be exposed to critical pedagogy and performance theories in the first part of the course, and, in the second part, will experiment with theatrical games based on Boal's approach. Course conducted in English. . All course content will be in English, but the students who can read Portuguese, Italian and German will have the option of reading some texts in the original versions. Cannot be taken S/U. Enrollment limited to 25. {F}{S}

Spring, Variable

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World (4 Credits)

Introducing translated works by celebrated Portuguese-language writers, this course explores themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism and colonialism, but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge production and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), students consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance and the sometimes fraught dynamics they reveal between authorship and authority. {L}

Fall, Spring, Variable

POR 220mb Topics in Portuguese and Brazilian Literature and Culture-Mapping Brazilian Culture onto an Urban Grid (4 Credits)

This course addresses a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. {F}{L}

Fall, Spring, Variable

POR 228 Indigenous Brazil: Past, Present and Future (4 Credits)

This interdisciplinary course considers the diverse histories, cultures and experiences of Indigenous individuals and peoples in Brazil, from the precolonial period into the present and including future oriented forms of Native activism and imagination. The class addresses specific case studies and broad themes, including territorial and environmental struggles, meanings and forms of Indigenous education, indigenous movements and leaders, legal and cultural status of indigeneity in a multiracial society, indigenous artistic practices and the dynamics of intercultural exchange and influence in Brazilian society at large. Conducted in Portuguese, with activities designed to improve proficiency in reading, writing, speaking and listening. Prerequisite: POR 200 or POR 215, or another 200-level course in Brazilian or Comparative Lusophone Culture and Society taught in Portuguese. Enrollment limited to 19. {A}{F}{L}

Fall, Spring, Variable

POR 229 Brazil for All Seasons (4 Credits)

This course focuses on reviewing communicative skills, especially in spoken and written Portuguese, and is designed to build cultural knowledge and vocabulary. Course content and assignments focus on Brazil through the theme of the four seasons. Materials include short texts, including a young adult novel, music, and visual culture. Taught in Portuguese. Prerequisite: POR 100Y or POR 125 or the equivalent. {A}{F}{L}

Fall, Spring, Variable

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World (4 Credits)

An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in which they communicate ideas of nationhood. We will also explore impacts of globalization on these genres and their transnational dissemination. Our approach will involve close readings of lyrics, analysis of musical form and influence, and attention to the broader cultural contexts surrounding songs, genres and musicians. Genres may include bossa nova, MPB, and forró (Brazil); fado (Portugal); morna (Cape Verde); kuduro (Angola); marrabenta (Mozambique); and transnational forms such as rock and hop-hop. Course taught in Portuguese. {A}{F}{L}

Fall, Spring, Variable

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity (4 Credits)

This course considers the shifting borders of Portuguese as a local, national and global language. The course explores language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. The course examines how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and addresses multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole and Indigenous languages in Brazil and Africa. Throughout, students consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or equivalent. {F}{L}

Fall, Spring, Variable

POR 381di Seminar: Topics in Portuguese and Brazilian Studies- Decolonial Imaginaries and Aesthetics (4 Credits)

In this seminar we will explore some of the entangled and contested colonial and postcolonial histories of diverse Portuguese-language communities, through the work of writers, visual artists, filmmakers, and musicians from Africa, Europe, and the Americas. We will discuss colonialism and its legacies, migratory and diasporic flows, contemporary contours of a Portuguese-language transnationalism, and decolonization as a concept encompassing a range of social activism and as expressed or envisioned in different forms of cultural production. Course conducted in Portuguese. Prerequisite: 200-level course in Brazilian or comparative Lusophone culture and society taught in Portuguese. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {A}{F}{L}

Fall, Spring, Variable

POR 381fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women (4 Credits)

This course makes reference to the pioneering legacy of key figures in Brazilian filmmaking, such as Susana Amaral, Helena Solberg and Tizuka Yamasaki. These directors' early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. We also examine the work of contemporary filmmakers, among them Lúcia Murat, Tata Amaral, Laís Bodanzky and Anna Muylaert, focusing on the ways in which they incorporate sociopolitical topics and/or gender issues. Course conducted in Portuguese. Prerequisite: 200-level course in Portuguese, or the equivalent. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {A}{F}

Fall, Spring, Variable

SOC 214 Sociology of Hispanic Caribbean Communities in the United States (5 Credits)

This community-based learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: SOC 101. Enrollment limited to 20.

Fall, Spring, Alternate Years

SOC 350 Seminar: Caribbean Feminisms (4 Credits)

This course will introduce students to the history and sociology of feminisms in the Cuba, the Dominican Republic, Haiti, Puerto Rico and the broader Caribbean. Course materials will include primary documents, secondary sources and historical fiction in English. However, students who are able to read Spanish will have the option of engaging with texts in that language. Prerequisite: SOC 101, LAS 150 or SWG 150. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. (E){H}{S}

Variable

SPN 112Y Beginning Spanish (5 Credits)

This course is for students who have had no previous experience with the language and emphasizes speaking, listening, writing, reading and "grammaring". Although it is an "elementary" course, students typically achieve an intermediate proficiency level by the end of the academic year. The course also serves as an introduction to Hispanic culture and a preparation for higher levels. Yearlong courses cannot be divided at midyear with credit for the first semester. Prerequisite: Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>) or successful completion of first semester of SPN 112Y. Enrollment limited to 20. First years and sophomores only.

Fall, Spring

SPN 200 Intermediate Spanish (4 Credits)

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the "realities" of Spanish-speaking countries. Prerequisite: SPN 112Y, SPN 120 or Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>). Enrollment limited to 20. {F}

Fall, Spring

SPN 230cv Topics in Latin American and Peninsular Culture and Society-Climate Voices (4 Credits)

Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This course examines climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world, with particular interest in alternative, non-mainstream media. These include community radio broadcasts and theater, participatory video, photography, graphic novels and transmedia texts that uplift minority voices. In this course students work independently and collaboratively to explore who creates these narratives, why, and where and how they do so. As a final project, students create their own climate change narratives using the texts studied as examples of alternative ways of communicating knowledge. Enrollment limited to 20. {F}{L}

Fall, Spring, Variable

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica (4 Credits)

This course explores the realities and representation of women's domestic labor from the thematic perspectives of precariousness (a condition and expression of subjectivity under globalization) and intimacy (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain) and the Portuguese-speaking world where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work on the theme of women's domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Enrollment limited to 20. Prerequisite: SPN 220 or equivalent. {F}{L}

Fall, Spring, Variable

SPN 230mj Topics in Latin American and Peninsular Culture and Society-Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv (4 Credits)

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

SPN 230tm Topics in Latin American and Peninsular Culture and Society-Tales and Images of Travel and Migration in Latin America (4 Credits)

This class investigates questions of contact between people in contemporary Latin American texts and films. Students will analyze how experiences of travel and migration appear in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments include texts written since the late 20th century and films from several countries representing internal and transnational journeys. Some theoretical writings on the cultural means of travel are also included. Prerequisite: SPN 220 or equivalent. {F}{L}

Fall, Spring, Variable

SPN 245fw Topics in Latin American and Peninsular Studies-Latin American Films Made by Women (4 Credits)

An overview of films made by women in Latin America since the early 2000s. The class will study works representing various countries in the region, both from well-established and emerging directors. Students will learn about the general conditions in which these women made their films, reflecting on the various ways in which gender informs the content and determines the production of those films. With the support of theoretical readings, the work of these filmmakers will offer opportunities to reflect on issues of gender and sexuality in Latin America. Enrollment limited to 20. {A}{F}

Fall, Variable

SPN 246cv Topics in Latin American Literature and Culture-El Caribe en Vaivén (4 Credits)

This course explores the complex flows of vaivén (coming and going) to, from and within the Caribbean. It examines the global, regional and local forces related to colonialism, racial capitalism and heteropatriarchy that have shaped human movements in this region. Students explore cultural expressions and critiques unveiling the manifold dimensions of race, gender, sexuality, culture and religion in Caribbean societies and diasporas. Key themes encompass undocumented migration within the Caribbean, Caribbean diasporas in the U.S. and Europe, Afro-Asian diasporas in the Caribbean and Latinx immigration to Hawaii. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (E) {F}{L}

Fall, Spring, Annually

SPN 246mr Topics in Latin American Literature and Culture-Reinterpreting Magical Realism (4 Credits)

Magical realism has been studied as a way of representing reality that is particularly suited to Latin America. This class explores the origins of this idea in terms of how the representative strategies associated with magical realism developed historically to approach the conflictive realities of Latin America. Students read literary works associated with magical realism, including *One Hundred of Solitude*, by Gabriel Garcia Márquez, as well as theoretical texts from authors who have reflected on the meaning of this concept. They also learn about how more recent Latin American authors engage critically with magical realism. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F}{L}

Fall, Spring, Variable

SPN 246ta Topics in Latin American Literature and Culture - Transpacific Archive of the Americas (4 Credits)

This course explores literary and cultural productions from the Americas concerning transpacific histories and imaginaries, spanning from the Spanish colonial era to the present. The course discussions approach issues such as imperialism, globalization, modernization, capitalism and race/gender formations by centering transnational connections across Latin America, U.S. Latinx communities and Asia. Students study multiple genres of texts related to historical events, including the Manila galleon trade, Latin American modern nation-building, Asian diaspora in Latin America, Cold War armed conflicts in Korea and Vietnam and East Asian maquiladoras in the U.S.- Mexico border. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F}{H}{L}

Fall, Variable

SPN 246zn Topics in Latin American Literature and Culture-Zapatismo Now: Cultural Resistance on the "Other" Border (4 Credits)

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs and storytelling, students examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. {A}{F}{L}

Fall, Spring, Variable

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature (4 Credits)

This course offers critical perspectives on colonialism, literatures of conquest and narratives of cultural resistance in the Americas and the Caribbean. Decolonial theories of violence, writing and representation in the colonial context inform the study of literary and cultural production of this period. Readings explore several themes including indigenous knowledge, land and the natural world; orality, literacy and visual cultures; race, rebellion and liberation; slavery, piracy and power; and the coloniality of gender. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 260mr Topics in Latin American Cultural History-Modernization and Resistance (4 Credits)

This course looks at the ways in which Latin American authors confronted, appropriated and also resisted the paradigms of Modernity, from the post-Independence period to the mid 20th century. Through the study of primary sources and some recent re-interpretations of historical events, the class reflects on how Latin American culture was shaped by the legacy of colonialism and the persistent struggle to leave it behind. Special attention is paid to the clashing interactions between the indigenous populations, creole elites in a conflicted dialogue with the cultures of Europe and North America, and Africans brought to the continent as slaves. Class discussions will center on how cultural practices were traversed by notions of race, gender and social class, as well as by the larger geopolitical world context. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F}{H}{L}

Fall, Spring, Variable

SPN 373ds Seminar: Topics in Cultural Movements in Spanish America-Defiant Screens: Latin American Cinema After Neoliberalism (4 Credits)

The sweeping neoliberal reforms of the 1980s and 1990s had a dramatic effect in the social fabric of all Latin American countries. They also deeply impacted the region's cinema, with many directors throughout the continent confronting head on the challenges of neoliberalism. This seminar will look at the many ways in which Latin American filmmakers explored and contested the difficult social conditions created by this market-based system of governance. The class will discuss films dealing with topics such as societal fragmentation and political agency, shifts in notions of family and gender, violence and conflict, resignifications of space, and indigenities and social ecologies. As the continent sees political forces shifting away from the radical neoliberalism of the turn of the century, we will explore how and if these films participated in such transformations. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{F}

Fall, Spring, Variable

SPN 373pl Seminar: Topics in Cultural Movements in Spanish America-Embodied Politics in Latin American Films (4 Credits)

This course examines recent Latin American films in their portrayal of bodily identities and practices that carry political weight. Students interrogates these films' attention to issues of race, gender and sexuality, as well as their portrayal of people's interaction with the spaces they inhabit. Most of the films are from Argentina, Chile, Colombia and Peru but are studied within the broader regional film landscape. By the end of the semester students have a general understanding of that landscape and of the way in which films dealing with embodied histories encourage political reflections. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Spring, Variable

SPN 373rw Seminar: Topics in Cultural Movements in Spanish America-Radical Words: Latin American Women and the Struggle for Livable Worlds (4 Credits)

When your world is on fire, what can words do? This course explores how Latin American women intellectuals, dissidents and cultural revolutionaries (20th and early 21st centuries) have confronted unlivable realities and imagined radical alternatives. Students read works crafted on the front lines of social upheaval and in the face of ecological catastrophe, analyzing different modes of representation: testimonial, memoir, experimental fiction, visual narrative, and political manifestos. They will also gain understanding of social forces shaping the cultural imaginaries of the time: Black and Queer liberation and Indigenous sovereignty movements, struggles against state violence, and ecological, anarchist and revolutionary feminisms. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Variable

THE 312ld Topics: Masters and Movements in Performance: Contemporary Latine Drama (4 Credits)

From Chavez Ravine in LA to a Brechtian telenovela set in Mexico, Contemporary Latine Drama explores Latine stories as told through the lens of dramatic performance. Readings and discussions will engage with different forms of theatre; from standard plays and one-person shows to a radio play and more. This course will cover a variety of subject matter from recent history up to the present. Spotlit writers include; Karen Zacarías, Octavio Solís, isaac gomez, Culture Clash, María Irene Fornés, Tanya Saracho, Luis Alfaro, Eduardo Machado, y más. (E) {A}{L}

Fall, Spring, Variable

Goals for Majors in Latin American and Latino/a Studies

- To understand Latin America and Latinxs/as/os in the United States through the lenses of literature, the arts and the social sciences.
- To investigate the specific historical conditions that have shaped—and continue to shape—these societies.
- To develop communication skills in Spanish and/or Portuguese.
- To further knowledge of the unique ways in which visual culture, literature, artistic production, history, politics and economics intertwine for present-day people who consider themselves Latin Americans.

These goals focus our curriculum to prepare majors to successfully attain essential capacities, with particular strengths in developing historical and comparative perspectives through the study of the development of societies, cultures and philosophies; the study of languages; and the understanding of multi- and interdisciplinary approaches. Likewise, the program curriculum fosters the development of

informed global citizens with its fundamental commitment to engaging with communities beyond Smith, domestically and internationally, and its attention to the regional and global challenges of ethnic and racial diversity, as well as gender, environmental and social justice.

The curriculum is attentive to the development of critical and analytical thinking skills and the cultivation of the skills necessary to convey information and understanding. Students develop close reading, clear speaking and writing skills, most explicitly but not exclusively in literature and history courses. Course offerings in the humanities create opportunities for creative expression, in written as well as visual media and performance, and those in the social sciences develop the necessary skills to evaluate and present evidence accurately, verbally and in writing. Community-based research courses and public scholarship-oriented research projects provide opportunities for students to work collaboratively and to reflect critically on the collaborative process.

Linguistics

Department website (<https://www.smith.edu/academics/linguistics/>)
Linguistics is the science of human language: what is common to the languages of the world, and how it can best be described. It addresses questions concerning how languages diversify, and what the connections are among them. It also asks: What do humans know when they know a language? The minor allows students to explore some of these questions, making it a useful conjunction to several majors, for example in a language, or philosophy, education, logic, psychology, computer science or anthropology. An alternative minor in linguistics and philosophy of language is listed under philosophy.

The five colleges are rich in linguistics offerings. For more offerings, consult the Five College catalog and your adviser.

Linguistics Committee

Shannon Audley, Ph.D., Associate Professor of Education and Child Studies, *Chair*

Craig R. Davis, Ph.D., Professor of English Language of Literature

Sandra Digruher, Ph.D., Lecturer in German Studies

Jay L. Garfield, Ph.D., Doris Silbert Professor in the Humanities and Professor of Philosophy

Thalia A. Pandiri, Ph.D., Professor of Classical Languages & Literatures and World Literatures

Douglas Lane Patey, Ph.D., Sophia Smith Professor of English Language and Literature

Fernando Armstrong-Fumero, Ph.D., Associate Professor of Anthropology

Jamie Macbeth, Ph.D., Associate Professor of Computer Science

Brianna McMillan, Ph.D., Assistant Professor of Psychology

Miranda McCarvel, Ph.D., Lecturer, Jacobson Center for Writing, Teaching & Learning

Cristina Valencia Mazzanti, Ph.D., Assistant Professor of Education and Child Study

Minor Advisers

Shannon Audley, Craig Davis, Jay Garfield, Thalia Pandiri, Douglas Patey, Fernando Armstrong-Fumero, Jamie Macbeth, Brianna McMillan, Cristina Valencia Mazzanti

Linguistics Minor

Requirements

Six courses

1. Basis: PHI 236
2. Four electives selected from the crosslisted courses on the Courses tab. One year-long college course in a foreign language may substitute for one of these four.
3. One seminar or other advanced work, approved by the minor adviser

Crosslisted Courses

ANT 225 Language and Culture (4 Credits)

This course surveys the social and cultural contexts of languages throughout the world. It examines the ways in which a human language reflects the ways of life and beliefs of its speakers, contrasted with the extent of language's influence on culture. The course focuses on topics such as identity, social factors of language use, language vitality, language politics and issues of globalization. Each language is a repository of history and knowledge, as well as the culture, of a group of speakers. Languages and cultures from around the world are discussed, with special focus on endangered languages. Enrollment limited to 40. (E) {S}

Fall, Spring, Variable

CLS 150 Roots: Greek and Latin Elements in English (2 Credits)

Sixty percent of all English words are derived from Greek and Latin roots, yet most speakers of English are unaware of the origins and true meaning ("etymology") of the words they use to communicate with others every day. This course aims to fill that gap, with an eye to sharpening and expanding English vocabulary and enhancing understanding of the structures of language in general. Combines hands-on study of Greek and Latin elements in English with lectures and primary readings that open a window onto ancient thinking about language, government, the emotions, law, medicine and education. S/U only; one evening meeting per week. {L}

Fall, Spring, Alternate Years

EAL 240 Japanese Language and Culture (4 Credits)

This course introduces the historical, social and ideological background of "standard Japanese" and the Japanese writing system. The course looks at basic structural characteristics of the language and interpersonal relations reflected in the language, such as politeness and gender. The course also addresses fluidity and diversity of linguistic and cultural practices in contemporary Japan. This course is suitable for students with little knowledge about the language as well as those in Japanese language courses. All readings are in English translation. Enrollment limited to 30. {S}

Fall, Spring, Variable

EDC 212 Linguistics for Educators (4 Credits)

Knowledge of linguistics is a valuable tool for educators. Understanding the linguistic underpinnings of language, variation between spoken and written language, and sociolinguistic variation that exists in the classroom is beneficial in teaching reading and writing to all students and in understanding classroom discourse. Knowing how language works allows educators to recognize the linguistic issues they may encounter, including delays in reading; the effects of multilingualism on writing, speaking, and reading; and differences due to dialectical variation. This course provides a basic understanding of linguistic concepts, how written and spoken language interact and vary, and sociolinguistic variation in the classroom. Strand Designation: International/Global. Enrollment limited to 35. {S}

Fall

EDC 311 Rethinking Equity and Teaching for English Language Learners (4 Credits)

Students who speak languages other than English are a growing presence in U.S. schools. These students need assistance in learning academic content in English as well as in developing proficiency in English. This course is designed to provide an understanding of the instructional needs and challenges of students who are learning English in the United States. This course explores a variety of theories, issues, procedures, methods and approaches for use in bilingual, English as a second language and other learning environments. It also provides an overview of the historic and current trends and social issues affecting the education of English language learners. Priority given to students either enrolled in or planning to enroll in the student teaching program. This course requires weekly fieldwork in public school classrooms. Enrollment limited to 35.

Spring

EDC 331 Seminar: The Stories Children Tell (4 Credits)

This course focuses on examining children's social and moral development through the use of narrative methodology. Students examine how the use of cultural tools such as narratives and social media allow them to investigate how contexts, such as schools and youth organizations, influence children's understanding of and response to (in)justice. In particular, the class focuses on the role of teachers and peers as agents of socialization by examining children's stories about their experiences in classrooms. Enrollment limited to 15. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

EDC 338 Children Learning to Read (4 Credits)

This course examines teaching and learning issues related to the reading process in the elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend additional hours engaged in classroom observations, study-group discussions, and field-based experiences. Prerequisite: EDC 238. Juniors, seniors and graduate students only. Instructor permission required. {S}

Fall

ENG 170 History of the English Language (4 Credits)

An introductory exploration of the English language, its history, current areas of change and its future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students learn about editing, proofreading and page layout; the course also entails a comprehensive review of grammar and punctuation. WI {L}

Fall, Spring, Variable

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

ENG 210 Old English (4 Credits)

A study of the language of Anglo-Saxon England (ca. 450-1066) and a reading of Old English poems, including *The Wanderer* and *The Dream of the Rood*. We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. {F}{L}

Fall, Spring, Variable

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FYS 174 Merging and Converging Cultures: What Is Gained and Lost in Translation? (4 Credits)

By reaching across linguistic and cultural barriers, this course fosters understanding of different worldviews and introduces students to the varied field of translation in order to develop their critical thinking skills and broaden their intercultural awareness. Translation is a fundamental human activity; the way individuals perceive the world influences their interpretation and understanding of all communication. Traditional forms of translations and interpretation will be studied along with adaptation/transformation of literary texts into films and different art forms. Topics studied include: translation, theories, ethics of translation, invisibility/visibility of translators, transculturation, subtitling and dubbing, machine translation and globalization. Competence in a language other than English or enrollment in a foreign language course is not required, but highly recommended. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

PHI 102 Valid and Invalid Reasoning: What Follows From What? (4 Credits)

Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. Discussion section enrollments limited to 15. {M}

Fall, Spring, Variable

PHI 213/ PSY 213 Colloquium: Language Acquisition (4 Credits)

Offered as PSY 213 and PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: PHI 236 or EDC 235. Enrollment limited to 25. {N}

Fall, Spring, Annually

Marine Science and Policy

The marine science and policy minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences. Students can conduct research with program faculty whose work spans the natural sciences, social sciences and humanities including unique opportunities such as the NOAA College-Supported Internship Program. (<https://www.smith.edu/academics/environmental/>)

Faculty

Marine Studies Committee

Paulette M. Peckol, Ph.D., Louise C. Harrington 1926 Professor of Biological Sciences, *Co-Chair*

L. David Smith, Ph.D., Professor of Biological Sciences, *Co-Chair*

Sara B. Pruss, Ph.D., Esther Cloudman Dunn Professor of Geosciences

Bosiljka Glumac, Ph.D., Dwight W. Morrow Professor of Geosciences

Minor Advisers

Members of the committee. Students should consult with one of the co-directors as early as possible in the course selection process.

Study Away

Students may choose to fulfill up to three of their minor courses away from Smith through participation in a marine-oriented, off-campus program. In recent years, Smith students have been enrolled in the following programs: Marine Biological Laboratory (Boston University Marine Program, fall semester); Williams-Mystic Program; SEA Semester; Duke University Marine Laboratory (semester and summer programs); University of Maine Semester by the Sea (fall semester); marine programs of the School for Field Studies, the School for International Training and Shoals Marine Laboratory.

Marine Science and Policy Minor

An introduction to marine science is obtained through completion of the two basis courses. Students then choose among upper-level courses that focus on or complement scientific investigation of the oceans and the policy aspects of ocean conservation, exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements

Six courses

1. Two introductory courses: GEO 108 and BIO 268/BIO 269
2. One special studies or 300-level course on a marine-related topic, chosen in consultation with the minor adviser.
3. Three electives, selected from crosslisted courses. Other appropriate courses offered at Smith, within the Five College Consortium and in study-away programs may be used to satisfy requirements with consultation and approval of the minor adviser.

Crosslisted Courses

BIO 260 Invertebrate Diversity (3 Credits)

Invertebrate animals account for the vast majority of species on earth. Although sometimes inconspicuous, invertebrates are vital members of ecological communities. They provide protein, important ecosystem services, biomedical and biotechnological products, and aesthetic value to humans. Today, many invertebrate populations are threatened by human activities. This course surveys the extraordinary diversity and importance of invertebrates, emphasizing their form and function in ecological and evolutionary contexts. Corequisite: BIO 261. Enrollment limited to 20. {N}

Spring

BIO 268 Marine Ecology (3 Credits)

The oceans cover over 75 percent of the Earth and are home to enormous biodiversity. Marine Ecology explores a variety of coastal and oceanic systems, focusing on natural and human-induced factors that affect biodiversity and the ecological balance in marine habitats. Using case studies, we study some successful conservation and management strategies, including Marine Protected Areas. This course uses a variety of readings, group activities and short writing assignments to develop vital skills such as effective oral, graphical and written communication; critical thinking; and problem solving. Enrollment limited to 24. Corequisite: BIO 269. {N}

Fall

BIO 269 Marine Ecology Laboratory (2 Credits)

The laboratory applies concepts discussed in lecture and uses several small-group projects in the field and laboratory to develop relevant skills for conducting marine-related research. Students learn to design and analyze experiments and to write in the scientific style. Field trips to Rhode Island and Cape Cod, MA provide hands-on experience with marine organisms in their natural habitats. Corequisite: BIO 268. Enrollment limited to 12. {N}

Fall

BIO 366 Biogeography (4 Credits)

A study of major patterns of distribution of life and of the environmental and geological factors underlying these patterns. The role of phenomena such as sea-level fluctuations, plate tectonics, oceanic currents, biological invasions and climate change in determining past, present and future global patterns of biodiversity are considered. Fundamental differences between terrestrial and marine biogeography are highlighted. Prerequisite: a course in ecology, evolution, or organismal biology or equivalent. Enrollment limited to 20. {N}

Fall, Spring, Alternate Years

BIO 390cb Seminar: Topics in Environmental Biology-Investigations in Conservation Biology (3 Credits)

Conservation biology combines ecological and evolutionary principles with resource management, the social sciences, and ethics to understand, manage and maintain biodiversity. This seminar is designed to familiarize students with the questions conservation biologists ask and the methods they use to conserve life on Earth. Students engage in problem-solving exercises that examine conservation-related questions at the genetic, population, community, landscape or ecosystem levels and employ suitable analytical techniques or strategies to address the questions. Students discuss a related article from the primary literature to illustrate the use of each technique. Instructor permission required. {N}

Fall, Spring, Variable

BIO 390cr Seminar: Topics in Environmental Biology-Coral Reef Ecology and Conservation (3 Credits)

Coral reefs occupy a small portion of Earth's surface, but their importance to the marine ecosystem is great. This seminar considers the geologic importance and ecological interactions of coral reefs. We focus on the status of coral reefs worldwide, considering effects of environmental and anthropogenic disturbances (e.g., major storms, eutrophication, acidification, overfishing). Methods for reef conservation are examined. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Spring, Variable

CHM 108/ ENV 108 Environmental Chemistry (4 Credits)

Offered as CHM 108 and ENV 108. An introduction to environmental chemistry, applying chemical concepts to topics such as acid rain, greenhouse gases, air quality, pesticides and waste treatment. Chemical concepts are developed as needed. {N}

Spring

ECO 224 Environmental Economics (4 Credits)

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, permits, public goods and common property resources. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ENG 290sc Colloquium: Topics in Crafting Creative Nonfiction-Writing about Science (4 Credits)

This is a colloquium in creative nonfiction writing that takes science and the environment as its subject matter. Students research and write a series of magazine-style, general-audience articles about science, scientists and ordinary people affected by such concerns as disease or global warming. Along the way, students hone their interviewing and research skills and expressive capabilities while contending with issues of factual accuracy, creative license, authority responsibility and the basic tenets of longform nonfiction. Ultimately, students explore the ways that hard science and subjective prose are interrelated forms. No prior experience with science or journalism required. Enrollment limited to 12. Instructor permission required. {A}{L}

Fall, Spring, Variable

ENV 101 Sustainability and Social-Ecological Systems (4 Credits)

Earth has entered a new geological epoch, the Anthropocene, characterized by the accelerating impact of human activities on the Earth's ecosystems. All over the globe, humans have transformed the environment and have sometimes created catastrophic dynamics within social-ecological systems. Scientists have studied these phenomena for decades, alerting both the general public and policy-makers of the consequences of our actions. However, despite convincing evidence of environmental degradation, humans continue to radically transform their environment. This course explores this puzzle and asks how our social-ecological systems can be remodeled to build a more sustainable and resilient future. Enrollment limited to 37. {H}{N}{S}

Fall, Spring

ENV 150/ GEO 150 Mapping our World: An Introduction to Geographic Information Systems (4 Credits)

Offered as GEO 150 and ENV 150. A geographic information system (GIS) enables data and maps to be overlain, queried and visualized in order to solve problems in many diverse fields. This course provides an introduction to the fundamental elements of GIS and applies the analysis of spatial data to issues in geoscience, environmental science and public policy. Students gain expertise in ArcGIS—the industry standard GIS software—and online mapping platforms, and carry out semester-long projects in partnership with campus offices or local conservation organizations. Enrollment limited to 20. {N}

Fall

ENV 201 Researching Environmental Problems (4 Credits)

While focusing on topical environmental issues, students learn how to gather, analyze and present data using methods from the natural and social sciences. Data are drawn from multiple sources, including laboratory experiments, fieldwork, databases, archival sources, surveys and interviews. Emphasis is on quantitative analysis. Environmental topics vary in scale from the local to the global. Corequisite: ENV 202. Prerequisite: ENV 101. Enrollment limited to 18. {N}{S}

Fall, Spring

ENV 202 Researching Environmental Problems Laboratory (1 Credit)

In this laboratory complement to ENV 201, students use a variety of methods to gather and analyze different types of environmental data (quantitative, qualitative, spatial). Corequisite: ENV 201. Prerequisite: ENV 101. Enrollment limited to 18. {N}{S}

Fall, Spring

ENV 311 Interpreting and Communicating Environmental Information (4 Credits)

This course focuses on the interpretation and communication of environmental issues and solutions from multi- and interdisciplinary perspectives. Using contemporary environmental issues as a foundation, this course emphasizes careful assessment of both message and audience to design effective communication strategies for complex issues. Students develop the ability to read, interpret and critique environmental research from a variety of disciplines; to consider the needs and motivation of their audience; to develop evidence-based arguments tailored to a particular audience; and to articulate those arguments clearly and concisely. Prerequisite: one semester of statistics. ENV 101 and ENV 201/ENV 202 are strongly recommended. Enrollment limited to 18. Instructor permission required. {N}{S}

Fall, Spring

ENV 326 Seminar: Environmental Justice and Natural Resource Management (4 Credits)

This course will examine the connections between natural resource management and environmental justice in the US and the Global South. We will study the benefits and limits of traditional top-down approaches to the management of forests, land, fisheries, biodiversity, underground resources, water, food, and genomes in different parts of the world. By discussing case studies of environmental justice issues from tar sands mining in Alberta to the impact of biofuels and GMOs on local populations in Mexico, students will question and rethink the management of natural resources. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Annually

GEO 231 Invertebrate Paleontology and the History of Life (5 Credits)

A study of the major evolutionary events in the history of life, with a special focus on marine invertebrates. Special topics include evolution, functional adaptations, paleoenvironments, the origin of life, mass extinction and origination, and how life has changed through time. At least one weekend field trip. Prerequisite: GEO 101 and GEO 102; GEO 108; FYS 103; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently; open also to students who have fulfilled the basis for the BIO major. Enrollment limited to 18. {N}

Fall**GEO 232 Sedimentary Geology (5 Credits)**

A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisites: GEO 101 and GEO 102; GEO 108; or GEO 102 with any other GEO 100-level course. GEO 102 can be taken concurrently. Enrollment limited to 22. {N}

Fall**GEO 302 Field Studies of the Desert Southwest (5 Credits)**

This field-oriented course examines the diverse stratigraphic record of mass extinction and Snowball Earth as well as structural complexities preserved in Death Valley and adjacent areas. A required week-long field trip takes place in January followed by a semester-long course in the spring semester. Field analyses include measuring stratigraphic sections and field mapping. Prerequisites: GEO 231 or GEO 232 or GEO 241. Enrollment limited to 10. Instructor permission required. {N}

Fall, Spring, Variable**GEO 334 Carbonate Sedimentology (5 Credits)**

Students in this class engage in detailed studies of the formation of carbonate sediments and rocks through participation in a required 7-10 day field trip to one of the modern tropical carbonate-producing environments (such as the Bahamas) during January interterm, followed by semester-long research projects based on the data and specimens collected in the field. Students present their results at Celebrating Collaborations in April. Class discussion topics include the history of carbonate rocks from the Precambrian to the present. Prerequisite: GEO 231 or GEO 232. Enrollment limited to 8. Instructor permission required. Interested students should contact the course instructor. Students are responsible to partially cover expenses associated with the January trip. {N}

Fall, Spring, Variable**GEO 341 Seminar: Advanced Studies in Geobiology (4 Credits)**

This seminar course will examine the record of life with an approach from a geobiological perspective. We will examine the interactions between life and the environment from the early Earth through to the Modern. We will explore microbial metabolisms, isotopic systems, and their interrelated nature from the Proterozoic to the Recent. We will read recent peer-reviewed papers from the literature to inform our class discussions, and students will present material in class. Prerequisites: GEO 221 or 231. BIO majors could be admitted by permission of instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{N}

Fall, Spring, Variable**GOV 207 Politics of Public Policy (4 Credits)**

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. Designation: American. {S}

Fall, Spring, Alternate Years**PHI 315sb Seminar in the Philosophy of Science-Sustainability (4 Credits)**

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable**PPL 220 Public Policy Analysis (4 Credits)**

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S}

Fall, Spring, Alternate Years**WRT 118wt Colloquium: Topics in Writing-Water:Science & Politics (4 Credits)**

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It's crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. WI

Fall, Spring, Variable

Mathematical Sciences

Department website (<https://www.smith.edu/academics/mathematical-sciences/>)

Mathematics is one of the oldest disciplines of study. For all its antiquity, however, it is a modern, rapidly growing field. Only 70 years ago, mathematics might have been said to consist of algebra, analysis, number theory and geometry. Today, so many new areas have sprouted that the term “mathematics” seems almost inadequate. A new phrase, “the mathematical sciences” has come into fashion to describe a broad discipline that includes the blossoming fields of statistics, operations research, biomathematics and information science, as well as the traditional branches of pure and applied mathematics.

Faculty

Pau Atela, Ph.D., Professor
 Jennifer Beichman, Ph.D., Senior Lecturer
 Patricia Renate Cahn, Ph.D., Associate Professor
 Luca Capogna, Ph.D., Professor
 Christophe Golé, Ph.D., Professor
 Rebecca Kurtz-Garcia, Assistant Professor
 Rajan Mehta, Ph.D., Associate Professor
 Geremias Polanco, Ph.D., Assistant Professor
 Candice Price, Ph.D., Associate Professor
 Becca Thomases, Ph.D., Professor
 Julianna S. Tymoczko, Ph.D., Louise Wolff Kahn 1931 Professor

Lecturers and Visiting Faculty, 2023-24

Robin Belton, Ph.D., Postdoctoral Fellow and Lecturer
 Jacob Garcia, M.S., Lecturer
 Xavier Ramos Olive, Ph.D., Visiting Assistant Professor
 Zachary Winkeler, Ph.D., Visiting Assistant Professor

Mathematics Major and Minor Advisers

Pau Atela, Jennifer Beichman, Patricia Cahn, Luca Capogna, Christophe Golé, Rajan Mehta, Geremias Polanco, Candice Price, Becca Thomases, Julianna Tymoczko

Mathematical Statistics Major Advisers

Benj Baumer (Statistical and Data Sciences), Jennifer Beichman, Julianna Tymoczko (MTH), Albert Y. Kim (Statistical and Data Sciences)

Honors Director

Julianna Tymoczko

Study Abroad Adviser

Christophe Golé

Five College Certificate in Biomathematical Sciences

Please see [Five College Academic Departments, Majors, and Certificate Programs \(p. 502\)](#) for further information.

Mathematics Major

Requirements

The mathematics major has a foundation requirement, a core requirement, a depth requirement and a total credit requirement.

1. Foundation: MTH 111, MTH 112, MTH 153, MTH 211 and MTH 212
2. Core
 - a. One course in algebra: MTH 233 or MTH 238
 - b. One course in analysis MTH 280 or MTH 281
3. Depth: One advanced course, (MTH 310 to MTH 390)
4. Electives to reach 36 credits at or above MTH 153

Statistics focus

(available only to students who declared this major prior to fall 2022)

1. Foundation: MTH 111, MTH 112, MTH 153, MTH 211 and MTH 212
 2. SDS 220, MTH 246 and MTH 320/ SDS 320
 3. SDS 290 or SDS 291
 4. Depth: One advanced course, (MTH 310 to MTH 390)
 5. Electives to reach 36 credits at or above MTH 153
- With the approval of the department, up to 8 of the credits may be satisfied by courses taken outside the department of Mathematical Sciences. Courses taken outside the department must contain either substantial mathematical content at a level more advanced than MTH 211 and MTH 212 or statistical content at a level more advanced than SDS 220. Generally, such a 4-credit course will be given 2 credits toward the mathematics major.
 - Crosslisted courses (see the Courses tab (p. 354)) are counted as mathematics courses and given full credit toward the mathematics major, as does ECO 220.
 - The following courses meet the criteria for 2 credits toward mathematics major: AST 337, CHM 331, CHM 332, CSC 240, CSC 252, CSC 274, a topic in CSC 334, ECO 240, ECO 255, EGR 220, EGR 315, EGR 320, EGR 326, EGR 374, EGR 389, PHI 102, PHY 210, PHY 317, PHY 318, PHY 319, PHY 327, and SDS 293. A student may petition the department if they wish credit for any course not on this list.
 - Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

Mathematical Statistics Major

The major in mathematical statistics (MST) is designed to prepare students for graduate study in statistics and closely-related disciplines (e.g., biostatistics). The mathematical statistics major overlaps with the major in statistical & data sciences (SDS), but places a heavier emphasis on the theoretical development of statistics. Mathematical statistics majors will develop sophisticated mathematical skills to prepare for rigorous future study. The major also overlaps with the major in mathematical sciences (MTH), but focuses on statistics and replaces the algebra requirement with a computing requirement.

A student majoring in MST cannot have a second major in either SDS or MTH. Students contemplating a double major in MTH and SDS should choose to major in MST.

Requirements

Ten courses

1. Mathematical foundations (3 courses): MTH 153, MTH 211 and MTH 212
2. Statistical foundations (2 courses)
 - a. SDS 201 or SDS 220
 - b. SDS 291
3. Statistics depth (1 course): SDS 290, SDS 293 or a topic in SDS 390
4. Mathematics depth (1 course): MTH 280 or MTH 281

5. Programming (1 course): SDS 192, CSC 110 or CSC 120
6. Theoretical statistics (2 courses): MTH 246 and MTH 320/ SDS 320
7. Electives to complete ten courses. Five College course in statistics, mathematics and computer science may be taken as electives.
Students should consult with their adviser to determine appropriate electives.

Major Requirement Details

- SDS 220 or SDS 201 may be replaced by a 4 or 5 on the AP statistics exam. Replacement by AP scores does not diminish the total of 10 courses required for the major (see Electives above).
- A student may replace MTH 153, MTH 211 and MTH 212 with equivalent courses as approved by the MTH department.
- Any one of ECO 220, GOV 203, PSY 201 or SOC 204 may directly substitute for SDS 220 or SDS 201 without the need to take another course. Note that SDS 220 and ECO 220 require Calculus.
- Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

Honors

A student majoring in mathematics and statistics may apply for the departmental honors program. An honors project consists of directed reading, investigation and a thesis. This is an opportunity to engage in scholarship at a high level. A student at any level considering an honors project is encouraged to consult with the director of honors and any member of the department to obtain advice and further information.

Normally, a student who applies to do honors work must have an overall 3.0 GPA for courses through their junior year, and a 3.3 GPA for courses in their major. A student may apply either in the second semester of their junior year or by the second week of the first semester of their senior year; the former is strongly recommended.

Requirements

1. Credits required for the major
2. MTH 430D or MTH 432D (for either eight or twelve credits) or (in unusual circumstances) MTH 431. The length of the thesis depends upon the topic and the nature of the investigation and is determined by the student, their adviser and the department.
3. An oral presentation of the thesis

The department recommends the designation of Highest Honors, High Honors, Honors, Pass or Fail based on the following three criteria at the given percentages:

60 percent thesis
20 percent oral presentation
20 percent grades in the major

Specific guidelines and deadlines for completion of the various stages of an honors project are set by the department as well as by the college. The student should obtain the department's requirements and deadlines from the director of honors.

Mathematics Minor Requirements

1. MTH 211
2. Two courses (minimum of 8 credits) from MTH 153, MTH 205/ CSC 205 or courses above MTH 211.
3. Two courses (minimum of 8 credits) above MTH 218.

Up to four credits may be replaced by eight credits from the list of courses outside the department in the description of major requirements found on the Major tab (p. 353).

Applied Statistics Minor

Information on the interdepartmental minor in applied statistics can be found on the Statistical and Data Sciences (p. 452) page of this catalog.

The Center for Women in Mathematics is a place for women to get intensive training at the advanced level and an opportunity to study in a community that is fun, friendly and serious about math. Build the skills and confidence needed to continue on to graduate school. For details see the Postbaccalaureate Program Website (<https://www.smith.edu/academics/mathematical-sciences/postbaccalaureate/>).

Course Information

A student with three or four years of high school mathematics (the final year may be called precalculus, trigonometry, functions, or analysis), but no calculus, normally enrolls in MTH 111. A student with a year of AB calculus, A levels or IB math SL normally enrolls in MTH 153 and/or MTH 112 during the first year. Placement in MTH 112 is determined not only by the amount of previous calculus but also by the strength of the student's preparation. If a student has a year of BC calculus or IB math HL, they may omit MTH 112.

A student with two years of high school mathematics, but no calculus or precalculus, should enroll in MTH 102.

Topics offered in MTH 105 are intended for students not expecting to major in mathematics or the sciences.

A student who receives credit for taking MTH 111 may not have AP calculus credits applied toward their degree. A student with 8 AP Calculus credits (available to students with a 4 or 5 on the AP exam for BC Calculus) may apply only 4 of them if they also receive credit for MTH 112. A student who has a score of 4 or 5 on the AP Statistics examination may receive 4 AP credits. They may not however, use them toward their degree requirements if they also receive credit for SDS 201, SDS 220, PSY 201 or ECO 220. (AP credits can be used to meet degree requirements only under circumstances specified by the college.)

Courses

MTH 101/ IDP 101 Math Skills Studio (4 Credits)

Offered as MTH 101 and IDP 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. This course does not carry a Latin Honors designation. Enrollment limited to 20. Instructor permission required.

Fall, Interterm

MTH 102 Elementary Functions (4 Credits)

Linear, polynomial, exponential, logarithmic and trigonometric functions graphs, verbal descriptions, tables and mathematical formulae. For students who intend to take calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for prospective teachers preparing for certification. {M}

Fall

MTH 103/ IDP 103 Precalculus and Calculus Bootcamp (2 Credits)

Offered as IDP 103 and MTH 103. This course provides a fast-paced review of and intense practice of computational skills, graphing skills, algebra, trigonometry, elementary functions (pre-calculus) and computations used in calculus. Featuring a daily review followed by problem-solving drills and exercises stressing technique and application, this course provides concentrated practice in the skills needed to succeed in courses that apply elementary functions and calculus. Students gain credit by completing all course assignments. This course does not count towards the Mathematics or Mathematical Statistics majors. S/U only. Enrollment limited to 20.

Fall, Interterm, Spring, Variable

MTH 105ar Topics in Discovering Mathematics-MathStudio: Making, Art + Math (4 Credits)

The course has geometrical, mathematical and studio art components. Students draw and build 3D objects with simple tools and study their geometric and mathematical properties. Introduction to elements of geometry, algebra and symmetry in connection to what is built. {M}

Spring, Variable

MTH 105we Topics in Discovering Mathematics-The Mathematics of Wealth (4 Credits)

This course looks at the intersection of mathematics and social justice thru the lens of wealth in America. Social justice topics include wealth distribution, taxes, the Gini index and the poverty cycle. Mathematical topics include mathematical modeling, logic, set theory, statistics and probability. (E)

Fall, Spring, Variable

MTH 111 Calculus I (4 Credits)

Rates of change, differentiation, applications of derivatives including differential equations and the fundamental theorem of the calculus. Written communication and applications to other sciences and social sciences motivate course content. Enrollment limited to 25. {M}

Fall, Spring

MTH 112 Calculus II (4 Credits)

Techniques of integration, geometric applications of the integral, differential equations and modeling, infinite series, and approximation of functions. Written communication and applications to other sciences and social sciences motivate course content. Prerequisite: MTH 111 or equivalent. Enrollment limited to 25. {M}

Fall, Spring

MTH 153 Introduction to Discrete Mathematics (4 Credits)

An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. Enrollment limited to 25. {M}

Fall, Spring

MTH 205/ CSC 205 Modeling in the Sciences (4 Credits)

Offered as CSC 205 and MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific case studies span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems, and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Designations: Theory, Programming. Prerequisites: MTH 112. CSC 110 recommended. Enrollment limited to 20. {M}

Fall, Spring, Annually

MTH 206/ EDC 206 Statistical Literacy in Educational Research and Policy (4 Credits)

Offered as EDC 206 and MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. {M}

Fall, Spring, Variable

MTH 211 Linear Algebra (4 Credits)

Systems of linear equations, matrices, linear transformations and vector spaces. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Not open to students who have taken MTH 210. Prerequisite: MTH 112 or equivalent, or MTH 111 and MTH 153; MTH 153 is suggested. Enrollment limited to 35. {M}

Fall, Spring

MTH 212 Multivariable Calculus (4 Credits)

Theory and applications of limits, derivatives and integrals of functions of one, two and three variables. Curves in two-and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical and spherical coordinates. Path integration and Green's Theorem. Prerequisites: MTH 112. MTH 211 suggested (may be concurrent). Enrollment limited to 30. {M}

Fall, Spring

MTH 233 An Introduction to Abstract Algebra (4 Credits)

An introduction to the concepts of abstract algebra, including groups, quotient groups and, if time allows, rings and fields. Prerequisites: MTH 153 and MTH 211 or equivalent. {M}

Spring

MTH 238 Number Theory (4 Credits)

Topics to be covered include properties of the integers, prime numbers, congruences, various Diophantine problems, arithmetical functions and cryptography. Prerequisite: MTH 153 and MTH 211, or equivalent. {M}

Fall

MTH 246 Probability (4 Credits)

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or equivalent. {M}

Fall

MTH 254 Combinatorics (4 Credits)

Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes, Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: MTH 153 and MTH 211 or equivalent. {M}

Fall, Spring, Alternate Years

MTH 255 Graph Theory (4 Credits)

The course begins with the basic structure of graphs including connectivity, paths, cycles and planarity and proceeds to independence, stability, matchings and colorings. Directed graphs and networks are considered. In particular, some optimization problems including maximum flow are covered. The material includes theory and mathematical proofs as well as algorithms and applications.

Prerequisites: MTH 153 and MTH 211 or equivalent. {M}

Fall, Spring, Alternate Years

MTH 264de Topics in Applied Math-Differential Equations (4 Credits)

This course gives an introduction to the theory and applications of ordinary differential equations. We explore different applications in physics, chemistry, biology, engineering and social sciences. We learn to predict the behavior of a particular system described by differential equations by finding exact solutions, making numerical approximations, and performing qualitative and geometric analysis. Specific topics include solutions to first order equations and linear systems, existence and uniqueness of solutions, nonlinear systems and linear stability analysis, forcing and resonance, Laplace transforms. Prerequisites: MTH 112, MTH 212 and MTH 211 (recommended) or PHY 210, or equivalent. {M}

Fall, Spring, Variable

MTH 270ss Topics in Geometry-The Shape of Space (4 Credits)

This is a course in intuitive geometry and topology, with an emphasis on hands-on exploration and developing the visual imagination. Discussions may include knots, geometry and topology of surfaces and the Gauss-Bonnet Theorem, symmetries, wallpaper patterns in Euclidean, spherical and hyperbolic geometries, and an introduction to 3-dimensional manifolds. Prerequisites: MTH 211 and MTH 212 or equivalent. {M}

Fall, Spring, Variable

MTH 280 Advanced Calculus (4 Credits)

Functions of several variables, vector fields, divergence and curl, critical point theory, transformations and their Jacobians, implicit functions, manifolds, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: MTH 211 and MTH 212, or equivalent. MTH 153 is encouraged. {M}

Spring

MTH 281 Introduction to Analysis (4 Credits)

The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, differentiability, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: MTH 211 and MTH 212, or equivalent. MTH 153 is strongly encouraged. {M}

Fall

MTH 300 Dialogues in Mathematics and Statistics (1 Credit)

In this class students don't do math as much as they talk about doing math and the culture of mathematics. The class includes lectures by students, faculty and visitors on a wide variety of topics, and opportunities to talk with mathematicians about their lives. This course is especially helpful for those considering graduate school in the mathematical sciences. Prerequisites: MTH 211, MTH 212 and two additional mathematics courses at the 200-level, or equivalent. May be repeated once for credit. S/U only. {M}

Fall, Spring

MTH 301rs Topics in Advanced Mathematics-Research (3 Credits)

In this course students work in small groups on original research projects. Students are expected to attend a brief presentation of projects at the start of the semester. Recent topics include interactions between algebra and graph theory, plant patterns, knot theory and mathematical modeling. This course is open to all students interested in gaining research experience in mathematics. Prerequisites vary depending on the project, but normally MTH 153 and MTH 211 are required. {M}

Fall, Spring, Variable

MTH 320/ SDS 320 Seminar: Mathematical Statistics (4 Credits)

Offered as MTH 320 and SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Discussions include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Spring, Alternate Years

MTH 333ca Topics in Abstract Algebra-Category Theory (4 Credits)

This course provides an introduction to category theory through the language of universal algebra and module theory. Topics include: semigroups, monoids, quasigroups, modules, hom sets, categories, functors, representable functors. Additional topics may be covered if time permits: varieties, Birkhoff's Theorem, congruences, adjunctions. Course consists of lectures, weekly student presentations, one midterm exam and a final presentation. Prerequisites: MTH 233 or equivalent. (E)

Fall, Spring, Variable

MTH 333ct Topics in Abstract Algebra-Coding Theory (4 Credits)

An overview of noiseless and noisy coding. Covers both theory and applications of coding theory. Topics include linear codes, Hamming codes, Reed-Muller codes, cyclic redundancy checks, entropy, and other topics as time permits. Prerequisites: MTH 153 and MTH 211. One of MTH 233 or MTH 238 is highly recommended. {M}

Fall, Spring, Variable

MTH 333la Topics in Abstract Algebra-Advanced Linear Algebra (4 Credits)

This is a second course in linear algebra that explores the structure of matrices. Topics may include characteristic and minimal polynomials, diagonalization and canonical forms of matrices, the spectral theorem, the singular value decomposition theorem, an introduction to modules, and applications to problems in optimization, Markov chains, and others. {M}

Fall, Spring, Variable

MTH 333rt Topics in Abstract Algebra-Representation Theory (4 Credits)

Representation theory is used everywhere, from number theory, combinatorics, and topology, to chemistry, physics, coding theory, and computer graphics. The core question of representation theory is: what are the fundamentally different ways to describe symmetries as groups of matrices acting on an underlying vector space? This course will explain each part of that question and key approaches to answering it. Topics may include irreducible representations, Schur's Lemma, Maschke's Theorem, character tables, orthogonality of characters, and representations of specific finite groups. MTH 233 is helpful but not required. Prerequisite: MTH 211. {M}

Fall, Spring, Variable

MTH 353ac Seminar: Advanced Topics in Discrete Applied Mathematics-Calderwood Seminar on Applied Algebraic Combinatorics and Mathematical Biology (4 Credits)

Calderwood Seminar. Combinatorial ideas permeate biology at all scales, from the combinatorial properties of the sequences of letters (nucleotides) representing DNA and RNA, to the symmetries often observed in cell divisions, to the graphs that can be used to represent evolutionary trees. This course focuses on key combinatorial ideas that arise on multiple scales in biology, including molecular, cellular and organism, especially: counting and classification, symmetries and combinatorial graphs. The class interviews mathematicians and biologists about their current research and prepares multiple reports and presentations for different kinds of popular audiences (for example: kids, biologists and newspapers). No particular biological background is expected. MTH 153 and an additional proof-based course are required, or equivalent. MTH 233 and MTH 254 or their equivalents are useful but not required. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

MTH 353dl Seminar: Advanced Topics in Discrete Applied Mathematics-Mathematics of Deep Learning (4 Credits)

The course covers topics from different parts of mathematics that play some role in the design of neural networks. The course also looks at some neural networks' applications and at how mathematics is integrated. Topics will include: What is a neural network, examples and applications; Universal approximation theorems (Cybenko and others); Examples of loss functions; Gradient Descent and Stochastic Gradient descent; Generalization gap, training vs testing data; Quick review of game theory, Nash equilibrium; Generative Adversarial Networks (GAN); Unrolled GANs. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

MTH 364ds Advanced Topics in Continuous Applied Mathematics-Dynamical Systems, Chaos and Applications (4 Credits)

An introduction to the theory of Dynamical Systems with applications. A dynamical system is a system that evolves with time under certain rules. The class looks at both continuous and discrete dynamical systems when the rules are given by differential equations or iteration of transformations. Students study the stability of equilibria or periodic orbits, bifurcations, chaos and strange attractors. Applications are often biological, but the final project is on a scientific application of the student's choice. Prerequisites: MTH 211 and MTH 212 or equivalent. {M}

Fall, Spring, Variable

MTH 364pd Advanced Topics in Continuous Applied Mathematics-Partial Differential Equations (4 Credits)

Partial differential equations allow the ability to track how quantities change when they depend on multiple variables, e.g. space and time. This course provides an introduction to techniques for analyzing and solving partial differential equations and surveys applications from the sciences and engineering. Specific topics include Fourier series; separation of variables; heat, wave and Laplace's equations; finite difference numerical methods; and introduction to pattern formations. Prerequisite: MTH 211 and MTH 212, or MTH 280/MTH 281, or equivalent. MTH 264 is strongly recommended. Prior exposure to computing (using Matlab, Mathematica, Python, etc.) is helpful. {M}

Fall, Spring, Variable

MTH 370tp Topics in Topology & Geometry-Topology (4 Credits)

Topology is a kind of geometry in which important properties of a shape are preserved under continuous motions (homeomorphisms)—for instance, properties like whether one object can be transformed into another by stretching and squishing but not tearing. This course gives students an introduction to some of the classical topics in the area: the basic notions of point set topology (including connectedness and compactness) and the definition and use of the fundamental group. Prerequisites: MTH 280 or 281 or permission of the instructor. {M}

Fall, Spring, Variable

MTH 381fw Topics in Mathematical Analysis: Fourier Analysis and Wavelets (4 Credits)

The mathematics of how it is possible to simultaneously stream videos while using the same cable to call on the phone. Hilbert spaces, Fourier series, Fourier transform, discrete Fourier transforms, wavelets, multiresolution analysis, applications. Prerequisite: MTH 280 or MTH 281. {M}

Fall, Spring, Variable

MTH 382 Complex Analysis (4 Credits)

Complex numbers, functions of a complex variable, algebra and geometry of the complex plane. Differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: MTH 211 and MTH 212, or equivalent.

Fall, Spring, Variable

MTH 400 Special Studies (1-4 Credits)

By permission of the department, normally for majors who have had at least four semester courses at the intermediate level.

Fall, Spring

MTH 430D Honors Project (4 Credits)

Fall, Spring, Annually

MTH 431 Honors Project (8 Credits)

Fall, Spring, Annually

MTH 432D Honors Project (6-12 Credits)

Fall, Spring

MTH 580 Graduate Special Studies (4 Credits)

Fall, Spring

Crosslisted Courses

CSC 109/ SDS 109 Communicating with Data (4 Credits)

Offered as SDS 109 and CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. {M}

Fall, Spring, Alternate Years

CSC 205/ MTH 205 Modeling in the Sciences (4 Credits)

Offered as CSC 205 and MTH 205. This course integrates the use of mathematics and computers for modeling various phenomena drawn from the natural and social sciences. Scientific case studies span a wide range of systems at all scales, with special emphasis on the life sciences. Mathematical tools include data analysis, discrete and continuous dynamical systems, and discrete geometry. This is a project-based course and provides elementary training in programming using Mathematica. Designations: Theory, Programming. Prerequisites: MTH 112. CSC 110 recommended. Enrollment limited to 20. {M}

Fall, Spring, Annually

CSC 270 Digital Circuits and Computer Systems (5 Credits)

This class introduces the operation of logic and sequential circuits. Students explore basic logic gates (AND, OR, NAND, NOR), counters, flip-flops, decoders, microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Designation: Systems. Prerequisite: CSC 231. Enrollment limited to 12.

Fall, Spring, Variable

CSC 290 Introduction to Artificial Intelligence (4 Credits)

An introduction to artificial intelligence including an introduction to artificial intelligence programming. Discussions include: game playing and search strategies, machine learning, natural language understanding, neural networks, genetic algorithms, evolutionary programming and philosophical issues. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. Prerequisites for CSC Majors: CSC 210 and MTH 111 or equivalent.

Fall, Spring, Variable

EDC 206/ MTH 206 Statistical Literacy in Educational Research and Policy (4 Credits)

Offered as EDC 206 and MTH 206. Education is increasingly data driven—data is used to evaluate classroom pedagogy, student achievement, teacher efficacy and school failure. It is important for educators then, to be able to interpret complex data and make research-based decisions. This course fosters student's ability to critically interpret education-related data by concentrating on the application of critical thinking skills to arguments involving statistics in education. The student emerges as a knowledgeable consumer of statistics rather than a producer of statistical calculations. Course activities focus on the interpretation, evaluation and communication of statistics in educational research literature, standardized tests, and real-world situations. {M}

Fall, Spring, Variable

IDP 101/ MTH 101 Math Skills Studio (4 Credits)

Offered as MTH 101 and IDP 101. This course is for students who need additional preparation to succeed in courses containing quantitative material. It provides a supportive environment for learning or reviewing, as well as applying, arithmetic, algebra and mathematical skills. Students develop their numerical and algebraic skills by working with numbers drawn from a variety of sources. This course does not carry a Latin Honors designation. Enrollment limited to 20. Instructor permission required.

Fall, Interterm

IDP 105 Quantitative Skills in Practice (4 Credits)

A course continuing the development of quantitative skills and quantitative literacy begun in MTH 104/ IDP 104. Students continue to exercise and review basic mathematical skills, to reason with quantitative information, to explore the use and power of quantitative reasoning in rhetorical argument, and to cultivate the habit of mind to use quantitative skills as part of critical thinking. Attention is given to visual literacy in reading graphs, tables and other displays of quantitative information and to cultural attitudes surrounding mathematics. Prerequisites: MTH 104/ IDP 104. Enrollment limited to 18. {M}

Spring

IDP 325 Art/Math Studio (4 Credits)

This course is a combination of two distinct but related areas of study: studio art and mathematics. Students are actively engaged in the design and fabrication of three-dimensional models that deal directly with aspects of mathematics. The class includes an introduction to basic building techniques with a variety of tools and media. At the same time each student pursues an intensive examination of a particular-individual-theme within studio art practice. The mathematical projects are pursued in small groups. The studio artwork is done individually. Group discussions of reading, oral presentations and critiques, as well as several small written assignments, are a major aspect of the class. Limited to juniors and seniors. Instructor permission required. Enrollment is limited to 15. {A}{M}

Spring

MTH 320/ SDS 320 Seminar: Mathematical Statistics (4 Credits)

Offered as MTH 320 and SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Discussions include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Spring, Alternate Years

PSY 201 Statistical Methods for Undergraduate Research (5 Credits)

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M}

Fall, Spring

SDS 220 Introduction to Probability and Statistics (4 Credits)

(Formerly MTH 220/SDS 220). An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. This course satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 203, ECO 220, SDS 220 or SOC 204. Exceptions may be allowed in special circumstances with adviser and instructor permission. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 290 or SDS 291. Prerequisite: MTH 111 or equivalent. Enrollment limited to 40. {M}

Fall, Spring

SDS 290 Research Design and Analysis (4 Credits)

(Formerly MTH/SDS 290). A survey of statistical methods needed for scientific research, including planning data collection and data analyses that provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software is used for data analysis. Prerequisites: One of the following: PSY 201, SDS 201, GOV 203, ECO 220, SDS 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 220 or SDS 291. Enrollment limited to 40. {M}

Fall, Spring, Annually

SDS 291 Multiple Regression (4 Credits)

(Formerly MTH 291/ SDS 291). Theory and applications of regression techniques: linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: SDS 201, PSY 201, GOV 203, SDS 220, ECO 220 or equivalent or a score of 4 or 5 on the AP Statistics examination. Corequisite: SDS 100 required for students who have not completed SDS 192, 201, 220 or 290. Enrollment limited to 40. {M}{N}

Fall, Spring

Goals for Majors in Mathematics

- Given a problem, to recognize its mathematical aspects and to produce an abstract mathematical model for the problem.
- Basic mathematical skills (through discrete math, the calculus course, and linear algebra).
- To write mathematics effectively:
 - Math track: To understand and write mathematical proofs.
 - Stats track: To write a professional-level technical report.
- To speak mathematics or statistical terms effectively in oral presentations.
- To use technology appropriately to learn and understand mathematics.

Medieval Studies

Department website (<https://www.smith.edu/academics/medieval-studies/>)

The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

Faculty

Medieval Studies Committee

Joshua Birk, Ph.D., Associate Professor of History, *Chair*
 Ibtissam Bouachrine, Ph.D., Professor of Spanish and Portuguese
 Craig R. Davis, Ph.D., Professor of English Language and Literature
 Eglal Doss-Quinby, Ph.D., Professor of French Studies
 Suleiman Ali Mourad, Ph.D., Myra M. Sampson Professor of Religion
 Vera Shevzov, Ph.D., Professor of Religion

Major and Minor Advisers

Members of the committee

Honors Director

Craig Davis

Medieval Studies Major Requirements

1. Latin requirement: One 200-level (or above) Latin language course (4 credits) or LAT 100Y (8 credits)
2. Two courses in medieval history, normally HST 224, HST 225 or HST 226
3. One course in medieval religion or philosophy
4. One course in medieval art
5. Two courses in medieval language or literature (not necessarily taken in the same department); one course in classical Latin literature may be taken in fulfillment of this requirement
6. Two additional courses from the program's list of approved courses
7. Focus requirement: two additional courses, at least one at the advanced level, in one of the four areas listed above: history; religion or philosophy; art; language or literature

Major Requirement Details

- The S/U grading option is not allowed for courses counting toward the major.
- Majors are urged to continue Latin at the 200 level.

- A biblical or Koranic language (Greek, Hebrew, Arabic) can substitute for the Latin requirement with permission of the adviser. The student must pursue the classical or scriptural form of the language, not modern Greek, Hebrew or Arabic.
- Courses that devote at least eight weeks of the semester to medieval material may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.
- Students are encouraged to consult the current Five College catalog of courses for offerings at the other four institutions.
- Medieval studies majors are encouraged to propose a Special Studies project or an honors thesis.

Honors

Please consult the director of medieval studies or the program website for specific requirements or application procedures.

The Minor Requirements

1. Language requirement: A demonstrated working knowledge of either
 - a. Latin: One 200-level (or above) Latin language course (4 credits) or LAT 100Y (8 credits), or
 - b. At least one course in a medieval vernacular language
2. Four 200-level courses from the list of approved medieval studies courses at the 200 level or above, including
 - At least one course in history
 - At least one course in art or music

Students are encouraged to select courses that deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Courses

MED 404 Special Studies (4 Credits)

Admission by permission of the instructor and the Medieval Studies Council.

Fall, Spring

MED 430D Honors Project (4 Credits)

Fall, Spring, Annually

MED 431 Honors Thesis (8 Credits)

Please consult the director of medieval studies or the program website for specific requirements or application procedures. Cannot be taken S/U.

Fall, Spring

Crosslisted Courses

ARH 233 Medieval Art on the Move: Pilgrimages and Crusades (4 Credits)

Focusing on buildings and representations created from the 11th through the 13th century, this course explores the intersection between artistic production and the movement, peaceful and bellicose, of people, ideas and objects during the Romanesque and early Gothic periods. Topics include monastic and royal patronage, the pilgrimage church and Crusader castle as specific building types, iconographic programs and their political agendas, and the transnational circulation of artifacts and cross-cultural visual encounters. Counts for ARU. {A}{H}

Fall, Spring, Alternate Years

ARH 234 The Age of Cathedrals (4 Credits)

Architectural, sculpted and pictorial arts from North of the Alps, c. 1150-1300. Rather than a survey, this course proposes a thematic approach to allow for an in-depth examination of key concerns of the Gothic era, such as the interface between visual creations and new forms of patronage and devotional attitudes, the rise in literacy and secular culture, the development of scientific rationality, or the sustained contact with the Islamic world. Counts for ARU.

Fall, Spring, Alternate Years

ENG 200 The English Literary Tradition I (4 Credits)

A selection of the most engaging and influential works of literature written in England before 1800. Some of the earliest survived only by a thread in a single manuscript, many were politically or religiously embattled in their own day, and some were the first of their kind in English. Fights with monsters, dilemmas of chivalry, a storytelling pilgrimage, a Faustian pact with the devil, a taste of the forbidden fruit, epic combat over a lock of hair: these writings remain embedded in our culture and deeply woven into the texture of the English language. Enrollment limited to 20. WI {L}

Fall, Spring

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Dante's Divine Comedy." Enrollment limited to 20. WI {L}

Fall

ENG 210 Old English (4 Credits)

A study of the language of Anglo-Saxon England (ca. 450-1066) and a reading of Old English poems, including *The Wanderer* and *The Dream of the Rood*. We also learn the 31-character Anglo-Frisian futhorc and read runic inscriptions on the Franks Casket and Ruthwell Cross. {F}{L}

Fall, Spring, Variable

ENG 211 Beowulf (4 Credits)

A reading of Anglo-Saxon England's most powerful and significant poem, invoking the world of barbarian Europe after the fall of Rome. {F}{L}

Fall, Spring, Variable

ENG 213 Playing Knights: Chivalry, Romance, Fantasy (4 Credits)

The knight in shining armor has long outlived the medieval chansons de geste in which s/he was born, riding forward into the modern Western, the fantasy novel, even the space opera. This course explores the premodern English chivalric romance alongside its afterlives, asking what has made this imaginary world—with its quests, duels, magicians, hippogriffs, crossdressing, lady knights—perennially entrancing for so many readers. The course considers the genre's standard features, development and influences; the course also explores the many subversions of this tradition and transgressions of its rules. Why was chivalric romance once considered dangerous reading material? What is heroism good for, and what is it less good at? What expectations and norms do these tales perpetuate, and what fantasies do they allow readers to realize? Discussions include: gender, sexuality, class and empire; Arthuriana; chivalry in art and film; cosplay; and YA fiction. Enrollment limited to 30. (E) {L}

Spring

ENG 250 Chaucer's Canterbury Tales (4 Credits)

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

Fall, Spring, Annually

ENG 271/ GER 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

ENG 333jt Seminar: Topics: A Major Writer in English-Tolkien (4 Credits)

J. R. R. Tolkien was an Oxford don and professor of Old and Middle English literature who used fantasy fiction as a technique of moral philosophy and historical analysis, a way of pondering the meaning of human life on earth and the trajectory of human experience through time. We will explore Tolkien's Middle-earth in *The Hobbit* (1936), *The Lord of the Rings* (1965) and *The Silmarillion* (2001) with special attention to the medieval and early modern sources of Tolkien's literary imagination as intimated in his essays "Beowulf: The Monsters and the Critics" (1936) and "On Fairy-Stories" (1947). Juniors and Seniors only. Instructor permission required. Enrollment limited to 12. {L}

Fall, Spring, Variable

FRN 253 The Lady, the Knight, the King (4 Credits)

An introduction to the main cultural and literary currents that shaped Medieval France, a period whose values and concept of "literature" were dramatically different from the present. This class focuses on the rise of courtliness and the invention of romantic love, the legend of King Arthur and the transmission of Celtic themes, adultery and madness, magic and the chivalric quest, and the ribald humour of the fabliaux. Readings include *The Romance of the Rose* by Guillaume de Lorris, *Tristan and Yseut*, *Marie de France's Lanval*, *Chrétien de Troyes' Yvain, troubadour and trouvère lyric* and selected fabliaux. Prerequisite: FRN 230. Course taught in French. {F}{L}

Fall, Spring, Alternate Years

FRN 320 Women Defamed, Women Defended (4 Credits)

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the troubairitz and women trouvères, and the writings of Christine de Pizan. {F}{L}

Fall, Spring, Variable

FYS 142 Reacting to the Past (5 Credits)

In this course, students learn by taking on roles, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in complicated situations. Reacting roles do not have a fixed script and outcome. While students adhere to the intellectual beliefs of the historical figures they have been assigned, they must devise their own means of expressing those ideas in papers, speeches or public presentations. Class sessions are run entirely by students; instructors guide students and grade their oral and written work. It draws students into the past, promotes engagement with big ideas and improves intellectual and academic skills. Enrollment limited to 24 first-years. WI {H}

Fall, Spring, Variable

FYS 167 Viking Diaspora (4 Credits)

The Norse colonies of Iceland and Greenland and the attempted settlement of Vinland in North America were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. This course compares the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Sources for these experimental communities are the oral memories of founding families preserved in the later Íslendingasögur (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and medieval studies majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 168 Damaged Gods: Myth and Religion of the Vikings (4 Credits)

A reading of poems and sagas about the Old Norse gods and their cults during the Viking Age (ca. 800-1100 CE) as these were preserved mainly in Icelandic manuscripts of the 13th century, but also in Arabic, Latin, Old High German and Anglo-Saxon texts and runic inscriptions. We explore the dark world-view and desperate religion of the Vikings from the creation of the world to the end of time, including relations between living and dead, male and female, animals and humans, gods and giants, Æsir and Vanir—a crowded universe of trolls, elves, witches, dwarfs, valkyries, berserks, shapeshifters and various kinds of human being. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

HST 224 History of the Early Middle Ages (4 Credits)

This survey course examines Europe, the Mediterranean and the Middle East in the early medieval era, starting with the dissolution of the Roman Empire. Students will study the turbulent nature of political and societal boundaries and the rise of Christianity in Europe before 900 AD, as well as the emergence of Islam as a religion and political power and its influence on the medieval European and Byzantine worlds. Students will engage in the examination and discussion of early medieval notions of kinship, race, law and justice, popular piety and political power. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 225 Making of the Medieval World, 1000–1350 (4 Credits)

This survey course examines Europe, the Mediterranean world, from the late 10th century to the 14th, considered the height of the medieval world. Students study the interactions between peoples and societies in the medieval world - from the emergence of new conceptions of sovereignty, popular religion and the Crusades, the university, and Arthurian literature, to the restructuring of society in the calamitous century of the Mortalitas Magnas. Students engage in discussions about the notions of conquest and reconquest, race, law and justice, medieval love and chivalry, and the intersection of political and religious authority. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 226 Renaissance and Reformation? Europe in the Late Middle Ages: Society, Culture and Politics From (4 Credits)

Did radical societal shifts really take place in Europe between 1300 and 1600, as the terms “Renaissance” and “Reformation” imply? Students will use this question to frame their learning in this survey course, studying the period that saw the aftermath of the Black Death, the fragmentation of Christianity, the growing power of monarchs, the advent of the printing press, and the beginnings of the age of European Imperialism. Students will examine and discuss humanism, witch hunts, popular piety and heresy, the advent of the Italian city-state, and the intersection of politics and science. {H}

Fall, Spring, Alternate Years

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages (4 Credits)

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. The course examines Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages (4 Credits)

Twenty-first century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

ITL 332 Dante's Inferno (4 Credits)

Detailed study of Dante's *Inferno* and Medieval culture. Conducted in English. A separate discussion session in Italian (ITL 332D) is a required part of the course for Italian majors and minors. Five credits if combined with ITL 332D. {F}{L}

Fall, Spring, Variable

ITL 334 Boccaccio: Decameron (4 Credits)

This course goes deep into the world of Boccaccio's *Decameron*, a collection of colorful tales that paint a vivid and often scandalous picture of medieval life. The class examines a rousing cast of characters: sly wives, shrewd merchants, sensual nuns, roguish painters, rebellious daughters and so on, all negotiating the rapidly evolving social and sexual mores of their time. Boccaccio's storytellers, in weaving their tales, also construct the foundation of a new and more just community. In this course, students explore this masterpiece of Italian literature with an eye to what they can learn from this text in the present moment. Taught in Italian. {F}{L}

Fall, Spring, Variable

LAT 100Y Elementary Latin (5 Credits)

The Latin language has had an extraordinarily long life, from ancient Rome through the Middle Ages to nineteenth-century Europe, where it remained the language of scholarship and science. Even today it survives in the Romance languages that grew out of it and in the countless English words derived from Latin roots. This course prepares students to read Latin texts in any period or area of interest through a study of the fundamentals of classical Latin grammar and through practice in reading from a range of Latin authors. Some attention will also be given to Roman culture and Latin literary history. This is a full-year course and cannot be divided at midyear with credit for the first semester. Enrollment limited to 30.

Fall, Spring, Annually

LAT 212 Introduction to Latin Prose and Poetry (4 Credits)

Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100Y or equivalent. {F}{L}

Fall

LAT 330om Topics: Advanced Readings in Latin Literature-Ovid's Metamorphoses (4 Credits)

A study of Ovid's transmission and adaptation of Greek myths in the *Metamorphoses*. Attention is paid to Ovid's Augustan milieu and to the extraordinary afterlife of the *Metamorphoses*, particularly in Renaissance art. Prerequisites: two courses at the 200 level or equivalent. {F}{L}

Fall, Spring, Variable

REL 110hl Colloquium: Topics in Thematic Studies in Religion- Jerusalem and the Holy Land (4 Credits)

This course will examine the religious and historical legacy of the city of Jerusalem and the Holy Land in Judaism, Christianity, and Islam. It will explore the ways Jerusalem and the Holy Land have been sanctified in scripture, art, architecture, literature, poetry, and film. It will also explore how rulers tapped into this sanctity and significance to promote their own legitimacy and agendas. In this respect, the course emphasizes Jerusalem and the Holy Land as a common, shared heritage to the three monotheistic traditions, yet how it has inspired religious and political conflict in the past and today. Enrollment limited to 20. {H}

Fall, Spring, Variable

REL 145 Introduction to the Islamic Traditions (4 Credits)

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation.

Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. The course concludes with examples of modern Islamic thought (modernism, feminism and militancy). {H}

Fall, Spring, Annually

REL 221 Philosophers and Mystics (4 Credits)

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the *Zohar* and other thinkers, as well as personal documents of religious experience and thought. All readings in English. {H}

Fall, Spring, Alternate Years

REL 238 Mary: Images and Cults (4 Credits)

Whether revered as the Mother of God or remembered as a single Jewish mother of an activist, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped global Christianities? What does her perceived image in any given age tell us about personal and collective identities? Topics include Mary's "life"; rise of the Marian cult; Marian apparitions (e.g., Guadalupe and Lourdes) and miracle-working images, especially in Byzantium and Russia; liberation and feminism; politics, activism, mysticism and prayer. Devotional, polemical and literary texts, art and film. Enrollment limited to 35. {H}

Fall, Spring, Alternate Years

REL 247 The Qur'an (4 Credits)

The Qur'an, according to the majority of Muslims, is God's word revealed to Muhammad through the angel Gabriel over a period of 22 years (610-632 C.E.). This course introduces students to Islam's scriptural text: its content, form, structure and history. It also situates the Qur'an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? Study of the Qur'an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H}{L}

Fall, Spring, Annually

REL 248jh Topics in Modern Islam-Jihad (4 Credits)

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of "jihad" and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur'an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H}

Fall, Spring, Variable

REL 305mc Seminar: Advanced Topics in Religion-The Muslim World and the Crusades: Then and Now (4 Credits)

This course explores the historical, religious, political, social and cultural impacts of the Crusades on the Muslim World from the late eleventh century until today. Special attention is given to the variety of Muslim reactions to and encounters with the Franks, including hostile and friendly relations. The course also considers the effect of the Crusades on the course of Islamic history and religious thought and its enduring legacy by examining texts, films, novels, poetry, etc. The broader objective is to understand how and why specific historical narratives generate powerful religious discourses that shape the current political, social and cultural realities. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

REL 345sl Seminar: Topics in Islamic Thought-Muslims and Shari'a law (4 Credits)

This seminar explores the complexity and history of Shari'a Law in Islam. It examines the formation of a variety of schools of Shari'a from very early Islamic history until today and the way Muslim jurists have maintained the relevance of Shari'a to their respective societies and times. It covers the theory and application, purpose, sources (e.g., Qur'an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt) and the Shari'a laws themselves. The course also discusses the interaction of Shari'a with other legal systems, especially in the context of today where Shari'a is restricted to a small realm (primarily family and personal law). Enrollment limited to 12. Juniors and seniors only. Instructor permission only. {H}

Fall, Spring, Variable

SPN 241 Culturas de España (4 Credits)

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims, to its present ethnic and linguistic diversity. Highly recommended for students considering Study Abroad in Spain. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F} **Spring, Variable**

SPN 247 Race and Racism in Premodern Iberia (4 Credits)

This course challenges the dominant presentism by exploring understandings of race and racism in the context of premodern Iberia (present-day Spain and Portugal). Themes include intellectual and physical encounters between medieval kingdoms from West Africa and Europe, the construction of sameness and otherness in Iberia, and the intersection of race, class, and indigeneity in the Middle Ages. {F}{H}{L}

Fall, Spring, Annually

SPN 250sm Topics in Iberian Cultural History-Sex and the Medieval City (4 Credits)

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 335 Seminar: Minorities in North Africa and the Middle East (4 Credits)

Focusing on religious, ethnic, and sexual minorities, this course explores questions about belonging, rights, justice and their relevance for the study of North Africa and the Middle East. It draws from different disciplines including history, philosophy, religion, anthropology, sociology, literature, and politics to think about majority-minority relations and the making of citizens. Prerequisite: SPN255 or equivalent, and permission of the instructor. Prerequisite: SPN 255 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permissions required. {F}{H}{L}

Fall, Spring, Variable

Goals for Majors in Medieval Studies

- Acquire an understanding of the unity and of the diversity of European civilization in the Middle Ages as expressed in art, history, literature, music and religion.
- Demonstrate ability to conduct academic work across and forge intellectual connections between the approaches and subject matters in the different disciplines that make up the program.
- Achieve linguistic proficiency in a medieval language.
- Demonstrate the ability to conduct research and to express ideas clearly and cogently in both written and spoken language.

Middle East Studies

Department website (<https://www.smith.edu/academics/middle-east-studies/>)

The major in Middle East studies provides students with the opportunity to deeply explore this region's historical, political, social and cultural complexity. Broadly conceived, this geographical region stretches from North Africa to southwest and central Asia.

There are two minor tracks. A minor in Middle East studies provides an opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge. The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Faculty

Susanna Ferguson, Ph.D., Assistant Professor
 May George, Ph.D., Five College Lecturer in Arabic
 Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 New Century Professor in Middle East Studies and Professor of Government
 John O. Weinert, M.A., Five College Lecturer in Arabic

Middle East Studies Committee

Joshua Birk, Ph.D., Associate Professor of History
 Ibtissam Bouachrine, Ph.D., Professor of Spanish and Portuguese, *Chair*
 Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature
 Joanna Caravita, Ph.D., Five College Lecturer in Modern Hebrew Language
 Susanna E. Ferguson, Ph.D., Assistant Professor of Middle East Studies
 May George, Ph.D., Five College Lecturer in Arabic
 Steven Heydemann, Ph.D., Janet Wright Ketcham 1953 New Century Professor in Middle East Studies and Professor of Government
 John O. Weinert, M.A., Five College Lecturer in Arabic
 Bozena C. Welborne, Ph.D., Associate Professor of Government
 Gregory White, Ph.D., Mary Huggins Gamble Professor of Government

Middle East Studies Major and Minor Advisers

Susanna E. Ferguson

Arabic Minor Advisers

Steven Heydemann

Honors Director

Susanna E. Ferguson

Study Abroad

Steven Heydemann, Adviser

The Program in Middle East Studies encourages students to explore study abroad opportunities which allow them to deepen their understanding of Middle Eastern languages, history and cultures. A list of Smith-approved semester and yearlong programs is available from the Office of International Study. A list of recommended summer language programs is available on the MES program website.

Middle East Studies Major Requirements

Ten courses plus MES 100 (41 credits)

1. Basis: MES 100 (1 credit)
2. Language: (at least 8 credits) Two years of language study in Modern Standard Arabic, Hebrew, Farsi, Turkish or another approved Middle Eastern language. Please refer to Additional Guidelines for further information on language requirements.
3. Focus: (16 credits) Four courses in an area of focus, which may be religion, history, politics, cultures (literature, film, music, art) of the Middle East, or may explore an interdisciplinary topic such as gender in the Middle East, ethno-religious diversity of the region, etc. Students design an area of focus in consultation with an adviser. One course in an area of focus may satisfy the capstone requirement.
4. Electives: (at least 16 credits) Four electives
 - At least three must be in areas other than the student's area of focus
 - Advanced study of a Middle Eastern language may count toward the elective courses
 - One elective may satisfy the capstone requirement
5. Capstone: (4 credits toward either Focus or Elective requirements) One 300-level seminar or research-based special studies MES 400.
6. Beyond the Arab World: (4 credits toward either Focus or Elective requirements) At least one course with a primary focus on the Middle East beyond the Arab world (Iran, Israel, Turkey).

Additional Guidelines

- All courses taken for major credit shall be drawn from courses listed or cross-listed by the Program in Middle East Studies. Exceptions must be approved by an adviser or by the director of the Middle East Studies program. Any First-Year Seminar cross-listed in MES may count toward the major.
- Courses in the major may not be taken S/U.
- When MES 400 functions as the capstone for the major it must be a research intensive course approved as the capstone by the major adviser.
- No more than four courses in the major may be applied toward a second major.
- Language study beyond the requirements of the major in Arabic, Hebrew, Farsi, or Turkish at Smith or within the Five Colleges is strongly encouraged. Students may apply to the Middle East Studies Committee for funding of summer language study (e. g., Arabic, Farsi, Hebrew, Turkish). In addition, courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages may be applied toward the major, with approval of the student's adviser. If a course offered by the FCCSWL is worth less than 4 credits, students will be expected to make up the credit shortfall through supplemental language instruction. Participation in study abroad programs offering intensive language instruction may count toward the MES major language requirement, on approval of the student's adviser.
- Students proficient in Modern Standard Arabic, Hebrew, Farsi or Turkish may take a placement exam in lieu of coursework. Students who place out of the MES major language requirement are expected to make up 8 credits of coursework through electives or the study of a second, approved regional language.
- Normally, at least half of a student's courses toward the major shall be taken at Smith. Students who study abroad may petition the Program in Middle East Studies should they seek credit toward the major of non-Smith courses that exceed half of those required by the major.

Middle East Studies Minor

The Middle East studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that treat the region in its historical, political, social and cultural complexity. The minor provides the opportunity to study the region in an interdisciplinary fashion, with attention to key fields of knowledge.

Requirements

Six courses (24 credits)

1. Language: One year of college-level Arabic or modern Hebrew. Additional language study of Arabic and Hebrew at the intermediate and advanced levels at Smith or within the Five College Consortium is strongly encouraged. Students may petition the MES Committee to substitute the minimum requirement of a year of Arabic or Hebrew with the study of another Middle Eastern language (Farsi, Turkish, etc). (1 course)
2. Breadth Requirements (2 courses)
 - a. One course on classical Islam or pre-modern (prior to 1800) Middle Eastern history, broadly defined. (Courses do not necessarily have to be offerings from the history department but must be historically oriented.)
 - b. One course on modern history, contemporary politics, economics, cultures, sociology, anthropology, or modern or contemporary Islamic thought.
3. Electives: In consultation with the minor adviser, students choose additional electives in religion, literature, arts, history or the social sciences. (3 courses)
 - Students who wish to conduct independent research may approach an adviser for permission to enroll in MES 400.
 - Apart from language classes, no more than two courses may be taken from the same department or program.
 - Normally, no more than three courses can be taken away from Smith.

Arabic Minor

The minor in Arabic is designed for students wishing to achieve proficiency in modern Arabic.

Requirements

Six courses (24 credits)

1. One year Intermediate Arabic (8 credits)
2. One year Advanced Arabic (8 credits)
3. Two electives (8 credits)
 - Minor credits are not awarded for the first year of language study.
 - Special studies MES 400 in Arabic language, taken for four credits, may count for as many as two of the six courses.
 - Courses in Arabic dialects offered by any of the Five Colleges or by the Five College Center for the Study of World Languages count toward the minor. If a course offered by the FCCSWL is worth less than 4 credits, students will have to make up the credit shortfall elsewhere.
 - Courses taught in English do not count toward the minor in Arabic.
 - Students are encouraged to fulfill some of the requirements toward the minor in an Arabic-speaking country, either during a semester or summer of study abroad. Courses taken outside Smith College or the Five College Arabic Program in Arabic language or in Arabic

in any discipline must be approved by the director of the Middle East Studies program and by the minor adviser. Students are also encouraged to take a course in Arabic that focuses on a topic or issue. Such courses, which may consist of a special studies course, might include media Arabic, Arabic literature, Arabic translation, Arabic linguistics (syntax, semantics, pragmatics, discourse analysis), aspects of Arabic culture, film, religions or thought.

Courses

The Program in Jewish Studies at Smith College partners with the Department of Judaic and Near Eastern Studies at the University of Massachusetts to offer Smith students a full complement of courses to bring them to advanced proficiency in modern Hebrew. Advanced study in Hebrew is offered at UMass or through Special Studies at Smith. Please consult the website of the Program in Jewish Studies (<https://www.smith.edu/jud/>) for a full list of summer Hebrew language programs.

ARA 100 Elementary Arabic I (5 Credits)

An introduction to Modern Standard and colloquial Arabic, using a proficiency-based approach to develop communicative skills in speaking, listening, reading, and writing. The course begins with a focus on reading, pronouncing and recognizing Arabic alphabet, and progresses quickly toward developing basic reading, writing, speaking and listening proficiencies and cultural competence using the Al-Kitaab series and a variety of authentic materials. Students will acquire these skills through a combination of interactive classroom activities, take-home assignments and group work. Students should be at the Novice-Mid level by the end of this course. No prerequisites. Enrollment limited to 18.

Fall

ARA 101 Elementary Arabic II (5 Credits)

This course is a continuation of Elementary Arabic I. Emphasis is on integrated development of all four language skills—reading, writing, speaking and listening. By the end of this semester, students should have the language skills necessary for everyday interactions, be able to communicate in a variety of situations, and read and write about a broad variety of familiar topics. In addition to textbook exercises and group work, students write short essays, give oral and video presentations and participate in role-play activities. Prerequisites: ARA 100 or equivalent. Enrollment limited to 18. {F}

Fall, Spring

ARA 200 Intermediate Arabic I (4 Credits)

This is a communication-oriented course in Arabic at the intermediate level, incorporating both Modern Standard and colloquial Arabic and providing students with an opportunity to hone their skills in speaking, listening, reading and writing. Students will expand their ability to create with the language while reinforcing fundamentals and expanding their knowledge of vocabulary, grammar and culture. In addition to in-class teamwork, students will produce a variety of essays, presentations and skits throughout the semester. Prerequisite: ARA 101 or equivalent. {F}

Fall

ARA 201 Intermediate Arabic II (4 Credits)

This course is a continuation of Intermediate Arabic I. Students continue honing their knowledge of Arabic using an approach designed to strengthen communication skills. By the end of this semester, students should have sufficient proficiency to understand most routine social demands and non-technical conversations, as well as discussions on concrete topics related to particular interests and special fields of competence at a general professional level. An increasing vocabulary enables students to read prose with a near-normal range of speed and write on a broad variety of topics, including news, politics, economics, history and Arab cultures. Prerequisite: ARA 200 or equivalent. Enrollment limited to 18. {F}

Spring

ARA 300 Advanced Arabic I (4 Credits)

This course students achieve an advanced level of proficiency in Modern Standard Arabic with an exposure to one Arabic colloquial variety using the four-skills (reading, writing, speaking, listening) approach. Students read within a normal range of speed, listen to, discuss and respond in writing to authentic texts by writers from across the Arab world. Text types address a range of political, social, religious and literary themes and represent a range of genres, styles and periods. All of these texts may include hypothesis, argumentation and supported opinions that covers both linguistic and cultural knowledge. This course covers Al-Kitaab Book 3, units 1-5, in addition to extra instructional materials. Prerequisite: ARA 202, or the completion of Al-Kitaab Book 2, or equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. {F}

Fall

ARA 301 Advanced Arabic II (4 Credits)

This course helps students reach advanced proficiency in Arabic through language study and content work focused on Arab history, literature and current events. The course focuses on developing truly active control of a large vocabulary through communicative activities. Grammatical work focuses on complex grammatical constructions and demands increased accuracy in understanding and producing complex structures in extended discourse. Preparation for class and active, cooperative participation in group activities are essential to students' progress in this course. Requirements also include active participation in class, weekly essays, occasional exams and presentations and a final written exam. This course covers Al-Kitaab, Book 3, units 5-10 in addition to extra instructional materials. Prerequisite: ARA 300, or the completion of Al-Kitaab, Book 3, lessons 1-5, or the equivalent. Students must be able to use formal spoken Arabic as the medium of communication in the classroom. Enrollment limited to 18. {F}

Spring

ARA 402 Fourth Year Arabic I (4 Credits)

This course aims to enable students to further develop their advanced level of proficiency across the four skills of speaking, writing, reading, and listening. Precise vocabulary will be used to engage in complicated arguments and study abstract topics that will include rich cultural components. Gaining proficiency in writing and in reading original sources in Arabic will receive particular emphasis. The goal of the course is to equip students to make active use of Arabic in a variety of social, educational, and professional contexts. Prerequisite: ARA 301. Enrollment limited to 15. {F}

Fall, Annually

ARA 403 Fourth Year Arabic II (4 Credits)

The second semester of fourth year Arabic covers a number of topics that will focus on the linguistic, geographical, historical, social, cultural, and artistic aspects of the Arab world. A special emphasis will be on varieties of the Arabic language, Arabic literature, discourse, film, women in the Middle East, and cuisine and music. The course provides students with an opportunity to engage with the diversity of the Arabic cultural traditions in the past and present times through interacting with the Arabic cultural products, perspectives, practices, and processes of interaction. The course materials are entirely in Arabic and will be explored through discussions, readings, and videos. Prerequisite: ARA 402. {F}

Spring, Annually

MES 100 Introduction to Middle East Studies (1 Credit)

This 8-week course of weekly lectures will provide students with a comprehensive overview of the Middle East by focusing on the big questions that animate the teaching and research of faculty in Middle East Studies and related fields. S/U only.

Fall, Spring, Alternate Years

MES 203 Introduction to Middle East Comparative Politics (4 Credits)

This lecture class provides an introduction to the comparative politics of the Middle East. Readings, lectures, and discussions will examine political environments in the Middle East, with a focus on states as units of analysis, and on the general processes and conditions that have shaped state formation, the formation of national markets, and state-society relations in the region. The course will equip students to understand and critically assess how political interests are organized; the development of major political, social, and economic structures and institutions; and sources of political contestation within Middle Eastern societies. {S}

Fall, Spring, Variable

MES 208/ HST 208 Introduction to the History of the Modern Middle East (4 Credits)

Offered as HST 208 and MES 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states and the birth of new political movements. Students learn to appreciate the diversity of the region's cultures, languages and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H}

Fall, Spring, Annually

MES 213 Colloquium: Sex and Power In The Middle East (4 Credits)

This course invites students to explore how sexuality has been central to power and resistance in the Middle East. When and how have empires, colonial powers and nation states tried to regulate intimacy, sex, love and reproduction? How have sexual practices shaped social life, and how have perceptions of these practices changed over time? The course introduces theoretical tools for the history of sexuality and explores how contests over sexuality, reproduction and the body shaped empires, colonial states and nationalist projects. Finally, we examine contemporary debates about sexuality as a basis for political mobilization in the Middle East today. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

MES 217 International Relations and Regional Order in the Middle East (4 Credits)

This course focuses on the dynamics of inter-state relations in the broader Middle East (encompassing Turkey, Israel and Iran). It provides a brief introduction to relevant theoretical frameworks that have been used to explain the international and regional relations of the Middle East, and applies these theoretical frameworks through in-depth attention to a wide range of themes and cases. In addition to readings on specific cases, the course covers the origins and development of the Arab state system, alliance dynamics, the effects of oil on international relations, war and international relations, and the domestic sources of Middle East international relations. {S}

Fall, Spring, Variable

MES 219 Colloquium: Histories of Arab Feminism (4 Credits)

This course traces the history of Arab feminisms as movements forged in the context of social change in the Arab world, transnational ties, and the rise of European imperialism. How did feminist movements take shape in the modern Arab world? How have feminisms beyond the West been forged by processes of situated translation, as well as in response to local and regional conditions and struggles? And, how might feminisms from the Middle East and North Africa speak with, or speak back to, feminist politics and histories in other contexts, enriching our sense of what feminisms have, and could, accomplish? Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

MES 220 The Arab Spring: Economic Roots and Aftermath (4 Credits)

Explores the social, economic and political causes and effects of the mass protest movements that came to be known as the Arab Spring or the Arab Uprisings. Through a wide range of readings, documentaries, media accounts, social media content, and other materials we dissect the most significant, and still unresolved, political transformations in the Middle East in the last 100 years. A previous course in Middle Eastern politics, history or culture recommended, but not required. {H}{S}

Fall, Spring, Alternate Years

MES 222 Islam and Democracy in the Middle East (4 Credits)

This course aims to address the following questions: Are Islam and Democracy compatible? How is religious interest defined? How are Islamic images and institutions used? What is the historical relationship between Islam and politics? When and under what conditions is Islam publicized and politicized? Is Islam compatible with modernity? Is it possible to be modern and Muslim at the same time? How do Islamic scholars deal with the questions of "difference", democracy, and science? What are the social and political origins of reformist and democratically inclined Islamist parties and movements? How do they envision the relationship between Islam and democracy?. {S}

Fall, Spring, Variable

MES 228/ ARH 228 Islamic Art and Architecture (4 Credits)

Offered as MES 228 and ARH 228. This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students' command of critical visual analysis. {A}{H}

Fall, Spring, Variable

MES 230 Society and Development in the Middle East (4 Credits)

This course focuses on the political economy of the Arab Middle East with emphasis on the social dimensions of economic development. It provides students with insight into the effects of shifting economic and social policies and economic conditions on the peoples of the Middle East and the social transformations that have accompanied post-colonial processes of state- and market-building. It explores how economic conditions shaped political activism, social movements, modes of protest and broader patterns of state-society relations. Students become familiar with theories of economic and social development and major analytic frameworks that are used to assess and make sense of society and development in the Middle East. {S}

Fall, Spring, Alternate Years

MES 235/ JUD 235 Perspectives on the Arab-Israel Conflict (4 Credits)

Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H}{S}

Fall, Spring, Alternate Years

MES 237/ HST 237 Colloquium: Mobility and Migration in the Modern Middle East (4 Credits)

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

MES 240 Colloquium: Encounters with Unjust Authority: Political Fiction of the Arab World (4 Credits)

This course will expose students to contemporary political literature of the Arab world in translation. Through their critical engagement with this literature, students will gain a nuanced, tangible and deeply dimensional understanding of contemporary life in the Middle East and the many diverse and complex ways in which lives of the region's peoples are shaped by their political circumstances. Enrollment limited to 20. {L}{S}

Fall, Spring, Variable

MES 244/ HST 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East (4 Credits)

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

MES 290 Colloquium: Islam and Capitalism (4 Credits)

This course examines how interactions between Islamic law and commerce shaped Muslim societies during watershed moments in the history of capitalism, including the rise of trade networks in the Mediterranean and Indian Ocean; the birth of the joint-stock company and the corporation; colonialism and industrialization; and most recently, the ascendancy of neoliberal financial capitalism. Enrollment limited to 20. {E}{H}{S}

Fall, Variable

MES 327 Seminar: Histories of Science, Nature and the Body in the Middle East (4 Credits)

This course explores the history of science in the Middle East from the early modern period to the present. In order to introduce debates within the discipline of history of science, this course takes a broad view of that discipline's object: the many and disparate attempts to understand changes in the body of knowledge about the reality of lives and the world. Scholars have often analyzed the history of science in Middle Eastern societies either in relation to a timeless Islamic culture or through a framework that conflates Westernization with inevitable scientific "progress." This course goes beyond these paradigms to explore unexpected and multidirectional encounters, connections and mobilities of ideas, practices, people and specimens among various communities within and beyond the MENA region. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

MES 380 Seminar: Authoritarianism in the Middle East (4 Credits)

This upper-level seminar focuses on the durability of authoritarian regimes in the Middle East and North Africa. The course examines the emergence of authoritarian regimes in the Arab world; their consolidation into full-fledged systems of rule; patterns and variation in authoritarian governance among Arab states; the political economy of authoritarianism; state-society relations under authoritarian rule; and authoritarian responses to democratization, economic globalization and pressures for political reform. Prior course work on the history, politics, sociology, anthropology of the modern Middle East is useful. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

MES 400 Special Studies (1-4 Credits)

Admission by permission of the Program in Middle East Studies, normally for junior and senior minors in Middle East studies, and for qualified juniors and seniors from other departments. Offered both semesters each year.

Fall, Spring

MES 430D Honors Project (4 Credits)

Fall, Spring

Crosslisted Courses

ARH 228/ MES 228 Islamic Art and Architecture (4 Credits)

Offered as MES 228 and ARH 228. This course surveys Islamic visual art and architecture from the spread of Islam in the seventh-century until the present day, covering the Dome of the Rock and Persian miniatures to French Orientalism and Arab Spring graffiti. Attention is focused upon the relationships between Islamic visual idioms and localized religious, political and socioeconomic circumstances. In particular, lectures and readings examine the vital roles played by theology, royal patronage, gift exchange, trade and workshop practices in the formulation of visual traditions. Direct analysis of Islamic artworks at the Smith museum expand students' command of critical visual analysis. {A}{H}

Fall, Spring, Variable

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit (4 Credits)

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the "banlieues" and "cités". The class examines the question of whether "banlieue" authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the "banlieues" nevertheless produce vibrant cultural expressions that beg the question: Is the "banlieue" a mere suburb of French cultural life or more like one of its centers? Basis for the major. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220 or equivalent. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 251fi Topics in French Media, Now and Then-French Islam and French Muslims (4 Credits)

Through a survey of the contemporary flashpoints in the debate surrounding the place of Islam in French society, this course maps out the field of politicians, activists, youth movements, imams, artists, musicians and other cultural actors that have defined the discourse on the issue. With an emphasis on new media, students analyze a wide variety of documents including internet resources, journalistic articles and blogs, music videos, films, legal texts, political pamphlets, slam poetry, rap songs, as well as photo and video art. Course taught in French. {F}{H}

Fall, Spring, Variable

FRN 380is Topics in French Cultural Studies-Immigration and Sexuality (4 Credits)

This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. {F}

Fall, Spring, Variable

FYS 186 Israel through Literature and Film (4 Credits)

What was the role of Hebrew writers in constructing a nation's founding myths and interpreting and challenging its present realities? How do literature and film about Zionism and the State of Israel frame and interpret tensions between sacred and secular, exile and homeland; indigenous and colonial; language and identity; and the national conflict between Jews and Palestinians? All readings and screenings in English translation. Includes texts from differing historical periods, political perspectives, and languages. Enrollment limited to 16 first years. WI
Fall, Spring, Variable

GOV 224 Colloquium: Globalization From an Islamic Perspective (4 Credits)

This course explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas ("isms") that have emerged with the onset of globalization; from Islamic feminism and Islamic environmentalism to political Islam and Islamic banking. Designation: Comparative. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 231 Colloquium: Women's Social Movements in the Middle East (4 Credits)

This course explores how women's social movements emerge and sustain themselves in the Middle East and North Africa. The class will cover issues ranging from women agitating for citizenship rights and the vote to questions of personhood, family code, and women's labor rights. Throughout the class, students consider how mobilized women negotiate a world of both contemporary and traditional religious and secular values to pursue their agendas in the public arena. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize in the region as well as an understanding of the diverse strategies they adopt to meet their chosen goals. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 248 The Arab-Israeli Dispute (4 Credits)

This course investigates the causes and consequences of the Arab-Israeli conflict as well as the viability of efforts to resolve it. Students consider the influence of Great Power Politics on the relationship between Arab states and Israel, and between Palestinian Arabs and Israelis. This exploration of the conflict touches on issues related to human security, terrorism and political violence, as well as broader questions of human rights, national identity and international governance. Designation: International Relations. {S}

Fall, Spring, Alternate Years

GOV 257 Colloquium: Refugee Politics (4 Credits)

This course examines refugees—i.e., people displaced within their country, to another country or, perhaps, somewhere "in between." Refugee politics prompt a consideration of the cause of refugee movements; persecution, flight, asylum and resettlement dynamics; the international response to humanitarian crises; and the "position" of refugees in the international system. In addition to international relations theory, the seminar focuses on historical studies, international law, comparative politics, refugee policy studies and anthropological approaches to displacement and "foreignness." Although special attention is devoted to the Middle East, other cases of refugee politics are examined. Designation: International Relations. Open to majors in government; others by permission of the instructor. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 341mw Seminar: Topics in International Politics-The Middle East in World Affairs (4 Credits)

This course considers the Middle East and North Africa (MENA) through an international relations lens, exploring how the region broadly interacts with the rest of the world. It introduces students to the diversity of challenges facing the region and gives students the tools for a more substantive analysis of its ever-changing context. The class is divided into two sections: the first section represents a general overview of the most salient issues in the region including the Arab-Israeli conflict, while the second section incorporates case-study explorations of specific topics ranging from U.S. foreign policy in the MENA to the Arab Spring. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 347na Seminar: Topics in International and Comparative Politics-North Africa in the International System (4 Credits)

This seminar examines the history and political economy of Morocco, Tunisia, Algeria and Libya, focusing on the post-independence era. Where relevant, Egypt and Mauritania will be treated. The seminar sets Maghrebi (North Africa) politics in the broader context of its regional situation within the Mediterranean (Europe and the Middle East), as well as its relationship to sub-Saharan Africa and North America. Study is devoted to: (1) the independence struggle; (2) the colonial legacy; (3) contemporary political economy; and (4) post-colonial politics and society. Special attention will be devoted to the politics of Islam, the "status" of women and political change. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

HST 208/ MES 208 Introduction to the History of the Modern Middle East (4 Credits)

Offered as HST 208 and MES 208. This course examines the history of the modern Middle East from a global perspective. How have gender, economy, ecology and religion shaped Middle Eastern empires and nation-states within a broader world? The course begins with transformations in Egypt, Iran and the Ottoman Empire between 1800 and World War I. Next, it turns to experiences of colonialism, the rise of independent nation-states and the birth of new political movements. Students learn to appreciate the diversity of the region's cultures, languages and peoples and to critically assess how the Middle East has been imagined from without and within. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 224 History of the Early Middle Ages (4 Credits)

This survey course examines Europe, the Mediterranean and the Middle East in the early medieval era, starting with the dissolution of the Roman Empire. Students will study the turbulent nature of political and societal boundaries and the rise of Christianity in Europe before 900 AD, as well as the emergence of Islam as a religion and political power and its influence on the medieval European and Byzantine worlds. Students will engage in the examination and discussion of early medieval notions of kinship, race, law and justice, popular piety and political power. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 225 Making of the Medieval World, 1000–1350 (4 Credits)

This survey course examines Europe, the Mediterranean world, from the late 10th century to the 14th, considered the height of the medieval world. Students study the interactions between peoples and societies in the medieval world - from the emergence of new conceptions of sovereignty, popular religion and the Crusades, the university, and Arthurian literature, to the restructuring of society in the calamitous century of the Mortalitas Magnas. Students engage in discussions about the notions of conquest and reconquest, race, law and justice, medieval love and chivalry, and the intersection of political and religious authority. Enrollment limited to 40. {H}

Fall, Spring, Alternate Years

HST 227mm Colloquium: Topics in Medieval European History-Magic in the Middle Ages (4 Credits)

The course uses magic as a case study for exploring cultural transmission in the Middle Ages. The course examines Germanic and Greco-Roman occult traditions, and the way in which the medieval synthesis of these cultures effects understandings of the occult. The course follows the influence of the Arabic and Hebrew influences on western occultism of the High Middle Ages, and flowering of the Renaissance magical tradition. The course challenges and reshapes some of our basic understandings about Medieval society. It problematizes modern division between science, magic and religion to illustrate how occult beliefs were part of wider religious experiences. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 229 Colloquium: A World Before Race?: Ethnicity, Culture and Difference in the Middle Ages (4 Credits)

Twenty-first century scholars argue that race is a constructed social identity that began to coalesce around the seventeenth century. But were they right? In this course, we will look to the Middle Ages to challenge the consensus that racial constructions were a byproduct of modernity. Does race function differently between the world of Latin Christendom and that of the dar al-Islam? What are the advantages and dangers of using the prism of race to analyze ethnic, cultural and religious differences in this medieval period? What does studying race in the Middle Ages teach us about contemporary conceptions of race? Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 237/ MES 237 Colloquium: Mobility and Migration in the Modern Middle East (4 Credits)

Offered as MES 237 and HST 237. The history of the modern Middle East is a story of border-crossing as well as border-making. From 19th century immigrants from the Ottoman Empire to the Americas, to today's migrant laborers in Lebanon, Iraq, and the Gulf, the region has been forged by those who move within and beyond national borders. How have forces of gender, class, and ethnicity shaped these journeys? This course examines the gendered processes of movement and migration—voluntary and involuntary—that have shaped the modern Middle East from the 19th century to the present. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 244/ MES 244 Colloquium: Thinking Revolution: Histories of Revolt in the Modern Middle East (4 Credits)

Offered as MES 244 and HST 244. How could we theorize revolution from the MENA region? How might we connect older histories and vocabularies of social change to recent events in Egypt, Syria, Libya, Yemen, and Tunisia? In the first part of this course, students engage prominent theories of revolution generated within EuroAmerican and MENA contexts. Next, we consider diverse theories of social change generated within key moments in the history of the modern Middle East, from Ottoman constitution in 1876 to postcolonial revolts in Oman, Yemen, and Algeria. Finally, we consider the 2011 Arab spring within this longer history of social change in the region. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

JUD 101 Elementary Modern Hebrew I (5 Credits)

The first half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. No previous knowledge of modern Hebrew is necessary. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18.

Fall

JUD 102 Elementary Modern Hebrew II (5 Credits)

The second half of a two-semester sequence introducing modern Hebrew language and culture, with a focus on equal development of the four language skills: reading, writing, speaking and listening. By the end of the year, students are able to comprehend short and adapted literary and journalistic texts, describe themselves and their environment, and express their thoughts and opinions. Learning is amplified by use of online resources (YouTube, Facebook, newspapers) and examples from Hebrew song and television/film. Prerequisite: JUD 101 or equivalent. This course is available to Mount Holyoke College students through a simultaneous video-conferencing option. Enrollment limited to 18. {F}

Spring

JUD 235/ MES 235 Perspectives on the Arab-Israel Conflict (4 Credits)

Same as MES 235. What is in dispute between Israelis and Palestinians? What has prevented a resolution to the conflict, and why does it continue to arouse such passions? Situating contemporary controversies in their historical contexts, explores key issues such as borders, settlements, Jerusalem, refugees, security, debates about Zionism and Palestinian nationalism, the impact of religious claims, and the role of regional and international players and activists. Includes analysis of competing models for conflict resolution. No prerequisites. Open to students at all levels. {H}{S}

Fall, Spring, Alternate Years

JUD 288 History of Israel (4 Credits)

Looking to make better sense of today's headlines? A historical survey of the State of Israel, from the 19th-century origins of Zionism to the present. Competing interpretations of Israel's political and cultural history through analysis of primary sources, literature and film, and debates over how history is written and by whom. Places discussions about Zionism and Israel within the broader histories of Judaism, Palestine, Europe and the Middle East. Open to students at all levels. {H}

Fall, Spring, Variable

MUS 249/ REL 249 Colloquium: Islamic Popular Music (4 Credits)

Offered as MUS 249 and REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. Enrollment limited to 35. {A}{H}

Fall, Spring, Variable

REL 110Hl Colloquium: Topics in Thematic Studies in Religion- Jerusalem and the Holy Land (4 Credits)

This course will examine the religious and historical legacy of the city of Jerusalem and the Holy Land in Judaism, Christianity, and Islam. It will explore the ways Jerusalem and the Holy Land have been sanctified in scripture, art, architecture, literature, poetry, and film. It will also explore how rulers tapped into this sanctity and significance to promote their own legitimacy and agendas. In this respect, the course emphasizes Jerusalem and the Holy Land as a common, shared heritage to the three monotheistic traditions, yet how it has inspired religious and political conflict in the past and today. Enrollment limited to 20. {H}

Fall, Spring, Variable

REL 145 Introduction to the Islamic Traditions (4 Credits)

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. The course concludes with examples of modern Islamic thought (modernism, feminism and militancy). {H}

Fall, Spring, Annually

REL 246 Muslims, Modernity and Islam (4 Credits)

Major themes addressed by Muslim thinkers since the 19th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, democracy, feminism, sexuality, and militancy. Reading of primary sources in translation. {H}

Fall, Spring, Annually

REL 247 The Qur'an (4 Credits)

The Qur'an, according to the majority of Muslims, is God's word revealed to Muhammad through the angel Gabriel over a period of 22 years (610-632 C.E.). This course introduces students to Islam's scriptural text: its content, form, structure and history. It also situates the Qur'an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? Study of the Qur'an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H}{L}

Fall, Spring, Annually

REL 248jh Topics in Modern Islam-Jihad (4 Credits)

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of "jihad" and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur'an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H}

Fall, Spring, Variable

REL 305mc Seminar: Advanced Topics in Religion-The Muslim World and the Crusades: Then and Now (4 Credits)

This course explores the historical, religious, political, social and cultural impacts of the Crusades on the Muslim World from the late eleventh century until today. Special attention is given to the variety of Muslim reactions to and encounters with the Franks, including hostile and friendly relations. The course also considers the effect of the Crusades on the course of Islamic history and religious thought and its enduring legacy by examining texts, films, novels, poetry, etc. The broader objective is to understand how and why specific historical narratives generate powerful religious discourses that shape the current political, social and cultural realities. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

REL 345sl Seminar: Topics in Islamic Thought-Muslims and Shari'a law (4 Credits)

This seminar explores the complexity and history of Shari'a Law in Islam. It examines the formation of a variety of schools of Shari'a from very early Islamic history until today and the way Muslim jurists have maintained the relevance of Shari'a to their respective societies and times. It covers the theory and application, purpose, sources (e.g., Qur'an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt) and the Shari'a laws themselves. The course also discusses the interaction of Shari'a with other legal systems, especially in the context of today where Shari'a is restricted to a small realm (primarily family and personal law). Enrollment limited to 12. Juniors and seniors only. Instructor permission only. {H}

Fall, Spring, Variable

SPN 225 Colloquium: Muslim Women in Film (4 Credits)

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed within the context of the writing assignments. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 18. Priority given to majors, minors and second-year students planning to study abroad. {A}{F}{L}

Fall

SPN 230mj Topics in Latin American and Peninsular Culture and Society-Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv (4 Credits)

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalusian and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

SPN 250sm Topics in Iberian Cultural History-Sex and the Medieval City (4 Credits)

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 255 Colloquium: Muslim Women in Film (4 Credits)

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and study critically films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A}{F}{L}

Fall, Spring, Variable

SPN 332iw Seminar: Topics in the Middle Ages Today-Islam in the West (4 Credits)

This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about "convivencia," "clash of civilizations," "multiculturalism" and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Spring, Variable

SPN 335 Seminar: Minorities in North Africa and the Middle East (4 Credits)

Focusing on religious, ethnic, and sexual minorities, this course explores questions about belonging, rights, justice and their relevance for the study of North Africa and the Middle East. It draws from different disciplines including history, philosophy, religion, anthropology, sociology, literature, and politics to think about majority-minority relations and the making of citizens. Prerequisite: SPN255 or equivalent, and permission of the instructor. Prerequisite: SPN 255 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permissions required. {F}{H}{L}

Fall, Spring, Variable

SWG 288 Immigration and Sexuality in France and Europe (4 Credits)

Taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black, brown, and Muslim bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. {H}{L}{S}

Fall

Goals for Majors in Middle East Studies

The Program in Middle East Studies expects students to graduate with an understanding of the histories, cultures, politics, economics and languages that define the lived experiences of the peoples of the Middle East from the emergence of Islam (7th century CE) to the present. This includes equipping students with the knowledge and skills to:

- Frame questions and situate core texts and ideas in their appropriate intellectual, social, material and cultural contexts.
- Analyze and critique texts, ideas and materials produced in or pertaining to the Middle East from the rise of Islam to the present.
- Demonstrate knowledge of the diversity of Middle Eastern experiences through time and space, including an understanding of the interactions between the Middle East and other cultures, peoples, empires, economies and states.
- Situate the Middle East in global flows of ideas, material cultures, technologies, and political, economic and social forms.
- Understand how such global flows have shaped the Middle East and how the Middle East has influenced global movements of people, ideas and material forms across time and space.
- Think critically, speak and write critically about the ways in which the interdisciplinary field of Middle East studies contributes to, broadens and challenges important theoretical, methodological, analytic and conceptual approaches applied to the study of the Middle East in the humanities and social sciences.
- Apply knowledge of the Middle East to contemporary issues as informed and engaged citizens.
- Attain beginning competency in a Middle Eastern language.

Museums Concentration

Department website (<https://www.smith.edu/academics/museums-concentration/>)

The museums concentration gives students a foundation in the history of museums and the critical issues in which they engage. Through a combination of academic coursework, two internships and independent research, students learn about institutions that shape knowledge and understanding through collection, preservation, interpretation and display of material culture. The museums concentration provides a unique opportunity at the undergraduate level for students to consider how their academic studies might connect to their future lives and careers. Students are introduced to issues such as community access, cultural ownership and public accountability—areas of study that will be important whatever they decide to do after Smith.

The museums concentration draws on the educational resources of Smith College Museum of Art's collection of original works of art and the other special collections at Smith, on the expertise of SCMA's professional staff and on the exceptional academic programs of Smith College and the other Five Colleges that support learning in this area.

The concentration accepts up to 15 students annually. Students must have a minimum of three semesters remaining at Smith to be eligible to apply for participation in the museums concentration. Students are encouraged to apply during sophomore year. Applications will not be accepted from first-year students. Preference is given to students with a demonstrated interest in the application of their academic discipline to the world of museums.

Faculty

Museums Concentration Committee

Alexis A. Callender, M.F.A., Associate Professor of Art
 Danielle Carrabino, Ph.D., Curator of Painting and Sculpture, Smith College Museum of Art
 Leigh Fagin, M.A., Jean and David W. Wallace Foundation Director of the Office for the Arts
 Elizabeth Redding Jamieson, Ph.D., Professor of Chemistry
 Barbara A. Kellum, Ph.D., Professor of Art
 Dana Leibsohn, Ph.D., Alice Pratt Brown Professor of Art; Director of Latin American and Latino/a Studies
 Charlene Shang Miller, M.A., Educator for Academic Programs, Smith College Museum of Art
 Christen Mucher, Ph.D., Associate Professor of American Studies
 Jessica F. Nicoll, M.A., Director and Louise Ines Doyle '34 Chief Curator, Smith College Museum of Art
 Kiki Smith, M.F.A., Professor of Theatre
 Frazer D. Ward, Ph.D., Professor of Art

Advisers for the Concentration

Alexis Callender, Leigh Fagin, Elizabeth Jamieson, Barbara Kellum, Dana Leibsohn, Christen Mucher, Jessica Nicoll, Kiki Smith, Frazer D. Ward

Museums Concentration

Requirements

Six courses

1. Gateway course: MUX 120/ ARX 120/ BKX 120
2. Four elective courses
3. Two relevant internships or other practical experiences
4. Capstone course: MUX 300

- Two courses fulfilling concentration requirements may also count toward a major
- One course fulfilling a concentration requirement may also count toward a minor
- Detailed information about the requirements is available on the Museums Concentration website.

Courses

MUX 120/ ARX 120/ BKX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKX 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

MUX 222hf Colloquium: Topics in Museums Studies: Art Museums as Institutions of Human Flourishing (1 Credit)

This course introduces the confluence of museum education practice and the emerging study within the field of positive psychology of the benefits to human flourishing of engaging with arts and culture. The class considers museums as audience-centered organizations to provide a foundation for introducing students to ways museums are developing new program models with a focus on positive outcomes such as reducing stress and anxiety, promoting social connection and increasing personal agency. S/U only. Enrollment limited to 20.

Interterm, Variable

MUX 300 Seminar: Museums Concentration Research Capstone Seminar (4 Credits)

Required for all seniors pursuing the museums concentration, this seminar provides a forum for students to develop research capstone projects that synthesize their previous coursework and practical experiences for the Museums Concentration. These projects are supplemented by weekly seminar meetings in which students explore and critique the mission and work of museums and contemporary forces shaping them. Class sections also provide a forum for progress reports and discussion of individual research projects as well as final presentations. Students must have completed the requirements for the Museums Concentration (www.smith.edu/museums). Cannot be taken S/U. Enrollment limited to 15. Senior Museums concentrators only. Instructor permission required.

Spring

MUX 400 Special Studies (1-4 Credits)

Admission by permission of the Museums Concentration director. Normally, enrollment limited to museums concentrators only.

Fall, Spring

Crosslisted Courses

AMS 302 Seminar: The Material Culture of New England, 1630–1860 (4 Credits)

This course examines the material culture of everyday life in New England from the earliest colonial settlements to the Victorian era. It introduces students to the growing body of material culture studies and the ways in which historic landscapes, architecture, furniture, textiles, metalwork, ceramics, foodways and domestic environments are interpreted as cultural documents and as historical evidence. Offered on-site at Historic Deerfield (with transportation available from the Smith campus), the course offers students a unique opportunity to study the museum's world-famous collections in a hands-on, interactive setting with curators and historians. Utilizing the disciplines of history, art and architectural history, anthropology, and archaeology, students explore the relationships between objects and ideas and the ways in which items of material culture both individually and collectively convey patterns of everyday life. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}

Spring

ANT 135/ ARC 135 Introduction to Archaeology (4 Credits)

Offered as ANT 135 and ARC 135. This course studies past cultures and societies through their material remains and explores how archaeologists use different field methods, analytical techniques and theoretical approaches to investigate, reconstruct and learn from the past. Data from settlement surveys, site excavations and artifact analysis are used to address economic, social, political and ideological questions across time and space. This course is taught from an anthropological perspective, exploring key transitions in human prehistory, including the origins of food production, social inequality and state-level societies across the globe. Relevance of archaeological practice in modern political, economic and social contexts is explored. First-years and sophomores only. Enrollment limited to 30. {N}{S}

Fall, Spring, Annually

ANT 237 Monuments, Materials and Models: The Archaeology of South America (4 Credits)

This course offers an overview of the archaeology of South America, from the earliest traces of human occupation over 10,000 years ago to the material culture of the present. The course focuses on how archaeologists use data collected during settlement surveys, site excavations and artifact analysis to reconstruct households and foodways, social and political organization, and ritual and identity over the millennia. Discussions also include the relevance of the past in contemporary indigenous rights movements, heritage management strategies and nationalist projects. {N}{S}

Fall, Spring, Alternate Years

ANT 249 Visual Anthropology (4 Credits)

This course considers the unique perspectives, techniques and theories that anthropology offers for understanding the visual world. We focus on the production of visual materials (photographs and films, in particular) by anthropologists, as well as on the anthropological analysis of visual artifacts produced by other people. We consider the historical (particularly colonial) legacies of visual anthropology as well as its current manifestations and contemporary debates. Particular attention is paid to issues of representation, authority, authenticity, and circulation of visual materials. Enrollment limited to 30. {S}

Fall, Spring, Variable

ARH 110 Art and Its Histories (4 Credits)

This course explores how art and architecture have profoundly shaped visual experiences and shifting understandings of the past and present. Featuring different case studies, each section includes work with original objects, site visits and writings about art. Unifying themes include: (1) materials, techniques and the patterns deployed to create space; (2) the design, function and symbolism of images and monuments; (3) artistic production and its relation to individual and institutional patronage, religion, politics and aesthetics; (4) issues turning on artists' fame versus anonymity and uniqueness versus reproducibility; and (5) cross-cultural exchanges. Enrollment limited to 25. {A}{H}

Fall, Spring

ARH 217/ CLS 217 Greek Art and Archaeology (4 Credits)

Offered as CLS 217 and ARH 217. This course is a contextual examination of the art and architecture of Ancient Greece, from the end of the Bronze Age through the domination of Greece by Rome (ca. 1100-168 BCE) and handles an array of settlements, cemeteries and ritual sites. It tracks the development of the Greek city-state and the increasing power of the Greeks in the Mediterranean, culminating in the major diaspora of Greek culture accompanying the campaigns of Alexander the Great and his followers. The course takes a broadly chronological approach, and the question of a unified Greek culture is stressed. Continuing archaeological work is considered. {A}{H}

Fall, Spring, Alternate Years

ARH 247 Colloquium: The Art and History of the Book (4 Credits)

Will books as material objects disappear in the near future? Or will the book, a remarkably long-lived piece of communication technology, continue to flourish and develop alongside its electronic counterparts? This course surveys the artistry and history of books from the ancient world through medieval manuscripts, hand press books and machine press books, to the digital media of today. Students discover how books were made, read, circulated and used in different eras, and explore the role they have played over time in social, political, scientific and cultural change. The course involves extensive hands-on work with books and manuscripts from across the centuries and sustained engagement with current debates about book, print and media culture. Enrollment limited to 12. Instructor permission required. {A}{H}

Spring

ARH 290cv Colloquium: Topics in Art Historical Studies-Visual Culture and Colonization (4 Credits)

How does conquest by foreigners change the ways that images, civic spaces and objects are created and used? What kinds of hybrids does colonization produce? Is it possible to describe what is "colonial" about art or architecture? Focusing on recent scholarship, this course addresses these queries, highlighting the 16th–19th centuries. Among the topics we consider are interpretive work in the field of "colonial studies," the mapping and construction of colonial spaces, exchanges that brought people and objects into contact (and conflict) with one another, how colonialism can shape the meaning of objects, and the nationalist histories of colonial projects. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ARX 120/ BKX 120/ MUX 120 Colloquium: Concentration Gateway Course (2 Credits)

Offered as ARX 120, BKX 120 and MUX 120. This course serves as a shared gateway for the Archives, Book Studies and Museums concentrations. Students explore histories, futures and systems of knowledge production, preservation, organization and distribution through the kinds of objects and evidence held by archives, libraries and museums. As evidence of their evolving and complex operations, this course introduces the history of such institutions, their evolving public mission, issues central to their work today, and the creation and uses of materials they hold. The course critically engages the emergence of such institutions, specifically within this regional context and in this framework of a college campus. S/U only. Enrollment limited to 25. (E)

Fall, Spring, Annually

CHM 100ao Topics on Perspectives in Chemistry-Chemistry of Art Objects (4 Credits)

In this museum-based course, chemistry is discussed in the context of art. The course focuses on materials used by artists and how the chemistry of these materials influences their longevity. Current analytical methods as well as preservation and conservation practices are discussed along with examples from the Smith College Museum of Art. Enrollment limited to 16. {A}{N}

Spring

CHM 111 Chemistry I: General Chemistry (4 Credits)

The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111L. {N}

Fall

CHM 111L Chemistry I Lab: General Chemistry Lab (1 Credit)

Lab Section. The first semester of our core chemistry curriculum introduces the language(s) of chemistry and explores atoms, molecules and their reactions. Topics covered include electronic structures of atoms, structure shape and properties of molecules; reactions and stoichiometry. Enrollment limited to 16 per lab section. Multiple sections are offered at different times, as detailed in the Schedule of Classes. At the time of registration students must register for both a lecture and a lab section that fit their course schedule. Corequisite: CHM 111. {N}

Fall

CHM 118 Advanced General Chemistry (4 Credits)

This course is for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bonding, structure, energetics and reactions are quickly reviewed. The major portions of the course involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. The laboratory deals with synthesis, physical properties and kinetics. The course prepares students for CHM 222/223 and replaces both CHM 111 and CHM 224. A student who passes this course cannot take either CHM 111 or CHM 224. {N}

Fall

CHM 118L Advanced General Chemistry Laboratory (1 Credit)

Lab Section for CHM 118. This course is for students with a very strong background in chemistry and provides a foundation in basic lab technique, particularly for quantitative analytical measurements. It begins with an introduction to light as a tool for investigating aspects of chemical systems such as acid/base behavior and metal-ligand chemistry. The second half of the lab consists of a project module where students will develop greater independence in their chemistry skills while investigating the behavior of one particular chemical system in depth. Each student will also learn to keep a laboratory notebook, prepare scientific reports and presentations, and work safely in a chemical environment. Enrollment limited to 16. Corequisite: CHM 118. {N}

Fall

CHM 224 Chemistry IV: Introduction to Inorganic and Physical Chemistry (4 Credits)

This final course in the chemistry core sequence provides a foundation in the principles of physical and inorganic chemistry that are central to the study of all chemical phenomena. Discussions include quantitative treatment of thermochemistry, chemical equilibria, electrochemistry and reaction kinetics. Corequisite: CHM 224L. Prerequisites: CHM 111/111L or equivalent. MTH 111 recommended but not required. Enrollment limited to 80. {N}

Spring

CLS 218 Hellenistic Art and Archaeology (4 Credits)

We will examine the art, architecture, and material culture of the Hellenistic period, spanning the years from 323 to 31 BCE and representing one of the most exciting and dynamic eras of Greek history. Beginning with the expansionist campaign of Alexander the Great and ending with the conquests of the future emperor Augustus, it is a time of fast-paced change, experimentation, and diversity. In addition to examining the archaeology of this period, we will explore ideas about the accessibility of archaeological material and how this may be facilitated through digital collections and virtual reconstructions. {A}{H}

Fall, Spring, Alternate Years

EDC 235 Child and Adolescent Growth and Development (4 Credits)

This course is a study of the theories of growth and development of children, from prenatal development through adolescence. This course looks at basic considerations of theoretical application to the educative process and child study and involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S}

Fall, Spring

EDC 238 Introduction to the Learning Sciences (4 Credits)

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 30. {N}{S}

Fall, Spring

EDC 347 Individual Differences Among Learners (4 Credits)

Examination of individual differences and their consideration in the teaching-learning process. This course requires weekly fieldwork in classrooms supporting individual learners. Prerequisites: EDC 238. {S}

Fall

FYS 197 On Display: Museums, Collections and Exhibitions (4 Credits)

Why do people collect things and what do they collect? Students explore these questions by focusing on local museums and exhibitions. From a behind-the-scenes look at the Smith College Museum of Art to an examination of hidden gems like the botanical sciences herbarium collection or that cabinet of curiosities which is Mount Holyoke's Skinner Museum, students research the histories of these collections and analyze the rationale of varying systems for ordering objects. By learning the critical skills of visual analysis and by grappling with the interpretations of art historians, anthropologists and psychologists, students attempt to come to an understanding of how knowledge is constructed in the context of display and how visual juxtapositions can generate meaning. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

IDP 116 Introduction to Design Thinking (1 Credit)

This introduction to design thinking skills emphasizes hands-on, collaborative design driven by user input. Students critique their own and each others' designs, and review existing technology designs to evaluate how well design principles are guided by the practices of the intended user. The course focuses on using qualitative research observations to inspire new approaches to design. Students iteratively design a multimedia approach to framing problems, communicating ideas and exploring the ethical, political and social implications of design in the world. S/U only. Enrollment limited to 16. Instructor permission required.

Fall, Interterm, Spring, Variable

IDP 132 Designing Your Path (1 Credit)

This class is for students who are starting their Smith journey, embarking on or returning from an immersive experience abroad, weaving their interests through a concentration or self-designed major, or wrestling with expressing what a Smith education has prepared them to do. Students test different integrative paths of their own design, tell their own story and create a digital portfolio to showcase their work. Students learn to articulate connections between their work in and outside of the classroom and explain how Smith is preparing them to engage with the world beyond. S/U only. Enrollment limited to 12.

Fall, Spring, Variable

IDP 316 [Critical] Design Thinking Studio (4 Credits)

This interdisciplinary project-based course emphasizes human-centered design process as well as critical social theory on the relationships between humans and designed things. Through hands-on, individual and collaborative making, students learn design-thinking skills such as user-experience research, rapid idea generation techniques, prototyping and iterative implementation. This learning happens alongside rich class discussions of both seminal and contemporary scholarly work on design's role in shaping the lived experience. Perspectives include archaeology, critical psychology, civil engineering, postcolonial studies, cognitive science, sociology and art history. Enrollment limited to 15. Instructor permission required.

Fall, Spring, Variable

LAS 291 Colloquium: Decolonize This Museum? (4 Credits)

What does it mean to de-colonize a museum? How does such work happen, and who actually does the "decolonizing?" With these questions as guide, this class considers Latin American museums--of art, natural history, local and other histories--through comparative lenses. Decolonizing conversations are taking place in many parts of the world, and so this course addresses Latin American and Latinx projects in relation to those taking place in Africa and the Pacific Islands, in western Europe and North America. Independent research projects will figure prominently; recommended: at least one class in Latin American and Latino/a Studies, art history, anthropology. {A}{H}{S}

Fall, Spring, Variable

LSS 245 Place Frames: Photography As Method In Landscape Studies (4 Credits)

Photography and landscape are intertwined. Scholars, design professionals, artists and journalists use photographs as evidence, as a means of representing sites, as a design tool, as source material for project renderings and as documentation. This course focuses on how photography is a part of field observations and research techniques, how photographs are used in landscape studies and how text and image are combined in different photographic and scholarly genres. Students take photographs and examine the photographs of landscape architects, urbanists, artists and journalists. Field exercises are combined with workshops, discussions and research at the Smith College Museum of Art. Enrollment limited to 15. {A}{S}

Fall, Spring, Variable

PHI 233 Aesthetics (4 Credits)

How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? Students read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin Lyotard and others. Experience with art is welcome but not required. Assignments are hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. {A}{S}

Fall, Spring, Variable

PSY 268 Colloquium: The Human Mind and Climate Change (4 Credits)

This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental and clinical psychology, as well as interdisciplinary theories related to human decision-making, behavior and motivation, the course explores questions raised by the American Psychological Association's Task Force on global climate change. Prerequisites: PSY 100 or equivalent. Enrollment limited to 25. (E) {S}

Spring

THE 154 "Reading" Dress: Archival Study of Clothing (4 Credits)

How do we "read" clothing? How accurate is our interpretation? What clues do we miss or misread, especially in dress from an era unfamiliar to us? What information can we look for to "explain" the significance or meaning of the garment? This course is an introduction to a methodology for the study of dress as material culture, examining physical structure, terminology, technology of production and some of the historical, social and cultural variables shaping- and shaped by- these objects. It is a class using objects from the Smith College Historic Clothing Collection. Each student will study several similar garments, identifying common features as well as distinctions that may reflect different classes, aesthetic choices and industrial influences.. Enrollment limited to 20 students. {H}

Fall

Learning Goals

The goals for students completing the museums concentration are:

- Expand and deepen understanding of the origins of museums (including art, history, science, natural history) and the forces that have shaped/are shaping their role in society;
- Develop the ability to think critically about museums, demonstrating an understanding of issues facing them today;
- Gain insight into the nature of work performed in museums and skills associated with different professional roles.

The concentration achieves these goals by asking participating students to identify their particular interests and explore them through a relevant courses and hands-on work. By combining guided reflection with carefully selected coursework and practical experiences in museums and related cultural organizations students are expected to:

- Gain and demonstrate insight into the role of museums in culture, for example, as institutions embedded in historical contexts and as sites of cultural production;
- Develop an in-depth understanding of an area of interest by integrating coursework with learning from two or more extended practical experiences;
- Develop a critical awareness of how museums engage audiences with collections;
- Learn and practice skills related to the research, interpretation and presentation of objects or things preserved in museum collections;
- Undertake original research and synthesize learning in the concentration in a capstone project and public presentation;
- Develop a clear sense of purpose and personal values, including understanding individual strengths and ways in which specific skills and disciplinary training can be applied to a diverse range of career contexts.

Music

Department website (<https://www.smith.edu/academics/music/>)
Smith's music department is a lively center of musical activity, with faculty members who offer a broad array of classroom courses in musical composition, western music history and literature, ethnomusicology, music theory, popular music and gender-feminist studies in music. Smith faculty offer performance courses in voice and a wide variety of instruments, and members of the department direct performance ensembles. The department boasts extraordinary practice facilities and a remarkable number of notable graduates who have led distinguished musical careers in performance, scholarship and the practical world of music.

Please see **Five College Academic Departments, Majors, and Certificate Programs (p. 502)** for information on the Five College Ethnomusicology Certificate Program. Please see *The Five College Collegium and Early Music at the Five Colleges* (<https://www.fivecolleges.edu/academics/early-music-program/>) for more information on that program.

Faculty

Kate Marie DeLugan, M.Mus., Lecturer
Lemuel Gurtowsky, M.Mus., Collaborative Pianist
Jonathan M. Hirsh, D.Mus.A., Senior Lecturer and Director of Orchestral and Choral Activities
Andrea Moore, Ph.D., Assistant Professor
Grant R. Moss, D.Mus.A., Senior Lecturer
Olabode Omojola, Ph.D., Five College Professor of Music
Marie-Volcy Pelletier, G.D.M, Lecturer
Joel Lee Pitchon, M.Mus., Professor
Margaret Sarkissian, Ph.D., Professor, *Chair*
Kate Soper, D.Mus.A., Iva Dee Hiatt Associate Professor of Music
Maeve Sterbenz, Ph.D., Assistant Professor
Jiayan Sun, D.Mus.A., Assistant Professor
Steve Waksman, Ph.D., Elsie Irwin Sweeney Professor of Music.

Lecturers and Visiting Faculty, 2023-24

Phil Acimovic, Ph.D., Lecturer
Erin McKeown, B.A., Lecturer
Kelley Sheehan, M.M., Postdoctoral Fellow in Music Technology

Major and Minor Advisers

Members of the faculty

Honors Director

Andrea Moore

Study Abroad Adviser

Steve Waksman

Music Major

Requirements

Ten semester courses and four performance credits

1. Basis: MUS 102, MUS 110 and MUS 202
2. Six courses above the 100 level. At least one must be taken in three of the following areas:
 - History of western music
 - World music
 - MUS 101 may be included

- American music
 - MUS 105 may be included
 - Music theory and analysis
 - Composition and digital music
3. MUS 325 taken in the senior year
 4. Four credits in performance.
 - a. Two semesters of lessons on an instrument or in voice, or
 - b. Two semesters of conducting, or
 - c. Four semesters of participation in an ensemble, which may be the same ensemble over four semesters or may consist of participation in multiple ensembles.
- Substitute courses may be counted toward the major on a case-by-case basis, with special department approval.
 - With the approval of the department, students may substitute one 4-credit Special Studies, MUS 400, for one of the six additional classroom courses in the major.
 - The S/U grading option is not allowed for courses counting towards the major, with the exception of ensembles that are mandatory S/U, applied to the performance requirement.
 - Students may be exempted from courses required for the basis of the major as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the major.

Music Major with Focus in Performance

Majors who have demonstrated an exceptional commitment to performance studies may, before March of their junior year, audition before a department committee for admission to the focus in performance, which consists of enrollment in MUS 940Y and the preparation of a full recital during the senior year.

Preparation for Graduate Study in Music

Students who are contemplating graduate work in any branch of music should consult an appropriate member of the department for advice in selecting suitable elective courses. Students interested in graduate work in music are urged to acquire some knowledge of German, French or Italian (for studies in the Western tradition) or of a relevant foreign language (for studies beyond the Western tradition).

Honors

Requirements

1. GPA calculated through the end of the junior year
 - a. 3.5 in courses in music through the end of the junior year
 - b. 3.3 in courses outside music
2. Fulfill the requirements of the major
3. Thesis or composition: MUS 430D or MUS 431 (8 credits)
 - a. Thesis in history or cultural studies will normally be a research paper of approximately 50 pages.
 - b. Thesis in composition will normally be a work of substantial duration and scope in any genre.
4. Oral examination on the subject of the thesis.

The final grade (highest honors, high honors, honors, pass) will be calculated as follows: thesis (60 percent); grades in music (20 percent); performance on the oral examination (20 percent).

Music Minor Requirements

Six semester courses

1. Basis: MUS 102, MUS 110 and MUS 202
 2. Three additional courses, at least two above the 100 level (excluding MUS 100fm).
- Students may be exempted from courses required for the basis of the minor as a result of Advanced Placement exams or departmental placement tests. Such exemption does not affect the number of courses required for the minor.
 - The S/U grading option is not allowed for courses counting toward the minor.

Course Information

Auditions are held for individual lessons, MUS 914Y, MUS 924Y, MUS 930Y and MUS 940Y, and for certain ensembles during the fall orientation period and the first days of each semester. Students are accepted on the basis of musicianship, competence and potential. With the exception of voice, some prior experience and the ability to read music is assumed. Should there be no Smith College faculty teaching a particular instrument, every effort is made to provide students with a qualified instructor.

Individual voice and instrument performance courses consist of weekly private lessons, with specific expectations determined by each instructor. Lessons require a yearlong commitment and are normally taken in addition to a regular course load. Two such courses may only be taken concurrently with departmental approval. (This restriction does not apply to enrollment in MUS 901 or MUS 903, or to participation in large ensembles for credit.)

No more than 24 credits in performance, including participation in various large ensembles, may be counted toward the degree. All large ensembles are graded S/U only. For more detailed information on instrumental and voice lessons and a list of current faculty, visit the Music Department website (<https://www.smith.edu/music/>).

All performance students are encouraged to study music in the classroom. Non-majors and non-minors should talk with their instructors about which courses best complement their interests.

All students are encouraged to join a choral ensemble. The dynamic Smith College Glee Club performs annually at Commencement and Family Weekends, Montage, Autumn Serenade, Christmas Vespers and at various college events including Opening Convocation, Otelia Cromwell Day and Rally Day. The Glee Club selects music from a diverse repertoire, including major works for treble voices, jazz, contemporary and folk music of the U.S. and from international traditions. Every spring, glee clubs from such universities as Harvard, Rutgers, Cornell, Michigan and Virginia come to campus to collaborate on a major work. Recent performances have included the Mozart *Requiem*, Orff's *Carmina Burana* and Brahms' *Ein Deutsches Requiem*. Auditions for Glee Club are normally held during orientation and the first two weeks of classes in both semesters.

Members of the Glee Club are eligible to audition for the highly selective Smith College Chamber Singers. The internationally known Chamber Singers have performed widely since 1951. Touring every two years,

the program provides financial assistance enabling all members to tour regardless of financial need. Auditions for Chamber Singers are held after Glee Club auditions have concluded.

Students who would like to try singing in a group setting for the first time should schedule an interview with the instructor of MUS 951, a course that introduces students to the skills and concepts of group singing.

Courses

MUS 100fm Colloquium: Topics in Music-Fundamentals of Music (4 Credits)

Topics of MUS 100 especially designed for those with no previous background in music. They emphasize class discussion and written work, which consists of either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. An introduction to music notation and to principles of musical organization, including scales, keys, rhythm and meter. Limited to beginners and those who did not place into MUS 110. Enrollment limited to 20. {A}

Fall, Spring, Variable

MUS 101 World Music (4 Credits)

Music may not be a "universal language," but it is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnographically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites. {A}{S}

Fall, Spring, Alternate Years

MUS 102 Making Music History (4 Credits)

This class is an introduction to music history that combines a close study of music from the Western classical tradition with research methodology and an orientation to the discipline of musicology. Organized by genres and concepts, the class looks at classical music as both a repertoire and an object of cultural study. In addition to covering a range of works, we will address their production, performance and reception through a study of their social and political context, and raise questions of power, representation and patronage. We will also examine our own ideas about the role of the artist, what it means to be a musician and the social future of this music. Students will have the chance to do original research on a piece or topic of their choice and will get a foundation in the College's scholarly resources, especially the holdings at Josten Library and Special Collections. {A}{H}

Fall

MUS 105 Roll Over Beethoven: A History of Rock (4 Credits)

This course provides a critical survey of rock music, tracing the music's development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout is placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the U.S. Topics to be covered include: Elvis Presley and American race relations; Jimi Hendrix and the blues; girl groups; the rise of arena rock; and the significance of the DJ in hip hop. Enrollment limited to 45. {A}{H}

Fall, Spring, Alternate Years

MUS 110 Analysis and Repertory I (4 Credits)

An introduction to formal analysis and tonal harmony and a study of pieces in the standard repertory. Regular exercises in harmony. Prerequisites: ability to read standard notation in treble and bass clefs, including key signatures and time signatures and the ability to name intervals. (A placement test is given before the fall semester for incoming students.) One 50-minute ear training section required per week, in addition to classroom meetings. Enrollment limited to 20. {A}

Fall

MUS 120 Music Decoded (2 Credits)

The primary goal of this course is to deepen students' understanding of the music they like, while forging connections to music that is unfamiliar to them, making them a more well-informed music consumer. Throughout the course, students hone active listening skills, helping them to identify technical components and to connect with the music on an emotional level. These skills help students describe more specifically what they hear, and decode increasingly complex music. Classes cover folk, popular, jazz, non-western classical and other styles. {A}

Spring

MUS 202 Thinking About Music (4 Credits)

This course explores different approaches to the study of music as a cultural phenomenon. The course considers basic questions, such as: Why is music so often at the center of one's most profound personal and social experiences? Why is music a fundamental means of connecting with one's lives, communities and the wider world? Through in-depth reading and in-class discussion, students study the institutions of music (concerts, recording studios) and the varied practices of music making (classical, popular, amateur, professional) in order to construct a picture of the musical worlds and to understand what they say about society. {A}{S}

Spring

MUS 203 Music as Memorial and Monument (4 Credits)

Music has long played an important role in both memorialization and monumentalization. In this class, we use music as a lens through which to consider the agendas and values behind public displays of memory, history, and political strength. We will study music written to commemorate victims of war, state violence, and illness, from requiems to 9/11 memorial works. We will also consider how composers, performers, and listeners have participated in monumentalizing historical or political occasions, from composer anniversary celebrations to national anthems. {A}{H}

Fall, Spring, Variable

MUS 205mp Colloquium: Topics in Popular Music-Metal and Punk: Rock History Out Loud (4 Credits)

Heavy metal and punk rock have arguably been the definitive rock-and-roll styles of the post-1970 rock era. In this course, we explore metal and punk as interrelated musical genres, following their history and development and examining a range of social and musical issues along the way. Of particular importance will be the following: How and when did metal and punk emerge? What defines the two genres musically? What defines them socially? Taken together, how do they represent the changing status of rock music as a cultural and commercial form since 1970? Course limited to 20 students. {A}{H}{S}

Fall, Spring, Variable

MUS 205pp Colloquium: Topics in Popular Music-Producing Popular Music: The American Music Industry (4 Credits)

During the past three decades, the music industry has undergone substantial, even radical changes. This class will focus on recent developments in the music industry, while reflecting on larger issues that have informed the making and selling of music. Among the primary questions we will consider are: how have new technologies affected the ways in which music is created, bought and sold? What relationship exists between "live" and "recorded" music in the way the music industry operates? How do legal definitions and struggles over intellectual property shape the practices of musicians and music corporations? What does it mean to work in the music industry, and to what extent should the creative labor of musicians be considered similar to or different from other types of labor? Enrollment limited to 20. {A}{S}

Fall, Spring, Variable

MUS 210 Analysis and Repertory II (4 Credits)

A continuation of MUS 110. One 50-minute musicianship section required per week, in addition to classroom meetings. Prerequisite: MUS 110 or equivalent. Enrollment limited to 18. {A}

Spring

MUS 217 Colloquium: Feminism and Music Theory (4 Credits)

In this course, students evaluate the assumptions and foundations of Western music theory, primarily under the critical guidance of feminist theory. Tonal theory is often a routine part of undergraduate music study. What are the goals and criteria of this kind of analysis? While critically examining Western music theory's intellectual values, students develop approaches to analysis that are responsive, in a variety of ways, to queer, feminist and antiracist thought. Through readings and listening assignments, students consider various challenges to the fiction of objectivity in music analysis, including embodiment, subjecthood and identity, and the mediating force of language and concepts. Prerequisites: MUS 110. Enrollment limited to 18. (E) {A}

Fall, Spring, Variable

MUS 220pb Topics in World Music-The Power of Black Music (4 Credits)

The course focuses on the musics of Africa and the African diaspora through the lens of ethnomusicology. Concentrating on selected countries, including Benin, Brazil, Cuba, Nigeria, South Africa, and the United States, it examines the musical performance of gender, race, ethnicity, and nationality and the role of music in social and political movements. The course examines the global dimensions and resonances of Africanist musical aesthetics as enabled historically and sustained through ongoing transatlantic exchanges between Africa and the African diaspora. The course also explores the issues of representation and identity in iconic works like Black Is King & Lemonade by Beyoncé. Other topics include the adaptation of hip-hop in Africa and the phenomenal popularity of West African Afrobeats in the United States and globally. Workshops conducted by visiting professional musicians and discussions on the instructor's ethnographic research in West Africa, Brazil, Cuba, and the United States. Enrollment limited to 40. {A}{S}

Fall, Spring, Variable

MUS 222 World Music Theories (4 Credits)

Each musical tradition is best explained and understood by its own system of theory. This course introduces four musical traditions and their corresponding theories: Tuvan Throat Singing, Dagomba Dance Drumming, Javanese Gamelan and Hindustani classical music. Topics include theory fundamentals, listening methods, compositional approaches and aesthetics. Learning about these traditions will open doors to new modes of listening and to hearing familiar music in a brand new way. (E)

Fall, Spring, Variable

MUS 231 Colloquium: From Goat Songs To Flash Mobs: Music and Theater (4 Credits)

Music and theatre are both time-based arts that involve bodies in motion in front of an audience. Though they may be considered separate disciplines, the full extent of what they share often makes them wonderfully indistinguishable. This course probes the intersections of music and theatre through a survey of genres, works, artists, and practitioners. While material covered will include clearly relevant genres such as musicals and opera, the focus will be on more difficult to categorize topics such as performance art, immersive theatre, and experimental music, in an open-minded examination of what makes this alliance so compelling. Enrollment limited to 20. {A}

Fall, Spring, Variable

MUS 233 Intro to Composition (4 Credits)

Basic techniques of composition, including melody, simple two-part writing and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: MUS 110 or equivalent. {A}

Fall, Spring, Variable

MUS 235 Introduction to Audio Production (4 Credits)

A hands-on introduction to the basic concepts, equipment and software involved in modern music production. This course serves as an introduction to MIDI sequencing, Digital Audio Workstations, analog and digital audio, digital audio recording, mixing and basic studio techniques. Enrollment limited to 8. Instructor permission required. (E) {A}

Spring

MUS 241 Diction for Singers (2 Credits)

In this course, we will learn to use the International Phonetic Alphabet (IPA) as an efficient tool to approach accuracy in lyric diction. Choral and solo singers must frequently perform music in languages that they do not speak, and therefore often struggle to sing with accurate pronunciation. IPA is a set of orthographic characters, almost entirely based on the Roman alphabet, that standardizes phonetics across most major languages. Corequisite: MUS 952, MUS 953 or individual voice performance lessons. Enrollment limited to 20.

Fall, Spring, Variable

MUS 249/ REL 249 Colloquium: Islamic Popular Music (4 Credits)

Offered as MUS 249 and REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. Enrollment limited to 35. {A}{H}

Fall, Spring, Variable

MUS 251 Divas, Queens and Spectacle: A History of Opera (4 Credits)

This course offers an introduction to opera from the 16th to the 21st centuries, with an emphasis on gender performance, virtuosity and the unique history of opera performance at Smith College. Earlier works include Monteverdi's Orfeo, Handel's Rodelinda, Mozart's Marriage of Figaro and Verdi's Aida, while more modern and contemporary operas include Strauss's Salome and Kaija Saariaho's L'Amour du Loin. {A}{H}

Fall, Spring, Alternate Years

MUS 258/ ANT 258 Performing Culture (4 Credits)

Offered as MUS 258 and ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A}{S}

Fall, Spring, Alternate Years

MUS 260 The Music of J.S. Bach (4 Credits)

This course is an introduction to the music, life, and legacy of the composer Johann Sebastian Bach, whose music inspired generations of composers and performers across genres. In addition to studying some of his works in depth and his biography, we will explore the cultural and historical context in which he worked, raising questions about performance, instruments, religious life, and patronage. We also look at his influence on music in the nineteenth century, the controversies around his St. John Passion in the twentieth, and his legacy in the twenty-first century. {A}{H}

Fall, Spring, Variable

MUS 262 Experimental Music (4 Credits)

What counts as music? Who decides? Can anyone make music? This course raises these and other questions by focusing on experimental music. The course explores the history and practice of experimental music, focusing on text, graphic and other forms of notation. The course also looks at the history of experimental music in performance and makes in-class performances of several key pieces. Through reading and practice, the course asks questions about musical authority, skill and even failure, and the role of institutions in shaping musical ideas. {A}{H}

Spring

MUS 321 Seminar: Songwriting (4 Credits)

This seminar is a practicum on songwriting. Through weekly creative assignments, in-class workshops and listening, students develop and strengthen their skills as musicians, performers and lyricists. Students try several songwriting and compositional techniques, and create and finalize work to be presented in a final concert. Students should have a basic working knowledge of music notation and theory, including harmonic analysis. Prerequisites: MUS 110 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Fall, Spring, Variable

MUS 325 Seminar: Writing About Music (4 Credits)

This course considers various kinds of writing—from daily journalism and popular criticism to academic monographs and scholarly essays—that concern the broad history of music. Via regular writing assignments and group discussions of substance and style, students have opportunities to improve the mechanics, tone and range of their written prose. Required of senior majors; open to others with instructor permission. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Spring

MUS 330 Seminar: Music and Democracy (4 Credits)

How have social justice movements used music to mobilize people to fight for equality and rights? How have anti-democratic movements used music for reactionary ends? What is the role of music in sustaining—or eroding—democracies? This class examines a range of U.S. and global case studies, including Black Lives Matter, the abortion wars, global protest movements, and music and urban redevelopment. Through the study of national anthems, resistance songs like “Fight the Power,” and by examining the sounds of protest itself, students practice critical listening and reflect on how sound and music can press for social change—for better or worse. Students look at the role of music in democratic processes, the importance of music for belonging and citizenship, and whether and how music itself is significant to political participation. Prerequisites: MUS 102 or 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Fall, Spring, Variable

MUS 341 Seminar in Composition (4 Credits)

Prerequisite: a course in composition. May be repeated for credit. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Spring

MUS 345 Intro to Electro-Acoustic Music (4 Credits)

Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading and listening. Enrollment limited to 8. Instructor permission required. {A}

Fall

MUS 400 Special Studies (1-4 Credits)

In the history of Western music, world music, American music, composition and digital music, or music theory and analysis. For juniors and seniors, by permission of the department.

Fall, Spring

MUS 430D Honors Project (4 Credits)

Fall, Spring, Annually

MUS 431 Honors Project (8 Credits)

Fall

MUS 901 Chamber Music Ensembles (1 Credit)

Exploration and coaching of varied repertory for duos and small ensembles. May be repeated for credit. Open to instrumental students.

Instructor permission required. {A}

Fall, Spring

MUS 903 Conducting (2 Credits)

Introduction to the art of conducting. This course examines philosophical and practical aspects of the modern conductor’s role. Discussions include a musical gestural vocabulary, baton technique and score study/internalization of the printed page. May be repeated for credit. Prior music performance experience and study of Western music theory is highly recommended. Instructor permission required. {A}

Fall, Spring, Alternate Years

MUS 906 Class Piano (2 Credits)

This course is an introduction to basic keyboard skills for beginner pianists. Students develop technique and music-reading skills through solo repertoire and ensemble playing. Applied music theory such as major and minor scales, keyboard harmony and improvisation is also explored. Repeatable for credit. Prerequisite: MUS 100. Enrollment limited to 8. Instructor permission required.

Fall, Spring, Variable

MUS 914Y First Year Performance (2 Credits)

This is a full-year course. Credits: 4, at the completion of two semesters. Prerequisite: MUS 100 or equivalent. Department application required. {A}

Fall, Spring, Annually

MUS 924Y Second Year Performance (2 Credits)

This is a full-year course. Credits: 4, at the completion of two semesters. Prerequisite: MUS 914Y. Department application required. {A}

Fall, Spring, Annually

MUS 930Y Advance Performance (2 Credits)

This is a full-year course. Credits: 4, at the completion of two semesters. Prerequisite: MUS 924Y. Department application required. {A}

Fall, Spring, Annually

MUS 940Y Emphasis in Performance (4 Credits)

Reserved for seniors who have been approved for the Music Major with an Emphasis in Performance. No early registration. Credits: 8, at the completion of two semesters. Audition and department approval required. {A}

Fall, Spring, Annually

MUS 951 Introduction to Singing (1 Credit)

This class is designed for students with little to no musical experience. In this course, students develop a sustainable singing technique, expand their range and learn the basics of reading sheet music. Repertoire is selected based on student abilities and interests and has in the past included vocal jazz, classical choral pieces and folksongs. Interested students should email the instructor with a description of your musical interests and experience (if any). May be repeated once for credit. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 952 Smith College Glee Club (1 Credit)

Formed in 1885, the Smith College Glee Club performs annually at Commencement and Christmas Vespers, on Family Weekend, for Autumn Serenade and at college events including Opening Convocation and Rally Day. The Glee Club selects music from a diverse repertoire, including major works for treble voices, jazz, contemporary, folk music of the U.S. and from international traditions. Guest choirs from such universities as Harvard, Rutgers, Cornell, Michigan and Virginia regularly come to campus to collaborate on a major work. Auditions for Glee Club are normally held during orientation and in the first two weeks of classes in both semesters. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 953 Smith College Chamber Singers (1 Credit)

Members of the Glee Club are eligible to audition for the highly selective Smith College Chamber Singers. The internationally known Chamber Singers have performed throughout the world since 1951. Touring normally every two years, the program provides financial assistance enabling all members to travel regardless of financial need. Auditions for Chamber Singers are held during orientation, in the first two weeks of classes in the fall semester and, occasionally, before the spring semester. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 954 Smith College Orchestra (1 Credit)

A symphony orchestra open to Smith and Five College students. The orchestra gives at least one concert each semester and performs at annual events such as Family Weekend and Christmas vespers. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 955 Smith College Javanese Gamelan Ensemble (1 Credit)

One concert per semester. Open (subject to space) to Smith and Five College students, faculty and staff. No prior experience necessary. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 956 Smith College Jazz Ensemble (1 Credit)

The jazz ensemble performs at least one concert per semester. Favoring traditional big band instrumentation and performing a variety of jazz styles, the ensemble is open to Smith and Five College students, faculty and staff (space permitting) with all levels of music training. Prior jazz experience is recommended but not required. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 957 Smith College Wind Ensemble (1 Credit)

At least one concert per semester. Open to Smith and Five College students, faculty and staff with prior instrumental experience. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 958 Smith College Celtic Music Ensemble: The Wailing Banshees (1 Credit)

At least one concert per semester. Open to Smith and Five College students, faculty and staff. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 959 Handbell Choir (1 Credit)

The choir performs at the Family Weekend Montage concert, the annual Advent Dinner for the Roman Catholic community, Christmas Vespers and the second semester Spring Ring. In addition, the choir occasionally performs in off-campus community concerts. S/U only. Instructor permission required. {A}

Fall, Spring

MUS 960 Chinese Music Ensemble (1 Credit)

This course introduces students to the modern Chinese ensemble and a variety of Chinese music styles. The course is designed to be hands-on and experiential, encouraging students to explore the basic ideas of Chinese music and culture through rehearsals, practices and performances. At least one concert per semester. S/U only. Enrollment limited to 18. Audition and Instructor permission required. {A}

Fall, Spring

MUS 961 Electric Guitar Lab/Ensemble (1 Credit)

Designed for beginner and near beginner students interested in the electric guitar. S/U only. Enrollment limited to 8. Instructor permission required. {E}

Fall, Spring, Annually

MUS 962 Five College Collegium (1 Credit)

The Five College Collegium is the flagship ensemble of the Five College Early Music Program. The ensemble is made up of experienced singers and instrumentalists from the Five College Consortium, and prepares four large scale projects in the course of the academic year for public performance. The Collegium rotates its rehearsal residency among the schools in the Five College system, and focuses on repertoire from the Medieval, Renaissance, and Baroque periods. Whenever possible, the Collegium invites professional musicians as guests to work with the ensemble on material that is relevant to the current project. S/U only. Enrollment limited to 25.

Spring

Crosslisted Courses

AMS 220dm Colloquium: Topics in American Studies-Dance, Music, Sex, Romance (4 Credits)

Since the 1950s rock 'n' roll and other forms of youth-oriented popular music in the U.S. have embodied rebellion. Yet the rebellion that rock and other popular music styles like rap have offered has often been more available to men than women. Similarly, the sexual liberation associated with popular music in the rock and rap eras has been far more open to "straight" desires over "queer." This course examines how popular music from the 1950s to the present has been shaped by gender and sexuality, and the extent to which the music and its associated cultural practices have allowed artists and audiences to challenge gender and sexual norms, or alternately have served to reinforce those norms albeit with loud guitars and a heavy beat. Enrollment limited to 20. {A}{H}

Fall, Spring, Variable

ANT 258/ MUS 258 Performing Culture (4 Credits)

Offered as MUS 258 and ANT 258. This course analyzes cultural performances as sites for the expression and formation of social identity. Students study various performance genres such as rituals, festivals, parades, cultural shows, music, dance and theater. Topics include expressive culture as resistance; debates around authenticity and heritage; the performance of race, class and ethnic identities; the construction of national identity; and the effects of globalization on indigenous performances. Enrollment limited to 30. {A}{S}

Fall, Spring, Alternate Years

FYS 100 My Music: Writing Musical Lives (4 Credits)

This first-year seminar begins with an exploration of our own musical lives. What does the particular constellation of material that we call "My Music" tell us about who we are, where we come from, and how we relate to the world? After analyzing and comparing musical lives within the class, students will read selected case studies and collaboratively design a musical biography project. Each student will curate one person's musical life story, gathering data through one-on-one interviews, weaving together their interlocutor's words with their own interpretations, and ultimately reflecting on what they have learned from the experience.

Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

MUS 231 Colloquium: From Goat Songs To Flash Mobs: Music and Theater (4 Credits)

Music and theatre are both time-based arts that involve bodies in motion in front of an audience. Though they may be considered separate disciplines, the full extent of what they share often makes them wonderfully indistinguishable. This course probes the intersections of music and theatre through a survey of genres, works, artists, and practitioners. While material covered will include clearly relevant genres such as musicals and opera, the focus will be on more difficult to categorize topics such as performance art, immersive theatre, and experimental music, in an open-minded examination of what makes this alliance so compelling. Enrollment limited to 20. {A}

Fall, Spring, Variable

Goals for Majors in Music

- Be able to read and to think conceptually and critically about a musical performance, a musical composition or score, a theoretical analysis, an historical inquiry, a cultural study, a musical institution.
- Have an understanding of the nature of an array of musical practices and of the nature of the various relationships among performance, improvisation, composition, and written and oral reflection about music.
- Have a vocabulary of specific pieces or repertoires of music, a knowledge of the traditions from which they derive, and the ability to form analytical statements about them.
- Be able to do research in libraries, archives, private collection, oral histories, and online; to discriminate between serious and trivial sources of information; to cite sources with ethical appropriateness.
- Have the ability to write cogently and coherently about musical matters: performances, compositions, essays, books and films.

Neuroscience

Department website (<https://www.smith.edu/academics/neuroscience/>)

Neuroscience is the study of nervous systems, touching diverse fields such as biology, psychology, biochemistry, philosophy and computer science. Students of neuroscience are also diverse. For example, some students are primarily interested in questions of how consciousness arises from the human brain, while others become fascinated with the inner workings of individual nerve cells, and still others with the development of these complex neural systems. Neuroscience students at Smith receive excellent preparation for a wide range of careers, including research, medicine, biotechnology, pharmacology and more. The breadth of neuroscience encourages learning about many areas of science.

Faculty

Mary Ellen Harrington, Ph.D., Tippit Professor in the Life Sciences
Sharon Owino, Ph.D., Assistant Professor
Narendra H. Pathak, Ph.D., Laboratory Instructor
Maya Rosen, Ph.D., Assistant Professor

Neuroscience Committee

Michael Joseph Barresi, Ph.D., Helen and Laura Shedd Professor of Biological Sciences
David Bickar, Ph.D., Professor of Chemistry
Mary Ellen Harrington, Ph.D., Tippit Professor in the Life Sciences, *Chair*
Virginia Hayssen, Ph.D., Mary Maples Dunn Professor of Biological Sciences
Lisa A. Mangiamele, Ph.D., Associate Professor of Biological Sciences
Sharon Owino, Ph.D., Assistant Professor of Neuroscience
Narendra Pathak, Laboratory Instructor, Neuroscience
Beth Powell, Ph.D., Senior Lecturer in Psychology
Maya Rosen, Ph.D., Assistant Professor of Neuroscience

Major and Minor Advisers

Members of the committee

Honors Director

Michael Barresi

Study Abroad Adviser

Virginia Hayssen

Transfer Student Adviser

Virginia Hayssen

Neuroscience Major

Requirements

Fifty-one to fifty-six credits

- Core
 - BIO 132/BIO 133
 - CHM 111 or CHM 118
 - CHM 222
 - NSC 210
 - NSC 230
 - SDS 201 or SDS 220
- Two biology courses: BIO 200, BIO 202 or BIO 230. ESS 260 or ESS 261 may replace BIO 200 with the major adviser's permission.

- Three advanced lecture or research laboratory courses, at least one of which must be a lab course and one a lecture course, from these options:

- Lecture courses: NSC 310, NSC 314, NSC 318, BIO 300, BIO 302 or BIO 310
- Lab courses: NSC 324, NSC 325, NSC 328, NSC 334sb, NSC 335, BIO 303, BIO 330, BIO 363 or ESS 310 (with lab)

- One seminar: NSC 312ad, NSC 312st, NSC 316, NSC 327, BIO 323so, PSY 314cf, PSY 315, PSY 326pr or ESS 300md
- One elective: PSY 130/ NSC 130, PSY 218, PSY 227 or PSY 230

The S/U option may not be used for courses in the major with exceptions granted in 2020-2021.

A student who places out of required courses with AP or IB credits is expected to replace those courses with others offered in the major.

Neuroscience Minor

Six courses

- BIO 132
- NSC 210
- NSC 230
- Three electives, chosen in consultation with the minor advisor from courses that count towards the NSC major. At least two courses must be at the 300 level.
 - PSY 202 can substitute for NSC 230, but only if one of the 300-level elective courses is also a lab course.
 - Students with AP or IB credit in Biology can opt to omit BIO 132 and take an additional elective.

Courses

NSC 130/ PSY 130 Clinical Neuroscience (4 Credits)

Offered as NSC 130 and PSY 130. Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Discussions include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N}{S}

Fall, Spring

NSC 210 Fundamentals of Neuroscience (4 Credits)

The course provides an introduction to the organization and function of the mammalian nervous system along with an exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. The course develops an appreciation of how brain cells interact to orchestrate responses and experiences. Emphasis is placed on the cellular and molecular physiology of the nervous system with a focus on retinal phototransduction and mechanisms governing memory. The material is presented at a level accessible for life science majors. Prerequisites: BIO 132 (may be concurrent) or AP BIO. {N}

Spring

NSC 230 Experimental Methods in Neuroscience (4 Credits)

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments and data analysis. Prerequisites: CHM 111 or CHM 118, and PSY 130 or NSC 125 or NSC 210 (may be concurrent), or equivalent. Not open to seniors. Enrollment limited to 16. {N}

Fall, Spring

NSC 310 Human Neuroscience (4 Credits)

This course covers contemporary methods and questions in human neuroscience across the lifespan. This course deeply examines several areas of human neuroscience rather than a broad overview of the field. Students focus on the following domains of study: memory, neural plasticity, decision-making and social cognition. The course examines human neuroscience methods and research to understand domain in 1) healthy young adults 2) across development and 3) in aging, disease, and/or brain damage. The course is designed around class discussion and critical analysis of research findings. Prerequisite: NSC 210 and one statistics course from any department. Enrollment limited to 20. {N}

Fall, Spring, Annually

NSC 312ad Seminar: Topics in Neuroscience: Adversity (4 Credits)

This course covers the current understanding of the impact of early life adversity on the brain and how this can lead to differences in cognitive and mental health outcomes. The course deeply examines different dimensions of early life adversity. Students focus mainly on studies in humans, but look to the animal literature for grounding in mechanisms. Students examine current theoretical models of how adversity impacts the brain, the latest literature testing these models, how these differences in brain development may impact children in the long term and factors that may provide resilience for those experiencing adversity. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 312nd Seminar: Topics in Neuroscience-Cellular and Molecular Mechanisms of Neurodegenerative Diseases (4 Credits)

The course examines the cellular and molecular mechanisms behind neurodegenerative diseases and describes the basic anatomy and physiology of the brain and nerves. Students dive into the roles that cell quality control plays in neuronal health by exploring the function of the proteasome, lysosome and autophagy in neurodegeneration. Additionally, the course looks at how inflammation can perpetuate and maintain the chronic state seen in neurodegeneration by examining the roles that microglia and astrocytes play in brain health. Students gain experience in the areas of literature search, scientific format and preparation of an oral presentation. Students are limited to a total of two topics of NSC 312. Prerequisite: NSC 210. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 312pp Seminar: Topics in Neuroscience-Pleasure and Pain: Pathways to the Brain (4 Credits)

The skin is the largest organ in the body and touch can evoke a wide range of physiological and emotional reactions. Processing of touch information requires circuits of neurons that differ in gene expression patterns, physiological response properties and downstream target areas in the brain. This course explores 1) how various types of skin stimulation activates different sensory circuits, 2) which brain areas process these stimuli and initiate behavioral responses, and 3) behavioral assays to quantify responses to painful and pleasurable stimuli in animal models. Course objectives are met through readings of research articles, in-class presentations, quizzes and an independent literature review. Prerequisite: NSC 210. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 312st Seminar: Topics in Neuroscience-Stroke (4 Credits)

This course explores the pathological mechanisms and social determinants of stroke. Prerequisites: NSC 210 and NSC 230. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 314 Neuroendocrinology (4 Credits)

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 324 is recommended when both courses are offered. Prerequisites: NSC 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N}

Spring

NSC 316 Seminar: Neuroscience in the Public Eye-The Patient Perspective (4 Credits)

As people privileged to gain a higher education in STEM, we have an important responsibility to help others to understand complex scientific and clinical information. Consider how overwhelming it is to receive a clinical diagnosis. As potential healthcare providers, you will spend the semester diving deep into a clinical neuroscience topic to try to gain an understanding of the complexities for a patient navigating all aspects of this clinical journey. You will prepare an accessible website on your topic that can be used as a resource for patients and their families.

In this interdisciplinary course, material will range from the molecular and cellular neurological origins to discussing pros and cons of various treatment strategies. To further hone your STEM communication skills, you will meet weekly with a mentee in the first-year seminar course to support their learning of these complex neuroscience topics and STEM communication. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 318 Systems Neurobiology (4 Credits)

Systems neurobiology is the study of how networks of neurons function and how these networks mediate sensation, movement and higher-order functions such as language. The development of new technologies to image the brain, measure and manipulate neural activity, and understand whole-brain patterns of gene expression means our knowledge of systems neurobiology is growing rapidly. Thus, the major goal of this class is to teach what types of questions to ask and what approaches to use to find their answers. Course material focuses primarily on the neuroanatomy, functional organization and evolution of the vertebrate brain. Students demonstrate their mastery of course material through group work, discussions of the primary literature and short writing projects. Prerequisites: NSC 210/ PSY 210 and BIO 200 or BIO 202 or equivalent. Enrollment limited to 20. {N}

Spring, Alternate Years

NSC 320 Sex and the Brain (4 Credits)

In this course students journey into how sex (and where relevant, gender) can and should be considered as a variable in biomedical research, with a focus on brain function and health. The course covers how and why the sex of research subjects has historically been overlooked and how males have been considered the “default” model systems for whole species and beyond. The class discusses the dimensionality of sex as a variable, learning about sex-related factors (such as chromosomes and hormones) that impact humans dynamically. The class explores research demonstrating within-sex variability, cross-sex similarities and sex-related differences in brain structure, function and health in various species, while critically evaluating this work through the lenses of rigor, ethics and equity. Prerequisite: NSC 210. Enrollment limited to 25. (E) {N}

Fall, Spring, Annually

NSC 324 Research in Behavioral Neuroscience (3 Credits)

This course consists of laboratory investigations of neuroscience research questions linking brain and behavior. Each semester, students may take on different questions in behavioral neuroscience. Students spend the first portion of the semester learning techniques, discussing relevant articles and developing research proposals. This lays the foundation for open-ended research in the second part of the semester. Prerequisites: NSC 230 or PSY 202, and BIO 132 or a biopsychology course. Enrollment limited to 12. {N}

Fall, Spring, Alternate Years

NSC 325 Research Methods in Cellular Signaling (3 Credits)

This is an interactive lab class giving students hands-on experience working with techniques used in the study of cellular neuroscience. Techniques include: sterile cell culture, transfection (overexpression and siRNA), immunocytochemistry, cellular signaling assays and a variety of cellular functional assays. Major physiological mechanisms that underlie cellular signaling mechanisms are explored through the discussion of recent scientific literature with an emphasis on innovative techniques and strategies which allow researchers to test hypotheses and advance new concepts. Prerequisite: NSC 230. Cannot be taken S/U. Enrollment limited to 6. Juniors and seniors only. Instructor permission required. (E) {N}

Fall, Spring, Alternate Years

NSC 327 Seminar: Race and Gender in Neurological Disorders (4 Credits)

In this seminar, students study major neurological disorders with an eye towards understanding the symptoms, the basic neuropathology, the most common treatments and prognosis. The class also studies how race and ethnicity impact understanding of disease, the practice of medicine and scientific knowledge. The class covers several ways sex and gender can intersect with prevalence, neurobiology and diagnosis and treatment of these disorders. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

NSC 328 Research in Systems Neurobiology (3 Credits)

Understanding how organisms sense the external world, how they move around in their environment, and why they exhibit complex behaviors requires studying the nervous system function at many levels of biological organization—from genes to whole animals, and everything in between. In this course, you will be engaged in the process of doing real research, including designing experiments, learning lab techniques, collecting and analyzing data, and presenting results in multiple formats. Students will begin the semester reading and discussing relevant literature on a topic of current research and developing skills in experimental design. The second part of the semester will focus on carrying out an open-ended research project. Prerequisites: BIO 132 or equivalent and NSC 230. Enrollment limited to 12. {N}

Spring, Alternate Years

NSC 334sb Topics: Research in Computational Neuroscience-Spiking and Behavior Analysis (3 Credits)

Animals perform a wide variety of behaviors, which are supported by patterns of neuronal firing, or spiking. In this computational lab we will explore some of these behaviors, and how neuronal firing supports this behavior at the individual and population level using available datasets. Students will dive deep into primary literature to understand the theoretical basis for behavior, will learn to measure some aspects of behavior, and will gain experience in using specialized programming to apply to video and spiking data sets. The semester will culminate with individual research projects utilizing publicly available data to apply the readings and experience from the lab to topics of student interest. Prerequisite: SDS 201 or SDS 220; and a neuroscience course. (E) {N}

Fall, Spring, Variable

NSC 335 Research in Human Neuroscience (3 Credits)

In this class students learn two approaches for conducting neuroscience experiments in human subjects. Students first learn about ethical considerations for working in human subjects. Students then learn to collect and analyze neural data from human subjects performing behavioral tasks using functional near-infrared spectroscopy. In the second portion of the class students learn tools for processing and analyzing publicly available fMRI data. This class provides two opportunities to complete projects utilizing the tools learned to answer questions of student interest. Prerequisites: NSC 230 and (SDS 201 or SDS 220). Enrollment limited to 12. {N}

Fall, Spring, Annually

NSC 400 Special Studies (1-4 Credits)

A scholarly project completed under the supervision of any member of the program. S/U only. Instructor permission required.

Fall, Spring

NSC 430 Honors Project (4 Credits)

One semester honors thesis completion. This will normally follow a prior semester special studies in NSC or a related discipline.

Fall, Spring, Variable

NSC 430D Honors Project (4 Credits)

This is a full-year course.

Fall, Spring

NSC 432D Honors Project (6 Credits)

This is a full-year course.

Fall, Spring

Crosslisted Courses

BIO 132 Molecules, Cells, and Systems (4 Credits)

Students in this course investigate the structure, function and physiology of cells; the properties of biological molecules; information transfer from the level of DNA to cell-cell communication; and cellular energy generation and transfer. The development of multicellular organisms and the physiology of selected organ systems is also explored. In addition to attending lectures, each student participates in discussion sections that focus on data analysis and interpretation while integrating mechanisms across scales. Corequisite: BIO 133 recommended but not required.

Enrollment limited to 78. {N}

Fall, Spring

BIO 133 Research in Molecules, Cells, and Systems (1 Credit)

This Laboratory Course introduces students to biological discovery and the biological research process. Students gain hands-on experience with the use of modern biological research methods by participating in ongoing research with a variety of organisms. This includes scientific discovery, hypothesis development, data collection and analysis, as well as presentation of discoveries and results. Research projects vary with each Instructor. Corequisite: BIO 132. {N}

Fall, Spring

BIO 200 Animal Physiology (4 Credits)

In this course students learn how animal bodies function from the molecular to the organismal level and how the physiology of animals, including humans, has been shaped by evolution to enable survival in a wide range of environments. Course content is organized by body system (cardiovascular, respiratory, reproductive, etc.). Assignments provide opportunities for students to practice applying their knowledge of physiology to real-life situations, predicting the outcomes of experiments, and interpreting and writing about the primary literature. Prerequisites: BIO 132/ BIO 133 and CHM 111 or CHM 118. Corequisite: BIO 201 is recommended but not required. Enrollment limited to 30. {N}

Fall, Variable

BIO 201 Animal Physiology Laboratory (1 Credit)

This course provides students with the opportunity to design and conduct experiments in human and animal physiology. Emphasis is on developing hypotheses, designing experiments, graphing data, interpreting results, and writing in the scientific style. Corequisite: BIO 200. {N}

Fall, Variable

BIO 202 Cell Biology (4 Credits)

The structure and function of eukaryotic cells. This course examines contemporary topics in cellular biology: cellular structures, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility, bioelectricity, communication and cellular energetics. This course is a prerequisite for BCH 252. Prerequisites: BIO 132/BIO 133 and CHM 222. BIO 203 is recommended but not required. {N}

Fall

BIO 203 Cell Biology Laboratory (1 Credit)

Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field and fluorescence light microscopy and scanning electron microscopy. The emphasis is on student-designed projects. This course is a prerequisite for BCH 253. Corequisite: BIO 202. {N}

Fall

BIO 230 Genomes and Genetic Analysis (4 Credits)

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

Prerequisites: BIO 130 or BIO 132 or equivalent. Corequisite: BIO 231 recommended. {N}

Spring

BIO 231 Genomes and Genetic Analysis Laboratory (1 Credit)

A laboratory designed to give students an introduction to genomics and the molecular biology of genetics. Students gain experience with a variety of classical and modern techniques used in human genetic analysis and several experiments using students' DNA are performed throughout the semester. Laboratory and computer-based projects include PCR, restriction analysis and DNA sequencing as well as contemporary bioinformatics and genome database analyses. Corequisite: BIO 230.

Enrollment limited to 16. {N}

Spring

BIO 300 Neurophysiology (4 Credits)

Fundamental concepts of nervous system function at the cellular level (electrical signals, membrane potentials, propagation, synapses) and also the systems level (motor control, generating behavior, perception of visual form, color and movement). This course provides a strong foundation for BIO 310 and NSC 318. See website (tinyurl.com/bio300) for full syllabus.

Prerequisites: BIO 200 or 202 or NSC 210. {N}

Spring

BIO 302 Developmental Biology (4 Credits)

How does a single cell give rise to the complexity and diversity of cells and forms that make us the way we are? Developmental biology answers this question by spanning disciplines from cell biology and genetics to ecology and evolution. The remarkable phenomena that occur during embryonic development will be presented in concert with the experiments underlying our current knowledge. This will be an interactive class experience using “flipped classroom” approaches as well as web conferencing with the prominent developmental biologists whose research we are covering. Students will write a mock federal grant proposal as a major assessment of the course along with several take home exams. Prerequisites: BIO 132 and (BIO 202 or BIO 230); BIO 130 recommended.

Fall, Spring, Variable

BIO 303 Research in Developmental Biology (3 Credits)

Students design and carry out their own experiments focused on neural and muscle development using zebrafish as a model system. Techniques covered include embryology, indirect immunocytochemistry, in situ hybridization, microinjection of RNA for gain or loss of function studies, pharmacological analysis, GFP-transgenics, an array of microscopy techniques. This laboratory is designed as a true research experience and thus requires time outside of the normally scheduled lab period. Enrollment limited to 18. Instructor permission required. {N}

Fall, Spring, Variable

BIO 310 Cellular and Molecular Neuroscience (4 Credits)

Molecular level structure-function relationships in the nervous system. Topics include development of neurons and glia, neuron-specific gene expression, molecular biology of neurological disorders and the mechanisms of nervous system plasticity and repair. Prerequisites: BIO 200 and NSC 210 or equivalent. Enrollment limited to 20. {N}

Fall, Variable

BIO 323so Seminar: Topics in Developmental Biology- From Cell to Organ to Embryo - The Synthetic Organism (4 Credits)

Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

BIO 330 Research in Cellular Neurophysiology (2 Credits)

A laboratory course on electrophysiological methods in neuroscience. Part I, Basic techniques (electronics, microelectrodes, suction electrodes, pin electrodes) for recording resting, action and receptor potentials. Part II: Investigating a central pattern generator that produces repetitive movements. Part II employs computer-based data acquisition and pharmacological treatments, and involves a self-designed research project. The course includes a discussion of articles and reviews each week. For the syllabus and videos of procedures, see the open website: tinyurl.com/SmithBio330. Prerequisite: NSC 210 or BIO 300 or BIO 310. Enrollment limited to 12. {N}

Spring

BIO 363 Research in Animal Behavior (3 Credits)

Research design and methodology for field and laboratory studies of animal behavior. Prerequisite: BIO 260, BIO 272 or a statistics course. Enrollment limited to 15. {N}

Fall, Alternate Years

NSC 130/ PSY 130 Clinical Neuroscience (4 Credits)

Offered as NSC 130 and PSY 130. Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Discussions include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N}{S}

Fall, Spring

PSY 218 Colloquium: Cognitive Psychology (4 Credits)

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 227 Colloquium: Brain, Behavior and Emotion (4 Credits)

What are feelings? How and when do you feelings occur? Why do feelings occur? In this course students learn what makes emotions what they are, and how they guide one through life. The syllabus covers decades of affective neuroscience, the study of how the brain perceives, processes and produces emotions, as well as evolutionary and cross-cultural aspects. The class explores how (and why) researchers study emotions in different species, and what the current state of knowledge is regarding the neuroscience of specific emotions like joy, fear and sadness. Prerequisites: PSY 100 and PSY 130, or NSC 210 and PSY 202, or equivalent. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 230 Colloquium: Psychopharmacology (4 Credits)

This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/performance enhancers. Prerequisites: (NSC 210 or NSC 230) and (NSC/PSY 130 or PSY 202). Enrollment limited to 25. {N}{S}

Spring

PSY 314cf Seminar: Topics in Foundations of Behavior-Cognition in Film (4 Credits)

This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. Students read and discuss empirical articles and view relevant examples of film. Discussions range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

Goals for Majors in Neuroscience

Neuroscience is the study of nervous systems, touching diverse fields such as biology, psychology, biochemistry, philosophy and computer science. Students of neuroscience are also diverse. For example, some students are primarily interested in questions of how consciousness arises from the human brain, while others become fascinated with the inner workings of individual nerve cells, and still others with the development of these complex neural systems. Neuroscience students at

Smith receive excellent preparation for a wide range of careers including research, medicine, biotechnology, pharmacology and a variety of other careers. The breadth of neuroscience encourages learning about many areas of science.

Students who major in neuroscience graduate with deep knowledge of neuroscience and several well-developed skills. They learn fundamental principles about the nervous system at multiple levels of analysis, from molecular and cellular aspects through systems, behavioral and cognitive levels. They receive extensive training in scientific writing, data analysis and public speaking, including presentations in classes and often also at regional and national scientific meetings. All of our students engage in research-based laboratory work, either through research projects in our upper-level laboratory courses, or in many cases through one-on-one mentoring in a faculty research laboratory. Finally, students begin to read primary research papers in our sophomore methods course and then continue to develop their skills in analyzing and critiquing current articles in our upper-level courses and seminars. They graduate from Smith with the skills and understanding that prepares them for the next steps in their careers.

Philosophy

Department website (<https://www.smith.edu/academics/philosophy/>)
Among the benefits of studying philosophy are the well-crafted tools it offers for approaching questions that we as human beings inevitably face: What is happiness, and can we hope to attain it? How do we balance our desires, needs and rights with those of other people and animals, now and in the future? Is there a God? Do people the world over think the same way about basic issues, or are there fundamental differences among cultures? If there are differences, must we respect them? At Smith, philosophy students learn to think with clarity, objectivity and precision; to become more skillful writers adept at expressing difficult concepts; to express themselves clearly in discussions; and to recognize and analyze the philosophical issues that arise in their other classes.

Faculty

Jay Lazar Garfield, Ph.D., Doris Silbert Professor in the Humanities and Professor of Philosophy
Susan Levin, Ph.D., Roe/Straut Professor in the Humanities and Professor of Philosophy, *Chair*
Juan Sebastián Ospina, Ph.D., Core Lecturer
Jeffry Lee Ramsey, Ph.D., Associate Professor
Elizabeth V. Spelman, Ph.D., Barbara Richmond 1940 Professor in the Humanities and Professor of Philosophy

Lecturers and Visiting Faculty, 2023-24

Colin Malcolm Keating, Ph.D., Visiting Associate Professor

Major and Minor Advisers

Jay Garfield, Susan Levin, Jeffry Ramsey, Elizabeth Spelman

Honors Director

Jeffry Lee Ramsey

Study Abroad Adviser

Jay Garfield

Philosophy Major Requirements

Ten semester courses

1. Two courses in the history of philosophy, one of which must be PHI 124 or PHI 125
2. One course in non-Western philosophy
3. PHI 101 or PHI 102
4. PHI 200, usually taken in the sophomore year
5. Two 300-level courses
6. Three 200-level courses (other than PHI 200), each from a different one of the following areas:
 - Value Theory: PHI 221, PHI 222, PHI 233, PHI 238, PHI 241, PHI 242, PHI 255
 - Social/Political Philosophy: PHI 225, PHI 231, PHI 235, PHI 237fn, PHI 240, PHI 242
 - Culture and Material Life: PHI 221, PHI 233, PHI 234ds, PHI 240, PHI 241, PHI 254, PHI 255

- Metaphysics and Epistemology: PHI 209/ PSY 209, PHI 211sr, PHI 213/ PSY 213, PHI 225, PHI 232ss, PHI 234ts, PHI 252, PHI 254, PHI 262
- Language and Logic: PHI 213/ PSY 213, PHI 220, PHI 236, PHI 262
- Science and Technology: PHI 209/ PSY 209, PHI 211pn, PHI 211sr, PHI 224, PHI 238

Major Requirement Details

- Different topics of the same course may fall under different areas
- Up to two courses in related departments may fulfill major requirements, with approval of the department; petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered

Desiderata

Students and their faculty advisers will regularly assess the student's progress in the major in light of the following desiderata:

1. Skills and competencies. Philosophy majors are expected to master all of these: e.g., PHI 102, PHI 200, the ability to write papers of varying lengths (from 2 to 25 pages to honors theses), knowing how to locate and assess scholarly literature, being comfortable at presenting philosophical material orally.
2. Breadth and depth of understanding of texts, topics and themes, traditions and perspectives. Each of the following is a strong desideratum for a philosophy major:
 - a. Systematic study of one or more major philosophical texts
 - b. Topics and themes: such as human beings' relationship to technology, to the environment; the relationship between language and reality; the nature and functions of human cognition; human flourishing; the human body; the significance of race, gender and class; the meaning of work; the meaning of life; and end-of-life care
 - c. Traditions: tracing philosophical dialogues through time—ancient, medieval and modern philosophy, continental philosophy, Indian philosophy, Buddhism, African philosophy, and so on
 - d. Perspectives: understanding the joining or clashing of perspectives across cultures or subcultures—courses such as The Meaning of Life, Cosmopolitanism, Hermeneutics, Meaning and Interpretation, and those that explore the significance of race, class, gender and nation
 - e. Extensive study of the philosophy of a single major figure
 - f. An element of study in a related field or fields

Honors

Please consult the director of honors for specific requirements and application procedures.

Philosophy Minor Requirements

Five courses

- Typically includes two courses at the 100 level
- Three courses that focus on a particular area of interest, chosen by the student in consultation with the minor adviser and with the approval of the department.
- One course can be a pertinent non-PHI course

Ethics Minor Requirements

Five courses

1. PHI 222
2. Four additional courses, chosen by the student in consultation with the minor adviser and with the approval of the department.
 - At least two PHI courses
 - Up to two courses can be non-PHI courses that give a central role to ethics

Courses

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

PHI 100 Thinking About Thinking (4 Credits)

What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers primarily in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Enrollment limited to 30. {H}{S}

Fall, Spring, Variable

PHI 101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next? (4 Credits)

The course provides an introduction to deductive and inductive logic. It introduces classical Aristotelian and modern truth-functional logic; explains the relationship between truth-functional logic, information science and probability; and it introduces basic features of statistical and causal reasoning in the sciences. This course is designed for students who are uncomfortable with symbolic systems. It is not a follow-up to PHI 102. Students who have taken PHI 102 cannot receive credit for taking PHI 101 subsequently. Students who have taken PHI 101 can subsequently receive credit for taking PHI 102. Enrollment limited to 24. {M}

Spring

PHI 102 Valid and Invalid Reasoning: What Follows From What? (4 Credits)

Formal logic and informal logic. The study of abstract logic together with the construction and deconstruction of everyday arguments. Logical symbolism and operations, deduction and induction, consistency and inconsistency, paradoxes and puzzles. Examples drawn from law, philosophy, politics, literary criticism, computer science, history, commercials, mathematics, economics and the popular press. Discussion section enrollments limited to 15. {M}

Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

PHI 112 Chinese Philosophy (4 Credits)

Introduction to some of the canonical texts and most influential ideas in the early Chinese philosophical schools, including those of Confucius, Mencius and Zhuangzi. Questions to be covered include: What is the nature of reality? How can we know what is the right thing to do? What is the self? How important is the family and obeying parents and guardians? Is there such a thing as "human nature"? Does anyone have access to the truth? How should we understand the relationship between humans and the natural world?. {H}

Fall, Spring, Alternate Years

PHI 120/ PSY 120 Intro to Cognitive Science (4 Credits)

Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of the work. {M}{N}

Fall, Spring, Annually

PHI 124 History of Ancient and Medieval Western Philosophy (4 Credits)

A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. {H}{M}

Fall

PHI 125 History of Early Modern European Philosophy (4 Credits)

A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. Enrollment limited to 30. {H}{M}

Spring

PHI 127 Indian Philosophy (4 Credits)

An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? We will read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester we will briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H}

Fall, Spring, Alternate Years

PHI 200 Colloquium in Philosophy (4 Credits)

Intensive practice in writing and discussing philosophy and in applying philosophical methods to key problems raised in essays written by members of the philosophy department. The spring semester course must be taken by the end of the student's sophomore year unless the department grants a deferral or the student declares the major itself during the spring of her sophomore year. Minors are encouraged but not required to take the class. Prerequisite: Two college courses in philosophy, one of which may be taken concurrently, or equivalent. Enrollment limited to 20. WI

Spring

PHI 204 Philosophy and Design (4 Credits)

Design is one of the most pervasive human activities. Its effects—intended or unintended—permeate our lives. Questions about about the role of design and the significance of being able to exercise it and of being subject to it. For example: Are there particular pleasures, as well as special responsibilities, characteristic of designing? What is the nature of deprivation imposed upon people when they lack the opportunity or the knowledge to share in the design of their living or working conditions? How much control do designers actually have over the meaning and use of what they design?. {S}

Fall, Spring, Alternate Years

PHI 209/ PSY 209 Colloquium: Philosophy and History of Psychology (4 Credits)

Offered as PSY 209 and PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PHI 211pn Topics in Science and Society-Pandemics (4 Credits)

How do we represent pandemics? How do these representations implicate science, politics and society? The prevalent 'contagion' frame is a story about seeing the microbe as the enemy, erasing or downplaying human agency and practices (especially the expansion into new ecosystems), and affirming epidemiology and medical science as the only solution. The frame carries over into politics and culture and provides a way to translate the science of contagious disease into social terms that influence the public and also public policy. This frame and others are used to explore past and current pandemics. Enrollment limited to 40. {H}{S}

Fall, Spring, Variable

PHI 211sr Topics in Science and Society-The Scientific Revolution (4 Credits)

What was the Scientific Revolution of the 16th and 17th centuries? Did a revolution even occur? If it did, was it really revolutionary? If it occurred, what forces produced it? How did the boundaries of "science," which was known as "natural philosophy," change during this time period? Readings are drawn from primary and secondary sources. {H}{N}

Fall, Spring, Variable

PHI 213/ PSY 213 Colloquium: Language Acquisition (4 Credits)

Offered as PSY 213 and PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: PHI 236 or EDC 235. Enrollment limited to 25. {N}

Fall, Spring, Annually

PHI 216 Theory of Meaning: Semantics of Natural Language (4 Credits)

Natural Language semantics is central to philosophical logic and to Linguistics. This course introduces students to the semantics of natural language, using the framework of Montague Grammar. Students will learn how to apply the formal techniques of intensional logic to understand how language expresses meaning and how the meanings of semantics wholes are computed on the basis of the meanings or their parts. Prerequisite: LOG 100 or Discrete Mathematics. {M}

Fall, Spring, Alternate Years

PHI 217 Data Ethics (4 Credits)

The emergence and rapid development of networked information technologies has produced an enormous amount of data about us, from our consumer habits and financial histories to our health histories and social media identities. This class considers ethical questions in connection with the collection, use, and storage of data, considering empirical research in the natural sciences, social sciences and computer sciences against the backdrop of philosophical conceptions of consent, privacy, personal identity, and equality. Students will analyze ethical questions prompted by the generation of data, and social implications of data-driven governance, considering possible theoretical and policy guiding responses. (E)

Fall, Spring, Variable

PHI 220 Incompleteness and Inconsistency: Philosophy of Logic (4 Credits)

Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. Prerequisite: one course in logic. {M}

Fall, Spring, Alternate Years

PHI 221 Ethics and Society (4 Credits)

What does morality demand of us in the real world? How does ethical reflection inform our social, economic, and personal lives? Every informed citizen must ask these questions. We will address issues that arise in the context of environmental ethics (preserving species and places, genetically modified foods, global warming); animal rights (vegetarianism, vivisection, experimentation); biomedical ethics (abortion, euthanasia, reproductive technologies); business ethics (advertising, accounting, whistle-blowing, globalism); sexual ethics (harassment, coercion, homosexuality); social justice (war, affirmative action, poverty, criminal justice); and other such topics. {H}{S}

Fall, Spring, Alternate Years

PHI 222 Ethics (4 Credits)

An examination of the works of some major moral theorists of the Western philosophical tradition and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. Enrollment limited to 25. {H}{S}

Fall, Spring, Annually

PHI 224 Philosophy of Science (4 Credits)

Case studies in the history of science are used to examine philosophical issues as they arise in scientific practice. Topics include the relative importance of theories, models and experiments; realism; explanation; confirmation of theories and hypotheses; causes; and the role of values in science. {M}{N}

Fall, Spring, Alternate Years

PHI 225 Continental Philosophy (4 Credits)

This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings' relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, Beauvoir and others. Prerequisite: one course in philosophy. {H}

Fall, Spring, Alternate Years

PHI 231 Philosophy and Global Justice (4 Credits)

Most agree that people should be concerned with justice issues in our society or local communities. However, there is considerable disagreement about why people ought to care about issues that are beyond the boundaries of our local/domestic reality. This course will introduce students to the classical debates, theories and approaches to global justice. Students explore recent work in political philosophy, sociology, decolonial thought and legal theory, which draws connections among different topics: the historical roots of global legal justice as a response to imperial powers and colonialism, state sovereignty, war, the philosophical discussion about republicanism and the ideal of universal peace; cosmopolitanism and global governance; nationalism and patriotism; international law and transitional justice. (E) {H}{M}

Fall, Spring, Alternate Years

PHI 232ss Topics in Metaphysics: The Self and Selflessness (4 Credits)

This course explores a cluster of the most fundamental questions about human nature: What are humans? Do humans have core selves that determine our identity? If so, what is such a self, and how does it develop? Or might humans be selfless? If humans are selfless, what is the nature of their identities? What might the reality or unreality of the self mean for the nature of the human experience, for ethics or for what gives lives meaning? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions, and that have been explored empirically in cognitive psychology and by experimental philosophers. The investigation in this class will therefore be both cross-cultural and interdisciplinary. {M}

Alternate Years

PHI 233 Aesthetics (4 Credits)

How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? What is the role of art and the artist in contemporary society? We read essays on aesthetics by Aristotle, Hume, Kant, Nietzsche, Heidegger, Bell, Dewey, Danto, Benjamin, Berger, Sontag, Nochlin and Lyotard, among others. Experience with art is welcome but not required. Assignments are hands-on and applied, involving extensive use of the resources of the Smith College Museum of Art. {A}{S}

Fall, Spring, Variable

PHI 234ds Topics in Philosophy of Human Nature-Desire (4 Credits)

For many philosophical and religious thinkers, desire has been a source of some anxiety: depicted as being by their very nature powerful and insatiable, desires appear to weaken people's capacities to control themselves and at the same time to open up opportunities for other people to control them. Focusing especially on the importance of desire to a consumer society, we examine questions such as: Is it possible to make a clear distinction between need and desire? To what extent are desires plastic, pliable, amenable to reshaping? Are we in any sense responsible for our desires?. {S}

Fall, Spring, Variable

PHI 234hr Topics in Philosophy of Human Nature-Human Rights and Justice (4 Credits)

This course surveys different accounts of human rights and theoretical concerns in the critical theory of human needs. In the first part of the course, the class focuses on the most important historical and philosophical theories of human rights to get a general sense of how the tradition of western philosophy has articulated this concept. Students also look at some decolonial and critical theories of this western tradition. In the second part, the class examines the tension between human rights and human needs. Students will pay attention to the literature about the problem of "needs" as they feature in the critique of capitalist society. (E) {H}{S}

Fall, Alternate Years

PHI 234ts Topics in Philosophy of Human Nature-The Self (4 Credits)

This course explores a cluster of the most fundamental questions about human nature: What are we? Do we have core selves that determine our identity? If so, what is such a self, and how does it develop? Or might we be selfless? If we are selfless, what is the nature of our identities? What might the reality or unreality of the self mean for the nature of our experience, for ethics, or for what gives our lives meaning? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions and that have been explored empirically in cognitive psychology and by experimental philosophers. Our investigation will therefore be both cross-cultural and interdisciplinary. {S}

Fall, Spring, Variable

PHI 235 Morality, Politics and the Law (4 Credits)

Close examination of the different but converging ways in which moral, political and legal contexts shape the analysis of an issue. For example: questions about the status of a right to privacy; the history of disgust as a ground for laws governing human behavior. {S}

Fall, Spring, Alternate Years

PHI 236 Linguistic Structures (4 Credits)

Introduction to the issues and methods of modern linguistics, including morphology, syntax, semantics, phonology and pragmatics. The focus is on the revolution in linguistics introduced by Noam Chomsky, and the profound questions it raises for human nature, linguistic universals and language acquisition. {M}{N}

Fall, Spring, Alternate Years

PHI 237fn Nineteenth-Century Philosophy: Nietzsche (4 Credits)

Friedrich Nietzsche was one of the most insightful and provocative, but also one of the least understood of philosophers. He has been variously characterized as anti-semitic, elitist, illiberal, a Nazi, an irrationalist, a nihilist—the list goes on. Some of these labels are justified; others are not. In this course we will read a number of primary works by Nietzsche and examine his views on important philosophical issues such as the status of metaphysics, the significance of reason, the relationship between meaning and truth, the value of art and science, and the justification of a system of absolute moral values. {H}{S}

Fall, Spring, Variable

PHI 238 Environmental Philosophy (4 Credits)

This course prepares students to understand and critically evaluate various ethical perspectives on human beings' interactions with nature and these perspectives' applications to environmental issues. The principal ethical perspectives studied are anthropocentrism, biocentric individualism, environmental holism and environmental pragmatism. We study representative descriptions and defenses of these perspectives and examine in particular whether they can validly and effectively help us resolve environmental problems. We study controversies about biodiversity, wilderness protection, global climate change and pollution. Enrollment limited to 40. {H}{S}

Fall, Spring, Alternate Years

PHI 240 Philosophy and Gender (4 Credits)

This course examines philosophical conceptions of sex, gender, and sexuality in the context of contemporary ethical questions. In what ways are our conceptions of gender created and reinforced through cultural and social norms? How do assumptions about sex, gender, and sexuality shape and potentially limit research in natural and social sciences? In what ways are feminist and multiculturalist goals potentially at odds? Is sex and sexuality the public's business? How do gender identities intersect with other identities? We will consider applications of these questions to a variety of contemporary debates concerning parenting, pornography, sex education, marriage, sexual harassment laws, and sexual or gender assignment or reassignment.

Alternate Years

PHI 241 Business Ethics: Moral Issues in the Boardroom and the Classroom (4 Credits)

An investigation of ethical questions that arise in the world of business, including the business of the academy; and scrutiny of the moral principles that may enable us to cope successfully with these questions. Issues to be discussed include the responsibilities of businesses and the academy toward their various stakeholders, including society at large and the environment; the ethics of investment, including endowments; product liability; advertisement and the principle of caveat emptor; sexual harassment; employee rights; spirituality and the workplace, and special privileges of the academy (academic freedom, tenure, etc.). The case-study method is used. Not open to first-year students. Enrollment limited to 40.

Fall, Spring

PHI 242 Medical Ethics (4 Credits)

An exploration of key issues in the area of medical ethics. Following the consideration of relevant philosophical background, topics to be addressed include patient autonomy and medical paternalism; informed consent; resource allocation and social justice; reproductive technologies and genetic screening; euthanasia and the withdrawal of life-sustaining treatment; and the experimental use of human subjects. Prerequisite: one course in philosophy or health studies. {S}

Fall, Spring, Alternate Years

PHI 250ig Topics in Epistemology-Ignorance (4 Credits)

What is Ignorance? Is it simply lack of knowledge? What is its relation to illusion, deception, self-deception? What is the difference between being ignorant of something and ignoring it? Is ignorance something for which one can be held responsible? Something for which one can be punished? Something for which one can be rewarded? To what social and political ends has ignorance been put, and how?

Fall, Spring, Variable

PHI 252 Buddhist Philosophy: Madhyamaka and Yogacara (4 Credits)

This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogācāra or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan and Chinese commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in Philosophy or Buddhist Studies. Enrollment limited to 40. {H}

Fall, Spring, Variable

PHI 254 African Philosophy (4 Credits)

This course will explore the debate as to whether traditional African beliefs should be used as the foundation of contemporary African philosophy; the relationship between tradition and modernity in colonial and postcolonial Africa; and the relationship between African and African-American beliefs and practices. In exploring this issue we will read selections from Africans (Mbiti, Senghor, Hountondji, Bodunrin, Wiredu, Appiah, Sodips, Eze), African-Americans (Blyden, Dubois, Mosley, Gates, Gilroy), Europeans (Levy-Bruhl, Tempels, Horton), and European-Americans (Crawford, Bernasconi, Janz). {H}{L}{S}

Fall, Spring, Alternate Years

PHI 255 Philosophy and Literature (4 Credits)

Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. {H}{L}

Fall, Spring, Variable

PHI 262 Meaning and Truth: The Semantics of Natural Language (4 Credits)

This course is an introduction to central topics in the philosophy of language. What is the relation between thought, language and reality? What kinds of things do we do with words? Is there anything significant about the definite article "the"? How does meaning accrue to proper names? Is speaker meaning the same as the public, conventional (semantic) meaning of words? Is there a distinction between metaphorical and literal language? We explore some of the answers that philosophers like Frege, Russell, Strawson, Donnellan, Austin, Quine, Kripke and Davidson have offered to these and other related questions. Prerequisite: PHI 101, PHI 102 or equivalent. {M}

Fall, Spring, Alternate Years

PHI 304eh Seminar: Topic in Applied Ethics-Enhancing Humans: How We Could Do It, Whether We Should (4 Credits)

Humans have always sought to elevate the conditions of their existence. What differentiates enhancement's strongest proponents, so-called transhumanists, from earlier thinkers like the ancient Greeks is their belief that crossing the divide from our plane of being to a higher one is possible, even inevitable, through humans' technological ingenuity. Given their content and implications, scrutiny of transhumanists' views is essential. Areas this colloquium addresses include transhumanists' and their critics' views of human nature; the implications of existing brain science for transhumanists' more extravagant claims; their notions of knowledge, values and education; and transhumanists' handling of risks, including those that are potentially grave. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

PHI 310cs Seminar: Topics in Recent and Contemporary Philosophy-Cosmopolitanism (4 Credits)

What does it mean to be a cosmopolitan person -- a global citizen? Can one simultaneously construct one's identity in terms of one's nationality, gender, ethnicity and/or other more local forms of community and be truly cosmopolitan? If so, how? If not, which is the better approach? Is there one distinctive way of being cosmopolitan, or might there be varieties of cosmopolitanism arising in different cultural contexts, for instance, under colonial rule or conditions of exile? Is it self-evidently true that being a cosmopolitan person is a good thing, for an individual or a society? What are some of its challenges? We will read essays by Kant, Mill, Nussbaum, Rawls, Rorty, Naipaul, Said, Tagore, Gandhi, Appiah and others with a view to examining and assessing different answers that have been proposed to these and related questions. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Variable

PHI 310rp Seminar: Recent and Contemporary Philosophy-The Work of Repair (4 Credits)

Human beings appear to spend a great deal of time on projects of repair--fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation; pleasure in ruins. {H}{L}{S}

Fall, Spring, Variable

PHI 315sb Seminar in the Philosophy of Science-Sustainability (4 Credits)

An examination of the conceptual and moral underpinnings of sustainability. Questions to be discussed include: What exactly is sustainability? What conceptions of the world (as resource, as machine, as something with functional integrity, etc.) does sustainability rely on, and are these conceptions justifiable? How is sustainability related to future people? What values are affirmed by sustainability, and how can we argue those are values that should be endorsed? How does sustainability compare with environmental objectives of longer standing such as conservation? Preference given to majors in either philosophy or environmental science and policy. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

PHI 330sc Seminar: Topics in the History of Philosophy-Schopenhauer and Indian Philosophy (4 Credits)

Arthur Schopenhauer (1788-1860) was the first important European philosopher to take Indian philosophy seriously. He follows Kant's transcendental idealism but places Kantian philosophy in dialogue with the Vedānta and Buddhist philosophy filtering into Europe as German and British orientalism began to flourish, synthesizing Kantian and Indian idealism. We will explore the Indian roots of Schopenhauer's thought, the 19th century transmission of Indian ideas to Europe in which he participates, and the ways he uses Indian philosophy to advance a post-Kantian philosophical program. Prerequisite: a course in early modern European philosophy or a course in the history of Indian philosophy. Juniors and Seniors only. Enrollment limited to 16. {H}{S}

Fall, Spring, Variable

PHI 334sk Seminar: Topics-Philosophy of the Mind-Self Knowledge (4 Credits)

This course examines how we know our own minds. We will ask questions such as these: How do we come to know that we have minds? Is introspection a kind of inner sense? Do we have immediate access to the contents of our own minds? Is our knowledge of our own minds privileged or infallible? How is language implicated in self-knowledge? Do animals know the contents of their minds? These are questions that have been raised and addressed with great sophistication in both Indian and Western philosophical traditions and that have been explored empirically in cognitive psychology and by experimental philosophers. Our investigation will therefore be both cross-cultural and interdisciplinary. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

PHI 345 Seminar: Practicing Philosophy in The Public Sphere: A Calderwood Seminar in Public Writing (4 Credits)

What is philosophy for? What creative forms might our philosophical practices take in the 21st century? We will explore how a philosophical education might help us navigate our natural, cultural, social and psychological worlds and their intersections, which, in turn, shape our complex identities as individual and determine our humanity. Readings will include philosophical essays that establish key concepts in the field, as students practice writing philosophy via non-traditional, public facing genres, including blogs, opinion editorials, podcasts, interviews, book and film reviews, a curated art exhibit and staged readings. Individual classes are structured as collaborate workshops where students switch roles as writers and editors, with the overall goal of producing a portfolio of polished work. Instructor permission required. Juniors and Seniors only. Enrollment limited to 12. WI

Fall, Spring, Variable

PHI 400 Special Studies (1-4 Credits)

For senior majors, by arrangement with the department.

Fall, Spring

PHI 430D Honors Project (4 Credits)

Fall, Spring

PHI 431 Honors Project (8 Credits)

Fall, Spring

PHI 432D Honors Project (6-12 Credits)

Fall, Spring

Crosslisted Courses

FYS 120 Philosophical Explorations of Humor and Laughter (4 Credits)

Closely examining texts from a variety of philosophical perspectives, this course explores some of the ethical, social and political issues raised by humor and laughter. Humor can be a forceful instrument, often deployed by the powerful in their attempts to control the powerless and by the powerless to topple the powerful. Humor tends to operate in such a way as to include some and exclude others. Its effects, intended or unintended, can be benign or hurtful. Enrollment limited to 16 first-years. WI {M}{S}

Fall, Spring, Variable

FYS 176 Existentialism (4 Credits)

The term "existentialism" refers to a nexus of twentieth-century philosophical and literary explorations focused on themes including human freedom, responsibility, temporality, ambiguity and mortality. Existentialists Simone de Beauvoir, Albert Camus, Martin Heidegger and Jean-Paul Sartre oppose a longstanding philosophical view that human beings flourish by understanding themselves and the cosmos in rational terms. In addition to exploring assigned readings in depth, the course addresses broader questions: "Are there insights involving existentialist themes that literary works are in a distinctive position to convey?" "Is there an existentialist ethics?" and "Do existentialists' realizations about living well continue to have resonance today?" Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

PHI 120/ PSY 120 Intro to Cognitive Science (4 Credits)

Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of the work. {M}{N}

Fall, Spring, Annually

PHI 209/ PSY 209 Colloquium: Philosophy and History of Psychology (4 Credits)

Offered as PSY 209 and PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PHI 213/ PSY 213 Colloquium: Language Acquisition (4 Credits)

Offered as PSY 213 and PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: PHI 236 or EDC 235. Enrollment limited to 25. {N}

Fall, Spring, Annually

Goals for Majors in Philosophy

We encourage our students to read philosophical texts from an array of traditions, historical periods and genres, closely and critically, in order to develop an awareness of complexity and nuance, and we wish them to use those texts, orally and in writing, as sites for their own critical thinking, moral and intellectual exploration, and engagement with the world in which they live.

Accordingly, students who complete the major in philosophy should be able to:

- Understand and be familiar with major movements, authors, and philosophical traditions across the world.
- Understand philosophy in relation to historical frameworks, both diachronic (contemporary texts in relation to prior texts) and synchronic (texts in their own time, in relation to the contexts that shape an era's thought and expression).
- Write clear, forceful interpretive arguments, which give voice to a complex understanding of philosophical texts, and marshal evidence carefully and persuasively.
- Conduct scholarly research in print and electronic formats, citing sources accurately and responsibly—and using that research to enter the critical debates and conversations that texts provoke.
- Make effective use of oral communication and presentation techniques.

Here is a small but representative sample of the kinds of questions raised in Smith philosophy classes which help students to achieve these goals:

- What does it mean to be a cosmopolitan person—a global citizen?
- In the United States and some other countries the gap between the super rich and everyone else has been growing in recent decades. Does this matter? Why (not)?
- Which (if any) of your behaviors can be explained by appeal to biology?
- What is the fundamental nature of reality? Is there one? Why should we care?
- Does privacy matter only if you “have something to hide”?
- A prison's warden has asked that you, a physician, participate in the execution of a death row prisoner by lethal injection. You are aware that the American Medical Association's ethical guidelines prohibit doctors' involvement in executions. You also know that if you decline to participate, the prisoner is at risk of greater suffering. What do you decide, and why?

Physics

Department website (<https://www.smith.edu/academics/physics/>)

Physicists are problem solvers whose analytical skills and training make them versatile and adaptable, and highly sought after by employers. A foundation in physics provides a gateway to interdisciplinary careers incorporating many scientific and educational fields. Our Smith graduates are working in astronomy, engineering, biology, chemistry, climate science, environmental science, geoscience, mathematics, medicine, medical physics, teaching, and more.

The undergraduate physics curriculum at Smith stresses the fundamental principles, concepts and methods of physics with emphasis placed on analytical reasoning, problem-solving and the critical evaluation of underlying assumptions in theory and experiment. Built around the core courses that achieve this goal, the major allows options within the requirements that provide flexibility to students primarily interested in interdisciplinary applications of physics.

Faculty

Casey E. Berger, Ph.D., Assistant Professor

Gary Neil Felder, Ph.D., Professor, *Chair*

Nathanael Alexander Fortune, Ph.D., Professor

Joyce Palmer-Fortune, Ph.D., Senior Lecturer

Doreen Anne Weinberger, Ph.D., Professor

Will Raven, Ph.D., Professor

Lecturers and Visiting Faculty, 2023-24

Manbir Kaur, Ph.D., Lecturer

Travis T. Norsen, Ph.D., Lecturer

Major Advisers

Casey Berger, Gary Felder, Nathanael Fortune, Doreen Weinberger, Will Raven

Honors Director

Gary Felder

Study Abroad Adviser

Doreen Weinbrger

Entering students planning to major in physics should take either PHY 117 or PHY 119 in the first year along with one or more courses in the Calculus I, Calculus II, Calculus III mathematics sequence, as appropriate. Students entering with a particularly strong background in physics should confer with a member of the department about the most appropriate course for them in this sequence.

Physics Major

Requirements

1. Introductory courses. Either:
 - a. PHY 117 and PHY 118; or
 - b. PHY 119
2. Intermediate courses: PHY 210, PHY 215 and PHY 240
3. Two 300-level "main sequence" theory courses: PHY 317, PHY 318, PHY 319, PHY 327
4. One advanced experimental course: PHY 350
5. One advanced theoretical course. One of:

- a. One topic of PHY 360
- b. One approved 300-level alternative in physics or a related field
- c. On years in which a topic of PHY 360 is not offered, either:
 - i. A third or fourth course from the "main sequence" theory courses, or
 - ii. Substitution of PHY 211

Physics Major with Education Track

Besides the standard physics major, we also offer a physics education track within the major. The regular major track includes 300-level course requirements necessary for preparation for graduate school. The education track replaces some of the upper level courses with courses in physics pedagogy and education, and engages students in practical experience in the physics classroom. Students interested in teaching and science journalism should consider this track.

Requirements

1. Introductory physics courses. Either:
 - a. PHY 117 and PHY 118; or
 - b. PHY 119
2. PHY 210, PHY 215, PHY 240, PHY 300 (at least twice) and PHY 301
3. One of the following: PHY 317, PHY 318, PHY 319, PHY 327
4. One astronomy course: AST 111
5. Two education courses: EDC 238 and one other education course (EDC 390 recommended)

Note: This track does not lead to educator licensure. Students who wish to satisfy licensure requirements should consult with a faculty member of the Department of Education and Child Study.

Major Requirement Details

- Students with scores of 4 and 5 on the Advancement Placement tests in physics B and C may apply that credit toward the major unless they complete PHY 117 and PHY 118 for credit, respectively.
- While students are typically discouraged from taking PHY major requirements S/U, it may be allowed, after consultation with a student's major adviser and approval of the department.
- Students double majoring in engineering may substitute EGR 220 for PHY 240 but are encouraged to take both.
- Students are advised to check with members of the physics department to choose appropriate course substitutions; other courses may qualify with advance permission of the department.
- Physics majors are advised to acquire a facility in scientific computing and numerical analysis (e.g., PHY 211).
- Physics majors are advised to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication (<https://www.science.smith.edu/cdf/>).
- Students planning graduate study in physics are advised to take all 300-level physics course offerings.

Physics Minor Requirements

1. Introductory sequence. Either:
 - a. PHY 117 plus PHY 118; or
 - b. PHY 119
 2. PHY 215
 3. Three 200- or 300-level electives (12 credits)
- When appropriate, and with prior approval by the minor adviser, one qualifying course in the student's major can be substituted for one of the three physics electives required for the physics minor.
 - Physics minors are advised to acquire a facility in scientific computing and numerical analysis (e.g., PHY 211).
 - Physics minors are advised to learn to design and fabricate a working tool, instrument or device in the Center for Design and Fabrication.

Courses

PHY 110 Energy, Environment and Climate (4 Credits)

Our planet's reliance on carbon-based, non-renewable energy sources comes at a severe environmental, economic and political cost. Are there alternatives? This course offers a hands-on exploration of renewable energy technologies with an emphasis on understanding the underlying scientific principles. Students will assess worldwide energy demand, study the limits to improved energy efficiency, explore the science and technology of solar, wind, and hydropower, understand the science behind global warming, investigate climate models, and evaluate strategies for a sustainable future. This course also includes in-class experiments and field trips. {N}

Fall, Spring, Variable

PHY 115 Quantitative Approaches to Physics (1 Credit)

Science blends physical knowledge with knowledge of math. This blending changes the meaning attached to math and even the way mathematical equations are interpreted. Learning to think about physics with math involves a number of scientific thinking skills that are rarely taught in introductory classes. Students in this course explicitly learn and practice these skills through individual and group work in a small class setting. Corequisite: PHY 117 or PHY 118; students are recommended for this course on the basis of a short placement test. Instructor permission required. (E)

Fall, Spring

PHY 117 Introductory Physics I (5 Credits)

The concepts and relations (force, energy and momentum) describing physical interactions and the changes in motion they produce, along with applications to the physical and life sciences. Lab experiments, lectures and problem-solving activities are interwoven into each class. In-class discussion sections offer additional help with mathematics, data analysis and problem solving. This course satisfies medical school and engineering requirements for an introductory physics I course with a lab. Prerequisite: MTH 111 or equivalent. Enrollment limited to 28. {N}

Fall, Spring

PHY 118 Introductory Physics II (5 Credits)

The concepts and relations (force fields, energy fields and potentials) underlying electrical, magnetic and gravitational interactions, as well as an exploration of simple harmonic motion, oscillations and waves. Lab experiments are integrated into the in-class lectures, discussions and problem solving activities. Satisfies medical school and engineering requirements for an introductory physics II course with lab. Prerequisite: PHY 117. Enrollment limited to 28. {N}

Fall, Spring

PHY 119 Advanced Introductory Physics (5 Credits)

This course is designed for incoming students who have significant prior calculus-based experience with the topics covered in PHY 117 (Newtonian mechanics) and PHY 118 (electricity and magnetism), but who nevertheless would benefit from a course in introductory physics at the college level. Students will develop their problem-solving, experimental-design, data-analysis, scientific-computing and communication skills on a variety of more advanced applications of the standard introductory physics topics related to mechanics and E & M. Specific applications may include the physics of the solar system(s), numerical solution of $F=ma$, the atomic theory of matter, the laws of thermodynamics, electric circuits and electromagnetic waves. Pre-requisite: MTH 111 or equivalent. Enrollment limited to 28. Instructor permission required. {N}

Fall

PHY 210 Mathematical Methods of Physical Sciences and Engineering (4 Credits)

This course covers a variety of math topics of particular use to physics and engineering students. Topics include differential equations, complex numbers, Taylor series, linear algebra, Fourier analysis, partial differential equations and a review of multivariate calculus, with particular focus on physical interpretation and application. Prerequisites: MTH 212 and (PHY 117 or PHY 119) or equivalent. Enrollment limited to 30. {M}{N}

Fall, Spring

PHY 211 Computational Methods in the Physical Sciences (4 Credits)

This course provides an overview of commonly used computational methods and their applications to physics problems. Using the Python programming language, students begin with learning how programs send instructions to computers, move on to simple data visualization, error analysis and uncertainty in computational calculations, and then progress to numerical integration and differentiation, machine learning and stochastic methods. In each case, students examine the method's applications to relevant physics scenarios. This course will be project-based, with multiple short projects throughout the semester intended to build the skills and generate a set of modules that can be used as part of a final project applying a computational method to an appropriate physics problem of the student's choice. Enrollment limited to 30. (E) {M}{N}

Fall

PHY 215 Light, Relativity, and Quantum Physics (4 Credits)

The special theory of relativity, the wave equation and mathematics of waves, optical phenomena of interference and diffraction, particle and wave models of matter and radiation, Bohr model of atomic structure, introduction to fundamental principles and problems in quantum mechanics, and introduction to nuclear physics. Prerequisite: (PHY 118 or PHY 119) and MTH 112. {N}

Spring

PHY 240 Electronics (4 Credits)

A semester of experiments in electronics, with emphasis on designing, building and trouble-shooting circuits. Discrete electronic components: physics and applications of diodes and transistors. Analog and digital IC circuits: logic gates, operational amplifiers, timers, counters and displays. Final individual design project. Prerequisite: PHY 118 or PHY 119 or equivalent. Priority given to physics majors and minors, and students planning to major or minor in Physics. Enrollment limited to 18. Instructor permission required. {N}

Fall

PHY 242 Research in High Precision Spectroscopy (3 Credits)

This course gives students a practical introduction to experimental atomic physics by having you do real, publishable research. While this course-based research program is focused on high precision spectroscopy, students gain skills that can be generally applied to investigational science in experimental design, experimental iteration and systematic error analysis, data analysis, and writing scientific papers for publication. In addition, students learn about basic atomic physics and quantum mechanics, atom and light interactions, and optics, and they gain a basic understanding in how experiment and theory interact to further the knowledge of nature. Corequisite: PHY 242L. Enrollment limited to 12. (E) {N}

Fall, Spring, Variable

PHY 242L Laboratory in High Precision Spectroscopy (1 Credit)

This lab course gives students a practical introduction to experimental atomic physics by having you do real, publishable research. While this course-based research program is focused on high precision spectroscopy, students gain skills that can be generally applied to investigational science in experimental design, experimental iteration and systematic error analysis, data analysis, and writing scientific papers for publication. In addition, students learn about basic atomic physics and quantum mechanics, atom and light interactions, and optics, and they gain a basic understanding in how experiment and theory interact to further the knowledge of nature. Corequisite: PHY 242. Enrollment limited to 4. (E) {N}

Fall, Spring, Variable

PHY 300 Physics Pedagogy: Theory (2 Credits)

A course emphasizing the pedagogy in physics based on Physics Education Research (PER). Readings and discussion emphasize the research literature and strategies for implementing successful and effective methods of teaching physics at the introductory level in the classroom. May be repeated once for credit. Prerequisites: PHY 117, PHY 118 or PHY 119. Instructor permission required. {N}

Fall, Spring

PHY 301 Physics Pedagogy: Practicum (2 Credits)

A practicum course involving actual classroom experience in implementing methods of teaching based on Physics Education Research (PER). Students have direct interaction with learners in the classroom during group activities, laboratory exercises and problem-solving. May be repeated once for credit. Corequisite: PHY 300. Prerequisites: PHY 117, PHY 118 or PHY 119. Instructor permission required. {N}

Fall, Spring

PHY 317 Classical Mechanics (4 Credits)

Newtonian dynamics of particles and rigid bodies, oscillations and planetary orbits. Prerequisite: PHY 215 or equivalent. {N}

Fall

PHY 318 Electricity and Magnetism (4 Credits)

Electrostatic and magnetostatic fields in vacuum and in matter, electrodynamics and electromagnetic waves. Prerequisite: PHY 215 or equivalent. {N}

Fall, Spring, Alternate Years

PHY 319 Thermal Physics (4 Credits)

Introduction to statistical mechanics and thermodynamics. Prerequisites: PHY 215 or equivalent. {N}

Fall, Spring, Alternate Years

PHY 327 Quantum Mechanics (4 Credits)

The formal structure of nonrelativistic quantum mechanics, including operator methods. Wave packets; quantum mechanical scattering and tunneling; central potentials; matrix mechanics of spin, addition of angular momenta; corrections to the hydrogen spectrum; identical particles and exchange symmetry; EPR paradox, Bell's Theorem and the interpretation of quantum mechanics. Prerequisites: PHY 215 or equivalent. PHY 317 recommended. {N}

Spring

PHY 350 Experimental Physics (4 Credits)

An advanced laboratory course for juniors and seniors in which students learn and make use of advanced signal recovery methods to design and perform laboratory experiments drawn from a wide range of topics in modern and contemporary physics. Students planning on special studies or honors work in experimental physics as seniors should take PHY 350 during their junior year. Prerequisites: PHY 215 and PHY 240 or equivalent. Enrollment limited to 12. {N}

Spring

PHY 360gr Advanced Topics in Physics-General Relativity (4 Credits)

This course covers the basics of general relativity. The class discusses tensors and metric spaces and re-frames special relativity in those terms. Students then generalize the rules of special relativity to non-inertial frames and use the equivalence principle to extend those ideas to spaces with gravitational fields. The class explores "Einstein's equation" relating matter and geometry. Finally, students discuss basic applications, including black holes, gravitational waves and cosmology. Prerequisites: PHY 210 and PHY 215, or equivalent. {N}

Fall, Spring, Variable

PHY 360op Advanced Topics in Physics-Optics (4 Credits)

Electromagnetic waves; polarization and polarizing devices; reflection and refraction at interfaces; optical properties of dielectrics and metals; birefringent materials and devices; multiple beam interference and interferometers; diffraction and optical resolution; lasers. {N}

Fall, Spring, Variable

PHY 400 Special Studies (1-4 Credits)

By permission of the department.

Fall, Spring

PHY 410 Capstone Physics (1 Credit)

This course is intended to give students who plan to continue in graduate school with the study of physics (or a related discipline) an opportunity to synthesize bodies of knowledge from the different sub-disciplines of physics. Administering of GRE practice exams will be used as an assessment tool of this understanding and of relevant analytical skills needed for problem-solving. {N}

Fall, Spring, Variable

PHY 430D Honors Project (4 Credits)

Fall, Spring, Annually

PHY 432D Honors Project (4 Credits)

This is a full-year course.

Fall, Spring

Goals for Majors in Physics

Smith College physics majors graduate with a combination of disciplinary knowledge and skills that prepares them for graduate work in physics or other STEM fields, medical school, teaching, science policy and a variety of other career options.

The primary areas of **knowledge** covered by our major are mechanics, electricity and magnetism, quantum mechanics and thermal physics. Students will gain a good introductory knowledge of electronics, special relativity, optics, fluids and error analysis. In addition to these physical topics, our students need to master a variety of mathematical topics required in these fields.

At least as important as disciplinary knowledge are the **skills** required for a degree in physics. These include (but are not limited to) the following:

- Good problem-solving technique, including identification of physical principles, good use of diagrams, clear mathematical derivations, proper use of units, and physical analysis and assessment of results.
- Ability to convey knowledge and observations in both oral and written forms.
- Use of computer-based numerical and analytical methods to solve complex physical problems.
- Gain insight through the use of experimental design, instrumentation and methods that reveal signal and reduce noise in messy data.
- Reproducible data analysis, including the use of software for graphing, curve fitting, and basic statistical analysis to draw conclusions and infer significance.

The Education Track

Students who choose the education track in the physics major may learn some topics at a more introductory level in some areas than it would be for a regular major, but they should still gain facility with all of the topics listed above, except, in some cases, thermal physics. They should also get a good working knowledge of the main ideas to emerge from physics education research. They should become proficient in all the skills listed above as well as tutoring and providing in-class help to students.

Poetry Concentration

Department website (<https://www.smith.edu/academics/poetry/>)

The poetry concentration accepts up to 12 students annually. Sophomores and juniors are encouraged to apply. Applications are reviewed in both fall and spring semesters. The concentration supports the study of poetry within a range of scholarly disciplines and gives students the opportunity to explore areas of professional practice (including writing poetry, teaching poetry, writing about poetry, translating poetry and book arts/publishing of poetry) through local, regional and national presses, journals, book arts centers and other sites where poetry is made, critiqued and taught.

Poetry concentrators have participated in recent collaborations with the Design Thinking Initiative, the Smith College Museum of Art, Lewis Center for Global Studies, the Jandon Center for Social Justice, the Education Initiative, and the Mortimer Rare Book Room.

Faculty

Poetry Concentration Committee

Matt Donovan, Director, Boutelle-Day Poetry Center and Professor of Practice in English Language & Literature

Jessica Moyer, Ph.D., Associate Professor of East Asian Languages & Cultures

Jina B. Kim, Ph.D., Assistant Professor of English Language & Literature and of the Study of Women & Gender

Cornelia D.J. Pearsall, Ph.D., Professor of English Language & Literature
Lily Gurton-Wachter, Ph.D., Associate Professor, English Language & Literature

Melissa Parrish, Ph.D., Assistant Professor, English Language & Literature

Advisers

Members of the committee

Poetry Concentration

Requirements

Nineteen credits

1. Gateway course: ENG 112
2. Required course: PYX 140
3. Three electives in student's chosen area of focus, including at least one 200-level poetry or literature course (literary analysis, not creative writing) in any department.
4. Two practical experiences relating broadly to the field of poetry. These may include both internships and paid or volunteer work.
5. One capstone course: PYX 301/ ENG 301 or PYX 400
 - Students planning a poetry manuscript for their capstone experience should enroll in ENG 301/ PYX 301
 - Students exploring alternative projects for their capstone experience must consult with their poetry concentration adviser before enrolling in the special studies course PYX 400

Courses

PYX 140 The Art and Business of Poetry (1 Credit)

A required gateway course for the poetry concentration, this interactive workshop-based course offers a sampling of the diverse components of the concentration. Each daily session features faculty members and professionals from the community with particular expertise in the areas of writing poetry, printing/presenting poetry, writing about poetry, translating poetry and teaching poetry. Students complete a creative exercise and reflection for each day of the course. S/U only. Enrollment limited to 20 with priority to declared concentrators.

Interterm, Variable

PYX 202/ BKX 202 The Chapbook in Practice: Publishing (2 Credits)

Offered as BKX 202 and PYX 202. This course focuses on various professional practice aspects of publishing, including manuscript submissions, selection, poetry craft and literary citizenship, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to directly participate in reading and selecting manuscripts for a chapbook to be published by Nine Syllables Press. Preference given to Poetry and Book Studies concentrators. Recommended prerequisites: ENG 112 or BKX 140. Cannot be taken S/U. Enrollment limited to 15. Instructor permission required. (E)

Fall

PYX 203/ BKX 203 The Chapbook in Practice: Design (2 Credits)

Offered as BKX 203 and PYX 203. This course focuses on various professional practice aspects of publishing, including manuscript selection, book design and production, and product marketing and distribution, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to learn about and practice designing professional chapbook interiors and covers, producing and marketing chapbooks for a selected manuscript from Nine Syllables Press. Cannot be taken S/U. Priority given to BKX and PYX concentrators. Enrollment limited to 15. Instructor permission required. (E)

Spring

PYX 301/ ENG 301 Advanced Poetry Writing: A Capstone (4 Credits)

Offered as PYX 301 and ENG 301. Conceived as the culmination of an undergraduate poet's work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop and may count toward the fulfillment of the "capstone experience" requirement. Poetry Concentrators must be enrolled in or have completed the other course requirements for the Concentration. Prerequisite: ENG 295 recommended but not required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required.

Spring

PYX 400 Poetry Concentration Capstone Special Studies (1-4 Credits)

May be taken in place of PYX 300 in years when 300 is not offered.

Fall, Spring

Crosslisted Courses

BKX 202/ PYX 202 The Chapbook in Practice: Publishing (2 Credits)

Offered as BKX 202 and PYX 202. This course focuses on various professional practice aspects of publishing, including manuscript submissions, selection, poetry craft and literary citizenship, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to directly participate in reading and selecting manuscripts for a chapbook to be published by Nine Syllables Press. Preference given to Poetry and Book Studies concentrators. Recommended prerequisites: ENG 112 or BKX 140. Cannot be taken S/U. Enrollment limited to 15. Instructor permission required. (E)

Fall

BKX 203/ PYX 203 The Chapbook in Practice: Design (2 Credits)

Offered as BKX 203 and PYX 203. This course focuses on various professional practice aspects of publishing, including manuscript selection, book design and production, and product marketing and distribution, through Nine Syllables Press, in partnership with the Boutelle-Day Poetry Center. Students learn about the publishing industry and contemporary US poetry landscape. Students have the opportunity to learn about and practice designing professional chapbook interiors and covers, producing and marketing chapbooks for a selected manuscript from Nine Syllables Press. Cannot be taken S/U. Priority given to BKX and PYX concentrators. Enrollment limited to 15. Instructor permission required. (E)

Spring

ENG 112 Reading Contemporary Poetry (2 Credits)

This course offers the opportunity to read contemporary poetry and meet the poets who write it. The course consists of class meetings alternating with public poetry readings by visiting poets. S/U only. Course may be repeated. {L}

Fall, Spring

ENG 301/ PYX 301 Advanced Poetry Writing: A Capstone (4 Credits)

Offered as PYX 301 and ENG 301. Conceived as the culmination of an undergraduate poet's work, this course features a rigorous immersion in creative generation and revision. Student poets write a chapbook manuscript with thematic or stylistic cohesion (rather than disparate poems, as in prior workshop settings). For Poetry Concentrators, this course counts as the required Capstone; for English majors in the Creative Writing track, the course counts as an advanced workshop and may count toward the fulfillment of the "capstone experience" requirement. Poetry Concentrators must be enrolled in or have completed the other course requirements for the Concentration. Prerequisite: ENG 295 recommended but not required. Enrollment limited to 12. Juniors and seniors only. Writing sample and instructor permission required.

Spring

Learning Goals

All PYX students, regardless of individual courses of study, are expected to:

- gain insight into the professional practice of poetry and literary industries.
- expand their sense of what it means to be an ethical, collaborative, self-reflective literary citizen capable of synthesizing learning.

For those PYX students developing a collection of original poems during their course of study, the learning goals are:

- to develop student understanding of both contemporary poetry and literary traditions, as well as the cultural and historical context in which they write.
- to hone and expand each student's understanding of poetic techniques, as well as their own individual voice, style, preoccupations, and themes in their creative work.
- to skillfully and self-reflectively revise creative work.
- to foster skills which will allow for students to articulate thorough, constructive, and informed criticism of the work of their peers.
- to generate a cohesive and extensive body of work through synthesizing holistic considerations of themes.

Psychology

Department website (<https://www.smith.edu/academics/psychology/>)
Psychology at Smith is consistently one of the most popular majors on campus. The department's faculty is strongly committed to providing a rich, diverse curriculum to majors and non-majors alike. Our mission is to develop skills that will serve students well in psychology but that can also be applied in other important arenas, including writing and communication skills, hands-on training and multicultural fluency. We emphasize student participation in research; faculty-student collaboration and mentoring; and preparation and guidance for future studies in psychology and related fields.

Faculty

Esther Burson, Ph.D., Assistant Professor
Patricia DiBartolo, Ph.D., Caroline L. Wall '27 Professor of Psychology
Lauren E. Duncan, Ph.D., William R. Kenan, Jr. Professor of Psychology
Randi Garcia, Ph.D., Associate Professor of Psychology and Statistical & Data Sciences
Yael Granot, Ph.D., Assistant Professor
Mary Ellen Harrington, Ph.D., Tippit Chair in the Life Sciences, Professor of Psychology
Benita Sibia Jackson, Ph.D., Professor
Brianna McMillan, Ph.D., Assistant Professor,
Phil Peake, Ph.D., Professor,
Bill Ed Peterson, Ph.D., Professor
Nnamdi Pole, Ph.D., Harold Edward Israel and Elsa Siipola Professor of Psychology, *Chair*
Beth Powell, Ph.D., Senior Lecturer
Stephanie Jarvi Steele, Ph.D., Assistant Professor
MJ Wraga, Ph.D., Professor

Lecturers and Visiting Faculty, 2023-24

Katherine H. Clemans, Ph.D., Lecturer
Michele Wick, Ph.D., Lecturer

Major and Minor Advisers

Annaliese Beery, Patricia DiBartolo, Lauren Duncan, Randi Garcia, Yael Granot, Mary Harrington, Benita Jackson, Brianna McMillan, Phil Peake, Bill Ed Peterson, Nnamdi Pole, Beth Powell, Stephanie Steele, MJ Wraga

Honors Director

Patricia DiBartolo

Psychology Major Requirements

Ten semester courses

1. Foundation Courses, normally completed by the end of the sophomore year.
 - a. PSY 100
 - b. SDS 201 or PSY 201
 - c. PSY 202
2. Breadth: One course within each of the department's three curricular areas
 - a. Mind and Brain
 - b. Health and Illness
 - c. Person and Social Context

3. Depth
 - a. Two colloquia
 - b. Two courses at the advanced level (300- or above)
 - At least one of which is a seminar
 - At least one course combines with the student's other courses to create a constellation of three courses that represent a depth in a field of study that is important to the student and recognized by the department.

Additional Guidelines

- Students may count no more than three 100-level courses toward the major beyond PSY 100.
- Foundational courses must be taken using the regular grading option, and may not be taken S/U.
- The S/U option is discouraged for courses in the major, students are allowed to take one non-foundational course S/U.
- All students, including transfer students, must take at least one colloquium and one advanced seminar within the department.
- Students are encouraged to attend departmental colloquia.
- Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.
- Information about graduate programs in psychology and allied fields may be obtained from members of the department.

Honors

Completion of SDS 291, PSY 301 or another advanced statistics course or research seminar is strongly recommended for students planning to complete honors in psychology. Please consult the director of honors or the departmental website for specific requirements and application procedures.

Psychology Minor Requirements

Six semester courses

1. Two courses from the three foundational courses for the major
 - a. PSY 100
 - b. SDS 201 or PSY 201
 - c. PSY 202
2. Four courses selected from at least two of the department's three curricular areas: Mind and Brain; Health and Illness; Person and Social Context
 - At least one colloquium
 - At least one seminar

All courses must be taken using the regular grading option.

Courses

Courses in psychology are categorized as follows:

1. Breadth courses (100-level): introductory courses, open to all students
2. Foundational courses: PSY 100; SDS 201 or PSY 201; PSY 202: courses that serve as the gateway to the major

3. Intermediate colloquia (numbered PSY 205–299): intended for sophomores and juniors who have taken the department's foundational courses
4. Advanced courses (300- and 400-level), including seminars, special studies and honors theses: open to juniors and seniors

PSY 100 Introduction to Psychology (4 Credits)

An introductory course surveying fundamental principles and findings in classical and contemporary psychology. Topics typically include: the brain, learning, memory, development, emotion, behavioral genetics, personality, social psychology, psychopathology, and therapies. In addition to these topics, students will learn how to read and summarize primary psychological research. Students attend a weekly lecture and must enroll in a discussion section that meets twice per week.

Discussion sections are limited to 22. {N}

Fall, Spring, Variable

PSY 120/ PHI 120 Intro to Cognitive Science (4 Credits)

Cognitive Science is an interdisciplinary approach to the study of Mind, drawing from Cognitive psychology, Philosophy, A.I., Linguistics and Human Neuroscience. The class will cover five key problems: Vision and Imagery, Classes and Concepts, Language, Logic and Reasoning, and Beliefs, and look at both classic work and contemporary work highlighting the interesting questions. Students will be active participants in trying out classic experiments, exploring new ideas and arguing about the meaning and future of the work. {M}{N}

Fall, Spring, Annually

PSY 130/ NSC 130 Clinical Neuroscience (4 Credits)

Offered as NSC 130 and PSY 130. Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Discussions include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N}{S}

Fall, Spring

PSY 140 Health Psychology (4 Credits)

This course provides a broad overview of the field of health psychology using foundational concepts, theories, methods and applications. With a critical lens, the course examines state-of-the-art research and current gaps in knowledge to explore issues including conceptualizations of health and illness, stress and coping, and health behaviors. The course focuses on how health is constituted by and interacts with its multiple contexts, particularly social and environmental ones. Enrollment limited to 60. {N}{S}

Fall, Spring, Annually

PSY 150 Abnormal Psychology (4 Credits)

A study of psychopathology and related issues. Course covers a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. Prerequisite: PSY 100. Enrollment limited to 60. {N}

Fall, Spring

PSY 166 Introduction to the Psychology of Gender (4 Credits)

How can psychological science help us understand how gender operates in our society? How can our understanding of the psychological research help us address structural inequalities related to gender? This course represents an introduction to what we know about the role gender plays in the everyday lives of people. In this course we will review the psychological research on how structural inequities play out in gender roles and affect the lives of boys and girls and men and women. Throughout the course we will attend to the intersection of race, class, sexual orientation, and other group memberships with gender. {N}

Fall, Spring, Variable

PSY 170 Social Psychology (4 Credits)

The goal of social psychology is to understand and explain how our thoughts, feelings and behaviors are influenced by the actual, imagined and implied presence of others. At the heart of social psychology is the recognition that our responses are dramatically influenced by social situations. The course will provide students with an overview of research and theory in social psychology, focusing on the ways in which the study of social behavior is scientific. We will cover topics such as attitudes, persuasion, conformity, obedience, social self-concept, perception of others, stereotyping and discrimination, romantic relationships, gender roles, aggression and helping behavior. Enrollment limited to 60. {S}

Fall

PSY 180 Psychology of Personality (4 Credits)

The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. Enrollment limited to 60. {N}

Fall, Spring, Variable

PSY 201 Statistical Methods for Undergraduate Research (5 Credits)

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M}

Fall, Spring

PSY 202 Introduction to Research Methods (4 Credits)

Introduces students to a variety of methods used in psychological research. All sections of this course cover the basic methodological techniques of contemporary psychology such as observational, experimental and survey methods. Sections differ in the particular content theme used to illustrate these methods. Prerequisite: PSY 100. PSY 201 recommended (may be concurrent.) Priority is given to Smith College psychology majors and minors. Enrollment limited to 18. {N}

Fall, Spring

PSY 209/ PHI 209 Colloquium: Philosophy and History of Psychology (4 Credits)

Offered as PSY 209 and PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 213/ PHI 213 Colloquium: Language Acquisition (4 Credits)

Offered as PSY 213 and PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: PHI 236 or EDC 235. Enrollment limited to 25. {N}

Fall, Spring, Annually

PSY 215 Colloquium: Brain States (4 Credits)

An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, ethical dilemmas, experiments addressing mind-body interactions. Active participation in discussions of readings is required. Prerequisites: PSY 100, PSY 201 and PSY 202, or equivalent. Enrollment limited to 25 students. {N}

Fall

PSY 216 Colloquium: Understanding Minds (4 Credits)

We consider people's understanding of their own and others' mental states from a variety of perspectives: comparative psychology, neuroscience, cognitive, cross-cultural and developmental. The class analyzes and discusses primary psychological research on how such a "theory of mind" develops and the role it plays in social behavior and communication, as well as what is known about the brain mechanisms that underlie it and individual variations in theory of mind development arising from cultural, sensory and neurological differences. Enrollment limited to 25. {N}

Fall

PSY 218 Colloquium: Cognitive Psychology (4 Credits)

Theory and research on human cognition, from the fields of cognitive psychology and cognitive neuroscience. Topics include visual perception, attention, knowledge representation, memory, language, problem-solving and consciousness. Prerequisite: PSY 100. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 227 Colloquium: Brain, Behavior and Emotion (4 Credits)

What are feelings? How and when do you feelings occur? Why do feelings occur? In this course students learn what makes emotions what they are, and how they guide one through life. The syllabus covers decades of affective neuroscience, the study of how the brain perceives, processes and produces emotions, as well as evolutionary and cross-cultural aspects. The class explores how (and why) researchers study emotions in different species, and what the current state of knowledge is regarding the neuroscience of specific emotions like joy, fear and sadness. Prerequisites: PSY 100 and PSY 130, or NSC 210 and PSY 202, or equivalent. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 230 Colloquium: Psychopharmacology (4 Credits)

This course examines the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs are considered, as well as therapeutic agents used to treat psychological illnesses such as depression and anxiety. Focus is on controversial issues such as binge drinking, addiction to prescription medications, the medical and recreational use of marijuana, the therapeutic use of psychedelic drugs, medication of children, the power of the pharmaceutical industry and the use of cognitive/ performance enhancers. Prerequisites: (NSC 210 or NSC 230) and (NSC/ PSY 130 or PSY 202). Enrollment limited to 25. {N}{S}

Spring

PSY 235 Colloquium: Ethical Principles in Counseling (4 Credits)

This course explores professional and ethical issues that relate to mental health professions. Professional and ethical guidelines from multiple fields are considered. Students are tasked with applying these guidelines to counseling scenarios. Issues related to boundaries, confidentiality and client rights are explored. Students consider the roles that graduate students in the helping professions are expected to hold. Students leave this course having developed their own basis for ethical decision making in the mental health professions. Not open to first years. Prerequisites: PSY 100 and PSY 150. Enrollment limited to 25. (E) {N}{S}

Fall, Spring, Alternate Years

PSY 240 Colloquium: Health Promotion (4 Credits)

Why are so many people—even those whose basic physical needs are met—still challenged to eat adequately, exercise and sleep enough? We consider how human willpower tendencies interact with social, cultural and physical contexts to support (or thwart) health promoting activities. Based on a close reading of current psychological science and related areas of inquiry, students will study interventions to improve individual-level health, and in groups, design and implement a project focused on campus-level health promotion. Emphasis is on critically evaluating and applying primary empirical articles. Prerequisites: PSY 100 and PSY 202. Recommended: PSY 140. Enrollment limited to 25. {N}{S}

Fall, Spring, Annually

PSY 251 Colloquium: Alcohol and Other Licit Substances: Prevalence, Theory, and Research (4 Credits)

This course will provide you with a general understanding of young people's risk for initiating/misusing the following licit substances: caffeine, cigarette, marijuana, and alcohol. In this course, you will gain knowledge about the prevalence of these substances, who's at risk and why, and what motivates people to use them. You will also be introduced to general treatment and motivational-based intervention approaches in combating the use/misuse of these substances. This course will focus primarily on the general adolescent and young adult population, mainstream cognitive psychology theories, and quantitative studies and meta-analytic work on substance use published in peer-reviewed scientific journals. Prerequisites: PSY 100, PSY 201, PSY 202. Enrollment limited to 25. {S}

Spring**PSY 253 Colloquium: Developmental Psychopathology (4 Credits)**

Survey of child psychopathology from a developmental perspective. Course covers theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 202 and either 150 or EDC 235 (or their equivalent) or permission of the instructor. Enrollment limited to 25. {N}

Spring**PSY 260 Colloquium: Psychology of Adolescence and Emerging Adulthood (4 Credits)**

Exploring adolescents' developing identity, psychosocial and cultural adjustment and their needs for acceptance, autonomy and intimacy in light of the major biological, cognitive and social changes of this phase. Emphasis is given to cultural concepts in adolescent/emerging adulthood psychology and development. Prerequisite: PSY 100, PSY 201 and PSY 202. Enrollment limited to 25. {N}{S}

Fall, Spring, Alternate Years**PSY 263 Colloquium: Psychology of the Black Experience (4 Credits)**

The purpose of this course is to educate, sensitize, and stimulate thinking about varied psychological issues affecting African Americans. A major emphasis will be to provide foundational frameworks, models, and concepts for understanding African American psychology in a context that includes an historical analysis of African American adaptation to American society. Prerequisites: PSY 100, PSY 201, or permission of instructor. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years**PSY 264 Colloquium: Lifespan Development (4 Credits)**

A study of human development across the lifespan. In this course, students learn about milestones of human development from conception to death, discuss and critically evaluate current theories of developmental psychology, and investigate the interplay of biological, psychological and contextual factors that shape development over time. Not open to first years. Prerequisite: PSY 202. Enrollment limited to 25. {S}

Fall, Spring**PSY 265 Colloquium: Political Psychology (4 Credits)**

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, students examine how psychological factors influence political behavior and how political acts affect individual psychology. Prerequisites: PSY 100 & PSY 202. Enrollment limited to 25. {S}

Fall, Spring, Annually**PSY 266 Colloquium: Psychology of Women and Gender (4 Credits)**

An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power within the family, workplace and politics, and women's mental health and sexuality, paying attention to social context and intersectional identities. Prerequisites: PSY 202.

Enrollment limited to 25. {N}

Fall, Spring, Alternate Years**PSY 267 Colloquium: Moral Psychology (4 Credits)**

An exploration of the nature of moral psychology. We discuss how reason, emotion, cultural norms and social pressures shape our moral judgments; how brain activity correlates with moral decision-making; and how we can use psychological research on moral intuition to evaluate cultural and political disagreements. Prerequisites: PSY 202. Enrollment limited to 25. {E} {S}

Spring**PSY 268 Colloquium: The Human Mind and Climate Change (4 Credits)**

This course explores the human side of climate change. Drawing from the domains of social, cognitive, developmental and clinical psychology, as well as interdisciplinary theories related to human decision-making, behavior and motivation, the course explores questions raised by the American Psychological Association's Task Force on global climate change. Prerequisites: PSY 100 or equivalent. Enrollment limited to 25. {E} {S}

Spring**PSY 269 Colloquium: Categorization and Intergroup Behavior (4 Credits)**

A broad consideration of the nature of prejudice, stereotypes and intergroup relations from the perspective of social cognition with emphasis on issues of race and ethnicity. We encounter theories and research concerning the processes of self-and-other categorization, social identity, stereotyping, prejudice and strategies from the reduction of intergroup hostility that these approaches inform. Enrollment limited to 25. {N}{S}

Spring**PSY 273 Colloquium: Psychology of Career Development (4 Credits)**

This course explores various theories of career development and the application of those theories to career coaching and personal career development. Career assessment measures and the utility of those measures are examined. Statewide and national resources for job seeking are reviewed. A multicultural approach to career coaching is taken throughout the course, with an eye to diversity and its role in the changing world of work. Enrollment limited to 25. {E} {S}

Fall, Spring, Alternate Years

PSY 287 Colloquium: Abnormal Psychology: Evidence-Based Practice (4 Credits)

In-depth study of anxiety disorders. Course examines research on the phenomenology, etiology and treatment for selected anxiety disorders and clarifies the nature and quantity of evidence supporting the efficacy of current treatments. Attention is devoted to the strengths and weaknesses of different research designs for answering specific questions about psychopathology and psychotherapy. The course highlights landmark studies and documents which treatments have been shown to be most effective for which types of patients. Prerequisites: PSY 100, PSY 150, and PSY 202. {N}

Fall

PSY 301 Research Design and Analysis (4 Credits)

A tour via SPSS of the major statistical models encountered in psychology. Topics include most of the following each year: complex and mixed analysis of variance, analysis of covariance, multi-item scale analyses, factor and cluster analysis, multiple regression, path analysis and structural equation modeling. Adopting a pragmatic approach, we emphasize assumptions and requirements, rules of thumb, decision-making considerations, interpretation and writing statistical results according to the conventions of psychology. Prerequisites: One of the following: PSY 201, GOV 190, MTH 219, MTH/SDS 220, ECO 220, SOC 201, EDC 206 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Enrollment limited to 20 and priority to psychology majors. {M}

Fall

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being (4 Credits)

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Variable

PSY 305 Seminar: Human Flourishing (4 Credits)

Flourishing has been described as living a good, fulfilling life with a sense of purpose. Sometimes called thriving, it is a state of emotional, psychological and social well-being. This seminar examines pathways to flourishing via close reading of empirical articles, class discussion and guided practices in and out of class. At the end of the semester, students give research-informed presentations about theories of flourishing, gaps in the literature and conditions that boost its prospects to a select group of staff members at the Smith College Museum of Art interested in the connections between museum practices and flourishing outcomes. Prerequisites: PSY 100 and PSY 202, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {N}{S}

Fall, Spring, Annually

PSY 312 Calderwood Seminar on Psychology in the Public Square (4 Credits)

One cannot turn on the radio or browse the internet today without encountering the latest fMRI findings or other technologically advanced results of contemporary psychological research. The primary goal of this course is to learn how to communicate such complex information to a non-specialist audience. Through a set of prescribed writing assignments, students will develop skills in translating psychological theories and empirical evidence to the public. Assignments may include evaluation of journal articles, blog entries and interviews of research psychologists. Classes will be conducted as a workshop devoted to peer review, analysis and critique of public-oriented writing in psychology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall

PSY 314cf Seminar: Topics in Foundations of Behavior-Cognition in Film (4 Credits)

This seminar explores the cognitive processes underlying human perception and comprehension of film and the techniques filmmakers use to capitalize on these processes. Students read and discuss empirical articles and view relevant examples of film. Discussions range from change blindness and apparent motion to character identity and narrative. Prerequisite: PSY 100. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 314di Seminar: Topics in Foundations of Behavior- Psychology of Disinformation (4 Credits)

This course requires students to examine and challenge their own constructions of reality. Students learn to differentiate disinformation from misinformation before exploring how disinformation proliferates. A heavy emphasis is placed on psychological concepts that explain: how people become exposed to disinformation; why some people believe it; why some kinds of disinformation are more effective than others; and some motivations for spreading disinformation. Contemporary and historical examples of disinformation are compared, and the role of the internet and mobile devices is examined. Prerequisites: PSY 100 and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 315 Seminar: Autism Spectrum Disorders (4 Credits)

This seminar discusses research on the neurocognitive basis of autism spectrum disorders, considering genetic, neuroscientific, psychological and linguistic factors in their etiology and characterization. Topics include the history of the diagnosis, the incidence of the disorders, cross-cultural conceptions of autism, studies of the underlying neural mechanisms, and the cognition and language of children with ASD. Prerequisites: One of EDC 235, PSY 216, or PSY 253, or permission of the instructor. Enrollment limited 10 12. Juniors and seniors only. Instructor permission required. {N}

Spring

PSY 317 Seminar in Cross-Cultural Development (4 Credits)

Our understanding of how children grow, learn, and think is largely based on studying WEIRD (Western, Educated, Industrialized, Rich, and Democratic) populations. Findings from just 12% of the global population are being used to inform worldwide policies in education, parenting, and public-health. In this course, we will approach the study of child development from a cross-cultural lens. We will study how cultural norms, research, and power structures impact specific areas of development. Students will gain an understanding of the empirical psychological research on cross-cultural development, and apply insights from anthropology, sociology, and history to the study of psychology. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 320 Research Seminar in Biological Rhythms (4 Credits)

Design and execution of original research on topics related to the physiology of biological rhythms. Health consequences of disruption in biological rhythms are studied. Prerequisites: PSY 202 or NSC 230. Enrollment limited to 12. {N}

Fall, Spring, Variable

PSY 321 Research Seminar: Cognitive Development (4 Credits)

Cognitive development is the study of changes in the ability to think, perceive, understand and communicate. Changes in cognitive abilities, such as perception, attention, memory, emotion regulation and language, are influenced by a complex interplay of genetic, environmental and cultural factors. In this research seminar, students gain hands-on experience conducting research to examine key questions about cognitive development. In addition to covering various aspects of the research process including experimental design, participant recruitment, data coding, statistical analysis and scientific writing, the class also delves into open developmental science practices. This includes exploring ways to improve transparency, rigor and reproducibility in research practices. Prerequisites: PSY 201, SDS 201 or SDS 220, or equivalent, and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Annually

PSY 326pr Seminar: Topics in Biopsychology-Parenting (4 Credits)

In this seminar we will examine the neurobiological processes that underlie parental behavior. Students will come away from the course understanding (1) how the experience of pregnancy and/or parenthood manifests in relevant neural circuitry to yield complex caregiving behavior, (2) how neuropsychological disorders such as depression, anxiety, and addiction interact with parental neurobiology and behavior, and (3) how neuroscience and psychology researchers approach answering the most pressing questions in the subfield of parental behavior. {N}

Fall, Spring, Variable

PSY 340 Seminar: Psychosocial Determinants of Health (4 Credits)

This course examines the scientific perspectives on how psychological and social factors influence the development and progression of physical health and illness. Major topics include psychosocial origins of health disparities, relationships and health, emotion and disease, placebo effects, and complementary and alternative medical approaches. Emphasis is placed on critically evaluating current research and designing appropriate future studies. Prerequisites: PSY 100 and PSY 202. Preference to those who have completed a health psychology course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Alternate Years

PSY 343 Calderwood Seminar: Psychosomatic Medicine (4 Credits)

How we think and feel can have a profound impact on our health. Through the interdisciplinary lens of psychosomatic medicine, we critically evaluate empirically-supported embodiment practices (e.g., breathwork, meditation, visualization) for preventing metabolic and cardiopulmonary diseases, major causes of death globally. We highlight recurring psychologically-mediated processes including placebo effects, emotion, and patient-practitioner relationships. More broadly, we consider how individual healing is embedded in social structural, cultural, and historical contexts, and begin envisioning what decolonized and liberatory healing means in the 21st century. The key emphasis of this course is ethically translating scientific research in this domain for public non-specialist audiences. Prerequisites: PSY 140 & PSY 202. Juniors and Seniors only. Enrollment limited to 12. Instructor permission required. {N}{S}

Fall, Spring, Alternate Years

PSY 345 Research Seminar: Feminist Perspective on Psychological Science (4 Credits)

Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender beyond difference-based approaches and their operationalization in recent empirical articles. The capstone will be an application of feminist perspectives on psychological science to two group projects-quantitative and qualitative, respectively-in the domain of health and well-being. Prerequisites: PSY 202 and (PSY 140 or 266). Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

PSY 347 Seminar: Psychological Perspectives on Healing Racism (4 Credits)

Prerequisites: PSY 140 and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. (E) {N}{S}

Fall, Spring, Alternate Years

PSY 352hb Seminar: Topics in Advanced Clinical Psychology-High-Risk Behaviors in Psychopathology (4 Credits)

This seminar focuses on a comprehensive understanding of the science, study and treatment of high-risk behaviors in severe psychopathology. Discussions include: alcohol/substance use, disordered eating, impulsivity, and self-injurious thoughts and behaviors. Readings involve empirical studies and theoretical papers that have shaped the study of these behaviors and their relationship/presence in DSM-5. Students evaluate published research based on theory, methodological rigor, ethical considerations, diversity/inclusion and current gaps in the literature that contribute to difficulty in predicting and treating high-risk behaviors in clinical practice. Prerequisites: PSY 100 and PSY 150 or equivalent. PSY 202 or SDS 201 strongly recommended. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 352pt Seminar: Topics in Advanced Clinical Psychology-Psychological Trauma (4 Credits)

This seminar will address topics related to psychological trauma including: history of traumatology, trauma epidemiology, stress and trauma disorders, ethnocultural variation in trauma, psychophysiological assessment of trauma, evidence based treatment of trauma disorders and posttraumatic growth. Recommended prerequisites: PSY 100, PSY 150, PSY 253 and/or NSC 130/ PSY 130. This seminar will regularly address emotionally distressing topics (e.g., physical and sexual abuse). Students should only choose this course if able to fully engage with such topics. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 353 Seminar in Advanced Developmental Psychopathology (4 Credits)

Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, the course focuses on risk factors, theoretical models and methods of assessment and intervention. Prerequisites: (PSY 100 and PSY 150) or PSY 253 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Spring

PSY 355 Practicum Seminar in Clinical Psychology (4 Credits)

This course provides group instruction and supervision for a variety of mental health practicum placements. Undergraduate students are placed in community settings and have local mentoring by masters level social work students. The seminar includes a thorough examination of community entry and engagement, clinical ethics and relevant obligations. It also includes a review of evidence based interventions and the theories that accompany them. Special focus is given to issues of diversity and inclusion. Prerequisites PSY100, and one or more of the following: PSY130, 150, 230, 250, 287, 350, 353, or 354 or equivalent. Permission of instructor required for admission. {N}

Spring

PSY 358 Research Seminar: Clinical Psychology (4 Credits)

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring

PSY 360 Seminar: Peer Relationships (4 Credits)

Covers theory and research on childhood and adolescent peer relationships. Topics include socialization processes, friendships and peer networks, and the interplay of biological, psychological and contextual factors that shape social interactions in the peer group. Some questions we address are: How do we form friendships? What qualities make us liked by our peers? Is there a difference between being ignored by other kids and being rejected by them? Have text messaging and social media sites changed the way we communicate with each other? Prerequisites: PSY 100 and PSY 201 or equivalent. A previous course in developmental psychology is recommended but not required. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Spring

PSY 361 Research Seminar: Alcohol Use and Misuse Among High School and College Students (4 Credits)

An introduction to research techniques through the discussion of current research, design and execution of original research in selected areas such as drinking games, pregameing/prepartying (i.e., "drinking before drinking"), acculturation and alcohol use, motivations to drink, expectations about the effects of alcohol use, and athletic involvement and drinking behaviors among adolescents and emerging adults. Prerequisites: Permission of the instructor; PSY 201, PSY 202, with PSY 220 preferred. Enrollment preference is given to those who have discussed their research interests and goals with the instructor at least one semester prior to enrollment. {N}

Spring

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships (4 Credits)

Offered as PSY 364 and SDS 364. Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{N}{S}

Fall, Spring, Alternate Years

PSY 369 Research Seminar in Categorization and Identity (4 Credits)

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: PSY 202 and either PSY 170, PSY 180, PSY 266 or PSY 269. Concurrent enrollment in PSY 270 is encouraged. {N}

Spring

PSY 371wb Seminar: Topics in Personality-Well Being (4 Credits)

A survey of current psychological research on the factors that contribute to a person's sense of well being. What are the components of happiness? What are the biological, personality and contextual factors that contribute to that happiness? How does a person's sense of well being influence health, relationships and other important life outcomes? Prerequisites: PSY 170 or PSY 180. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}{S}

Spring, Variable

PSY 373 Research Seminar in Personality (4 Credits)

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: PSY 112 and either PSY 270 or 271. Instructor permission required. {N}

Spring

PSY 373sc Research Seminar in Personality: Self-Control (4 Credits)

In this course, we will do all the major components of conducting a research exploration in the field of Personality Psychology. Our focus for this semester will be the study of self-control. More specifically, we will examine and design research addressing delay of gratification as one adaptive expression of self-control. To do this, we will work with an archival data set that is housed here at Smith, and contains observations of participants who were observed on a delay of gratification task as preschoolers. One of our objectives will be to design follow-up assessments for administrations to the participants in this work who are now in their mid-50's. In addition, with some good fortune, we will collectively design and conduct an experiment to examine some aspect of delay of gratification in current preschool children. Prerequisites: PSY 270 or 271, and permission of instructor. {N}

Fall, Spring, Variable

PSY 374 Seminar: Psychology of Political Activism (4 Credits)

This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from political psychology paired with personal accounts of activists. Students consider accounts of some large-scale liberal and conservative social movements in the United States, and conduct an in-depth analysis of an activists oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

PSY 375 Research Seminar: Political Psychology (4 Credits)

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness, and political activism. Prerequisite: PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 376 Seminar: Psychology and Law (4 Credits)

Why would a person confess to a crime they didn't commit? What makes eyewitnesses identify the wrong suspect? How does police body camera footage shape jurors' decisions? And how does one design research to answer these questions and inform policy interventions? This course introduces students to the interdisciplinary study of psychology and the law, focusing on how psychological science impacts and can be used to explain events in the courtroom and other legal settings. Students critically analyze research at the intersection of psychology and law, and consider how it can and should be used to impact legal policy. Prerequisites: PSY 100 and PSY 202. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PSY 400 Special Studies (1-4 Credits)

By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.

Fall, Spring

PSY 431 Honors Project (8 Credits)

Fall, Spring, Annually

PSY 432D Honors Project (6 Credits)

This is a full-year course.

Fall, Spring, Annually

Crosslisted Courses

EDC 235 Child and Adolescent Growth and Development (4 Credits)

This course is a study of the theories of growth and development of children, from prenatal development through adolescence. This course looks at basic considerations of theoretical application to the educative process and child study and involves directed observation in a variety of child-care and educational settings. Enrollment limited to 55. {S}

Fall, Spring

EDC 238 Introduction to the Learning Sciences (4 Credits)

This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors, the course incorporates contextual factors such as classroom structure, teacher belief systems, peer relationships and educational policy. Consideration of the teaching-learning process highlights subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 30. {N}{S}

Fall, Spring

EDC 239 Counseling Theory and Education (4 Credits)

This course introduces various theories of counseling and their applications to children, adolescents and families. Behaviors that signal a need for attention and counseling are discussed. Students gain knowledge about themselves as individuals and learners, and learn how to listen actively to others. Enrollment limited to 55. {S}

Fall, Spring, Variable

NSC 130/ PSY 130 Clinical Neuroscience (4 Credits)

Offered as NSC 130 and PSY 130. Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Discussions include the biological basis of sexual behavior, sleep, emotions, depression, schizophrenia, autism, ADHD and neurological disorders. The course focuses on clinical cases in human neuroscience. Open to entering students. {N}{S}

Fall, Spring

NSC 314 Neuroendocrinology (4 Credits)

This course investigates how the brain regulates the production and release of hormones, as well as how hormones act on the brain to affect behaviors such as aggression, affiliation, parenting, sexual behavior, feeding and learning. Concurrent enrollment in NSC 324 is recommended when both courses are offered. Prerequisites: NSC 210 and one of BIO 200, 202 or 230, or permission of the instructor. Enrollment limited to 20. {N}

Spring

NSC 327 Seminar: Race and Gender in Neurological Disorders (4 Credits)

In this seminar, students study major neurological disorders with an eye towards understanding the symptoms, the basic neuropathology, the most common treatments and prognosis. The class also studies how race and ethnicity impact understanding of disease, the practice of medicine and scientific knowledge. The class covers several ways sex and gender can intersect with prevalence, neurobiology and diagnosis and treatment of these disorders. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Variable

PHI 209/ PSY 209 Colloquium: Philosophy and History of Psychology (4 Credits)

Offered as PSY 209 and PHI 209. The course introduces you to the philosophical debates behind the psychology of the mind, focusing mostly on work from the 20th century onwards. We focus on the philosophical implications of major historical figures in psychology and their approach to Mind (James, Freud, Skinner). We read contemporary work on the problems of reductionism (Can we just talk about brains?), consciousness (Why do we have it, is it necessary? Could we be zombies or automata?) and the nature of a coherent self (Is there one? Do we construct it? Does it end with our bodies?). Discussion and writing are weekly requirements. It is not intended as an introduction to psychology or philosophy, which is why there is a prerequisite. Prerequisite: At least one college-level course in philosophy or psychology. Preference given to psychology and philosophy majors. Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PHI 213/ PSY 213 Colloquium: Language Acquisition (4 Credits)

Offered as PSY 213 and PHI 213. A detailed examination of how children learn their language. Theories of acquisition of word meaning, syntax and pragmatics are examined, as well as methodology for assessment of children's knowledge. Cross-linguistic and cross-cultural data and perspectives are considered, as well as applications in language therapy and education. Students undertake an original research project using transcript analysis, and read original research literature. Background in linguistics or child development is necessary. Prerequisites: PHI 236 or EDC 235. Enrollment limited to 25. {N}

Fall, Spring, Annually

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being (4 Credits)

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Variable

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships (4 Credits)

Offered as PSY 364 and SDS 364. Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{N}{S}

Fall, Spring, Alternate Years

SDS 201 Statistical Methods for Undergraduates (4 Credits)

(Formerly MTH 201/ PSY 201). An overview of the statistical methods needed for undergraduate research, emphasizing methods for data collection, data description and statistical inference, including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or equivalent should take SDS 220, which also satisfies the basic requirement. Normally, students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, ECO 220, GOV 203, SDS 220 or SOC 204. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 220, SDS 290 or SDS 291. {M} **Fall, Spring, Annually**

SDS 291 Multiple Regression (4 Credits)

(Formerly MTH 291/ SDS 291). Theory and applications of regression techniques: linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: SDS 201, PSY 201, GOV 203, SDS 220, ECO 220 or equivalent or a score of 4 or 5 on the AP Statistics examination. Corequisite: SDS 100 required for students who have not completed SDS 192, 201, 220 or 290. Enrollment limited to 40. {M}{N} **Fall, Spring**

Goals for Majors in Psychology

Psychology department faculty affirmed the following learning goals for our majors. Students will:

- Develop a knowledge base of psychology, becoming familiar with the important theories, findings and historical perspectives in the field.
- Become critical consumers of research and learn to think critically about behavior, brain and mental processes; understand the relations among theories, observations and conclusions; and weigh evidence in evaluating particular theories or approaches.
- Develop research and quantitative fluency, including the ability to develop hypotheses, design studies, and understand, analyze and represent data.
- Develop requisite writing and communication skills within the discipline.
- Understand the ethics and philosophy of science.
- Develop multicultural fluency, including the ability to view issues from different cultural perspectives and to ask pertinent questions about cultural influences.

Public Policy

Department website (<https://www.smith.edu/academics/public-policy/>)
The Program in Public Policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

Faculty

Public Policy Committee

Carrie N. Baker, J.D., Ph.D., Sylvia Dlugasch Bauman Professor of American Studies and Professor of the Study of Women and Gender
Brent M. Durbin, Ph.D., Associate Professor of Government, *Chair*
Deborah Haas-Wilson, Ph.D., Marilyn Carlson Nelson Chair in Economics
Leslie L. King, Ph.D., Professor of Sociology
Scott LaCombe, Ph.D., Assistant Professor of Government and Statistical & Data Sciences

Minor Advisers

Carrie Baker, Brent Durbin, Deborah Haas-Wilson, Leslie King, Scott LaCombe

Public Policy Minor

Requirements

Six courses

1. GOV 207, PPL 220 or a substitute core course approved by the minor adviser in consultation with the Public Policy Committee
2. Two electives (see Courses tab (p. 415))
3. Two courses from other departmental offerings that have substantial policy content selected in consultation with the minor adviser
4. PPL 400 or an alternate course selected in consultation with the minor adviser

Courses

PPL 220 Public Policy Analysis (4 Credits)

Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. {S}

Fall, Spring, Alternate Years

PPL 250 Race and Public Policy in the United States (4 Credits)

Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education and affirmative action in employment. Recommended background: PPL 220 or a course in American government. {S}

Fall, Spring, Alternate Years

PPL 400 Special Studies (1-4 Credits)

By permission of the director. Variable credit.

Fall, Spring

Crosslisted Courses

AST 214 Astronomy & Public Policy (4 Credits)

This course explores the intersection of physical science, social science, psychology, politics and the environment. How do scientists, decision makers and the public communicate with each other, and how can scientists do better at it? What should the role of scientists be in advocacy and social movements? How does scientific information influence lifestyle and behavior choices among the public at large? The course focuses on three topics with close ties to astronomy: (1) global climate change, which involves basic atmospheric physics; (2) light pollution, which wastes billions of dollars per year and ruins our view of the starry sky without providing the safety it promises; and (3) controversial development of mountaintop observations such as the Thirty Meter Telescope on Mauna Kea, HI. Throughout the course students develop science communication skills using proven techniques borrowed from theater. Prerequisite: one college science course in any field and MTH 111 or the equivalent. {N}{S}

Fall, Spring, Alternate Years

ECO 224 Environmental Economics (4 Credits)

The economic causes of environmental degradation and the role that markets can play in both causing and solving pollution and resource allocation problems. Topics include resource allocation and sustainability, cost-benefit analysis, pollution standards, taxes, permits, public goods and common property resources. Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 234 Partisan Economic Issues (4 Credits)

An analysis of selected microeconomic and macroeconomic issues about which our two political parties disagree. Specific issues include health care; Social Security and other entitlement programs; taxes, government spending and budget deficits; immigration; and the role of government in the economy. Prerequisites: ECO 150, ECO 153 and ECO 220 or its equivalent. {S}

Fall, Spring, Alternate Years

ECO 324nr Seminar: Topics in the Economics of the Environment-Natural Resources (4 Credits)

How do we expect competitive markets to allocate natural resources? Will market systems result in excess pollution? Can market outcomes be improved in relation to the environment and natural resources? If so, what are the relative strengths and weaknesses of different approaches? This course examines these issues through discussion of the economic theories of externalities, common property and public goods, and their implications for the allocation of resources. The course explores these questions by analyzing specific policy issues and debates related to the environment and resource use including: climate change, pollution, biodiversity, energy, sustainability, land use and fishing rights. Through this exploration, the course touches upon a number of other theories and techniques including dynamic optimization and intertemporal choice, price vs. quantity regulation, nonmarket valuation, cost-benefit analysis and the use of incentive-based regulation. Prerequisites: ECO 220 and ECO 250. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ENV 323 Seminar: Climate and Energy Policy (4 Credits)

This course examines climate change and energy policy from several perspectives including scientific, economic, equity, political and practical considerations. We examine sources and trends of greenhouse gas emissions and climate impacts and then focus on a specific sector (e.g., electric power) to consider existing policies, market structures and the spectrum of approaches to reduce emissions. Students work in small groups on projects in an active policy area and prepare a briefing and memo. Prerequisite: ENV 101 or permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Annually

GOV 207 Politics of Public Policy (4 Credits)

A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. Designation: American. {S}

Fall, Spring, Alternate Years

GOV 244 Foreign Policy of the United States (4 Credits)

Just what is "United States foreign policy"? By what processes does the United States define its interests in the global arena? What instruments does the U.S. possess to further those interests? Finally, what specific foreign policy questions are generating debate today? Designation: American, International Relations. Prerequisite: GOV 241 or equivalent. {S}

Fall, Spring, Annually

IDP 208 Women's Medical Issues (4 Credits)

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N}

Spring

SOC 232 World Population (4 Credits)

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. The course examines current population trends and processes (fertility, mortality and migration) and considers the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 333 Seminar: Social Justice, the Environment and the Corporation (4 Credits)

Over the last century, the reach of corporations has gradually extended into all facets of life, yet most people rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

SWG 222 Gender, Law and Policy (4 Credits)

This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women and immigration. Students study constitutional and statutory law as well as public policy. Topics include sexual orientation and gender identity discrimination, pregnancy and caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. {H}{S}

Fall

SWG 271 Colloquium: Reproductive Justice (4 Credits)

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite SWG 150 or equivalent. Enrollment limited to 20. {S}

Spring

Religion

Department website (<https://www.smith.edu/academics/religion/>)
Religion is deeply implicated in human culture, shaping morality and ethics, law and literature, politics and society. It is fundamental to civilizations worldwide, both premodern and modern, and it is never far from the front page of any newspaper. Our faculty and students are therefore eager to work in an interdisciplinary way to engage with economics, government, philosophy, psychology, sociology and other fields in their religious contexts.

Students of any religious affiliation, or none, can benefit from a course of study in religion. It is not unusual, however, for a student's interest in religious studies to be motivated by existential questions about human existence and the meaning of life. We believe there is no better way for a person to work out her own answers than by studying the distillations of insight found in the world's religious traditions.

Faculty

Jamie Hubbard, Ph.D., Jill Ker Conway Chair in Religion and East Asian Studies, Yehan Numata Professor in Buddhist Studies
Joel S. Kaminsky, Ph.D., Morningstar Professor of Jewish Studies, Professor of Religion, *Chair, Fall 2023*
Suleiman Ali Mourad, Ph.D., Myra M. Sampson Professor of Religion
Andy Rotman, Ph.D., Sydenham Clark Parsons Professor of Religion, *Chair, Spring 2024*
Vera Shevzov, Ph.D., Professor
Carol Zaleski, Ph.D., Professor of World Religions

Lecturers and Visiting Faculty, 2023-24

William Edelglass, Ph.D., Lecturer
David J. Howlett, Ph.D., Lecturer

Major and Minor Advisers

Jamie Hubbard, Joel Kaminsky, Suleiman Mourad, Andy Rotman, Vera Shevzov, Carol Zaleski

Honors Director

Vera Shevzov

Study Abroad Adviser

Suleiman Mourad
The religion department encourages study abroad.

Religion Major Requirements

Ten semester courses

- Five breadth courses in the department, one each from five of the following categories:
 - Philosophical, Theoretical, or Comparative
 - Biblical Literature
 - Jewish Traditions
 - Christian Traditions
 - Islamic Traditions
 - Buddhist Traditions
 - South Asian Traditions

- Religion in the Americas
- The department's broad-based introductory courses (e.g., REL 105, REL 107, REL 108/ PHI 108)

- REL 200
- One seminar in the religion department
- Three focus courses in the department. In consultation with the major adviser, students will develop a focus by choosing three related courses defined by religious tradition, geographical area, discipline or theme.

Additional Guidelines

- Courses counting toward the major may not be taken S/U.
- Students may count one course outside the religion department, including a language course, as long as it is relevant to their religion major in terms of content or method.
- Students are also encouraged to take religion courses throughout the Five Colleges and to study abroad. With the approval of the department, such courses may count toward the major.
- The religion department encourages study of foreign languages. For further information, students should consult with their adviser or the appropriate department member.
- With the approval of the department, relevant courses taken abroad may count toward the major.

Honors

The religion department encourages majors to apply to the departmental honors program and pursue a significant research project of their own design. Students in the honors program develop, research, write and defend a thesis in close consultation with a faculty mentor. For further details please contact the director of honors.

Religion Minor Requirements

Five semester courses

- Three breadth courses. One course from three of the following categories:
 - Philosophical, Theoretical, or Comparative
 - Biblical Literature
 - Jewish Traditions
 - Christian Traditions
 - Islamic Traditions
 - Buddhist Traditions
 - South Asian Traditions
 - Religion in the Americas
 - Broad-based introductory courses or major colloquium: REL 105, REL 107, REL 108/ PHI 108, REL 200
- One elective
- One seminar

Courses counting toward the minor may not be taken S/U.

Courses

REL 105 An Introduction to World Religions (4 Credits)

An introduction to the study of Hindu, Buddhist, Jewish, Christian and Islamic religious traditions. Readings come from primary religious sources, including the Bhagavad Gita, Shantideva's guide to Buddhist awakening, the Passover Haggadah, Christian gospel narratives, the Quran, and diverse works of poetry, philosophy and art. Group projects, films and stories and virtual visits to religious sites online provide ways to begin seeing what the world looks like through the eyes of religious adherents. Lectures and background readings provide historical context, and recurring themes such as sacrifice, community, liberation, devotion, worship and salvation are considered throughout the semester. {H}

Fall

REL 107 Spiritual But Not Religious (4 Credits)

The number of Americans who identify as spiritual, but who are not affiliated with any traditional religion, has doubled in the last twenty years. More than 20% of Americans now identify as "spiritual but not religious" (SBNR), and the number is growing. In this course, students will try to make sense of this phenomenon by studying what these Americans practice, such as mindful meditation, ethical eating and forms of political activism. What is their lived experience? What counts as spirituality? Students will engage with primary and secondary sources on American SBNRs and conduct original ethnographic research about spirituality at Smith. {S}

Fall, Spring, Variable

REL 108/ PHI 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

REL 109 Rest (4 Credits)

The ubiquitous message is to work harder and be more productive. In doing so, the promise is stability, good lives and good jobs. What if this is all wrong? What if "rest" is what humans are really missing? This course explores this question by reading sociologists, historians, psychologists, public health scholars, critical disability scholars, Jewish philosophers, Black Christian activists and Zen masters. This course considers how "rest," as conceived by these diverse people, encompasses visions for just economic systems and antiracist praxis, as well as the flourishing of ecosystems. Finally, students experiment with rest themselves. (E) {H}{S}

Fall, Spring, Variable

REL 110hl Colloquium: Topics in Thematic Studies in Religion- Jerusalem and the Holy Land (4 Credits)

This course will examine the religious and historical legacy of the city of Jerusalem and the Holy Land in Judaism, Christianity, and Islam. It will explore the ways Jerusalem and the Holy Land have been sanctified in scripture, art, architecture, literature, poetry, and film. It will also explore how rulers tapped into this sanctity and significance to promote their own legitimacy and agendas. In this respect, the course emphasizes Jerusalem and the Holy Land as a common, shared heritage to the three monotheistic traditions, yet how it has inspired religious and political conflict in the past and today. Enrollment limited to 20. {H}

Fall, Spring, Variable

REL 112 Introduction to the Bible I (4 Credits)

The Hebrew scriptures (Tanakh/Old Testament). A survey of the Hebrew Bible and its historical and cultural context. Critical reading and discussion of its narrative and legal components as well as an introduction to the prophetic corpus and selections from the wisdom literature. {H}{L}

Fall, Spring, Annually

REL 125/ JUD 125 The Jewish Tradition (4 Credits)

Offered as REL 125 and JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary and cultural perspectives, organized around different themes. {H}{L}

Fall, Spring, Annually

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism (4 Credits)

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values. {H}{L}{S}

Fall, Spring, Variable

REL 145 Introduction to the Islamic Traditions (4 Credits)

The Islamic religious tradition from its beginnings in seventh century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation.

Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. The course concludes with examples of modern Islamic thought (modernism, feminism and militancy). {H}

Fall, Spring, Annually

REL 164 Buddhist Meditation (4 Credits)

This course will explore classical and contemporary forms of Buddhist meditation theory and practice. It will examine both classical formulations and contemporary expositions with an eye to seeing how the theory and practice of Buddhist meditation are being adapted to fit the needs of people today. Enrollment limited to 25. {H}

Fall, Spring, Variable

REL 171 Introduction to Contemporary Hinduism (4 Credits)

This course is an introduction to the ideas and practices of contemporary Hinduism in India and the diaspora, with an emphasis on how Hindu identities are constructed and contested, and the roles they play in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry and images, religious comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H}{L}

Fall, Spring, Variable

REL 200 Colloquium: What is Religion? (4 Credits)

What is religion really? Is it an explanation of the world, a vehicle for reaching divinity, or a system for social connection? Is it a by-product of human evolution, a reflection of economic practices, or a category created by colonialism? Is it somehow all of the above? And how does "religion" and its intersections with race, class, gender, and politics inform our place in the world? We explore these questions by reading classic and contemporary scholars, drawing from disciplines such as anthropology, philosophy, psychology, sociology, American studies, and gender studies, and investigating what religion means and does for Smith students. Enrollment limited to 18. {H}{S}

Fall

REL 201 Colloquium-Ritual: Performance and Paradoxes (4 Credits)

A central feature of religious traditions and lived religious experience, ritual is often thought of as repetitive, unchanging, and prescriptive. Yet, enacted rituals are often open-ended and allow considerable room for creativity and innovation. Through embodied action and symbolic drama, rituals serve complex functions of making meaning, deepening spirituality, performing cultural identity, and advocating for social change. In this course, students will study various theories of ritual and examine ritual practices (religious and secular) in diverse traditions and societies. For their final project, students will themselves participate in the process of ritualizing—that is, crafting new rituals. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

REL 204 Colloquium: Blasphemy! (4 Credits)

Commonly associated with pre-modern societies, the term "blasphemy" has taken on new life in today's technologically-connected world. This course examines the notion of blasphemy—its meanings, the invisible boundaries it presupposes both in some of the world's major religious traditions and in secular contexts, and the different ways of seeing it often signifies. Based on case studies, it explores contemporary public uses of the term, the competing understandings of the "sacred" it often assumes, and the cultural and political challenges the term presents in a globalized society. The course considers the implications of the public charge of blasphemy in light of issues such as: the religious and the secular; humor and satire; commodification and consumerism; "insiders," "outsiders, and cultural appropriation; art, film and the sacred; museum conservation and display; and free speech and human rights. Enrollment limited to 20. {H}{L}

Fall, Spring, Variable

REL 205 Philosophy of Religion (4 Credits)

This course introduces the history of philosophy of religion and enters into its major debates: Is there a God? Can religious belief be squared with the existence of suffering and evil? What is the relationship between faith and reason, between faith and doubt? Can religious or mystical experience be trusted? Is there reason to hope for life after death? Lectures, discussion, short papers and group projects focus on classic and contemporary responses to these questions, with readings drawn from Plato, Buddhist philosophical texts, Avicenna, al-Ghazali, Anselm, Maimonides, Aquinas, Hume, Kant, Kierkegaard, William James, Linda Zagzebski and others. {H}

Fall, Spring, Variable

REL 206 Heaven, Hell and Other Worlds: The Afterlife in World Religions (4 Credits)

How do the world's religions picture the journey beyond death? This course examines conceptions of heaven, hell and purgatory; immortality, rebirth and resurrection; the judgement of the dead and the life of the world to come. Readings include classic and sacred texts such as The Epic of Gilgamesh, Plato's *Phaedo*, the *Katha Upanishad*, The Tibetan Book of the Dead, Dante's *Divine Comedy* and Newman's *Dream of Gerontius*, and a variety of philosophical and theological reflections on the meaning of death and the hope for eternal life. Enrollment limited to 35. {H}{L}

Fall, Spring, Variable

REL 208 The Inklings: Religion and Imagination in the Works of C.S. Lewis, J.R.R. Tolkien and Their Circle (4 Credits)

The Inklings were a group of Oxford intellectuals who met in the Magdalen College rooms of the literary historian, apologist and fantasist C.S. Lewis to read aloud and discuss their works in progress. This course examines the Inklings' shared concerns, among them mythology, philology, recovery of the Christian intellectual tradition and resistance to "the machine." Readings include essays and letters by Tolkien, Lewis, Charles Williams, Owen Barfield and quasi-Inkling Dorothy Sayers, as well as selections from their major works of fiction, theology and criticism. Enrollment limited to 35. {H}{L}

Fall, Spring, Variable

REL 209 Why Believe? Investigating Faith and Doubt (4 Credits)

What is it like to be a believer? What sort of evidence is needed for religious belief to be justified? Can doubt coexist with faith? This course investigates connections between religious belief and acts of knowing, trusting, searching and doubting. The class examines personal testimonies along with philosophical and literary reflections on belief and doubt. Readings from Blaise Pascal, William James, Ludwig Wittgenstein, Ramanuja, the *Nyaya-sutra*, Ibn Sina, al-Ghazali, Thomas Aquinas, as well as contemporary philosophers of religion, sacred writings from several religious traditions, and the letters of Mother Teresa on her long "dark night." Occasional films. {H}{L}

Fall, Spring, Variable

REL 211 What Is the Good Life? Wisdom from the Bible (4 Credits)

Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (Job, selected Psalms, Proverbs, Ecclesiastes, Sirach, Wisdom of Solomon, etc.) as well as some of the shorter narrative and poetic texts in the Writings such as Ruth, Esther and Song of Songs. {L}

Fall, Spring, Variable

REL 213 Social Justice in the Hebrew Bible (4 Credits)

An exploration of biblical prophecy with a focus on how the prophets called for social and religious reform in language that continues to resonate today. {H}{L}

Fall, Spring, Variable

REL 214/ JUD 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

REL 215 Introduction to the Bible II (4 Credits)

The literature of the New Testament in its broader historical, religious and cultural context. This course will emphasize literary genre, social-historical factors such as cultural identity in the Jewish Diaspora, and continuity with other religious traditions of the Greco-Roman Jewish world. Enrollment limited to 35. {H}{L}

Fall, Spring, Variable

REL 221 Philosophers and Mystics (4 Credits)

The rise of Jewish philosophy and mysticism (Kabbalah) in the Islamic world and in medieval Spain, and the development of these theological and intellectual trends as decisive influences upon all subsequent forms of Judaism. Analysis of Jewish philosophy and mysticism as complementary yet often competing spiritual paths. How did Jewish philosophers and mystics consider the roles of reason, emotion and symbols in religious faith and practice? What interrelations did they see between the natural and divine realms, and between religious, philosophical and scientific explanations? Expressions of philosophy and mysticism in religious texts, individual piety, popular practice and communal politics. Readings drawn from the works of the great philosopher Maimonides, the mystical classic the Zohar and other thinkers, as well as personal documents of religious experience and thought. All readings in English. {H}

Fall, Spring, Alternate Years

REL 230 Jesus (4 Credits)

Who do you say that I am"? Reportedly posed by Jesus to his disciples, this question remained no less relevant to future generations of his followers as well as their detractors, and continues to challenge views of Christianity's Christ to this day. This course examines some of the most prominent texts, images and films that have informed understandings of Jesus over the past two millennia and have contributed to making Jesus one of the most well-known yet controversial figures in history. Open to first-year students. Enrollment limited to 25. {H}{L}

Fall, Spring, Alternate Years

REL 235 Catholic Philosophical Tradition (4 Credits)

Faith and reason, worship and the intellectual life, the meaning of redemption and the nature of Catholicism according to major thinkers in the Catholic tradition. Readings from Augustine, Anselm, Aquinas, Pascal, John Henry Newman, G.K. Chesterton, Simone Weil, Hans Urs von Balthasar, Karol Wojtyla (Pope John Paul II), Elizabeth Anscombe, Alasdair MacIntyre and others. {H}

Fall, Spring, Variable

REL 238 Mary: Images and Cults (4 Credits)

Whether revered as the Mother of God or remembered as a single Jewish mother of an activist, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped global Christianities? What does her perceived image in any given age tell us about personal and collective identities? Topics include Mary's "life"; rise of the Marian cult; Marian apparitions (e.g., Guadalupe and Lourdes) and miracle-working images, especially in Byzantium and Russia; liberation and feminism; politics, activism, mysticism and prayer. Devotional, polemical and literary texts, art and film. Enrollment limited to 35. {H}

Fall, Spring, Alternate Years

REL 240 Religious Thought and Spirituality in Revolutionary Russia (4 Credits)

The 19th and early 20th centuries marked one of the most brilliant yet destructive periods in Russia's history. This course explores the spiritual and religious-philosophical ideas that fueled a renaissance in the arts as well as a political revolution, both of which had enormous impact worldwide. Based on works of art and literature, religious-philosophical and political writings, and film, it introduces students to some of the best-known radical thinkers and cultural innovators in Russia's late imperial and Soviet past, and in its post-Soviet present. Topics include: religious faith, materialism and science; the meaning of history; "new religious consciousness"; theosophy and the occult; art, beauty and the Absolute; human creativity and god-building; divine wisdom and "all-unity"; the body, sex and spirituality. (E) {H}{L}

Fall, Spring, Variable

REL 242/ RES 242 The Politics and Culture of Russian Sacred Art (4 Credits)

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art—the icon—has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visibility and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {A}{H}

Fall, Spring, Variable

REL 246 Muslims, Modernity and Islam (4 Credits)

Major themes addressed by Muslim thinkers since the 19th century, such as Islamic reform and revival, the encounters with colonialism and imperialism, nationalism and other modern ideologies; and Islamic discussions of modernity, liberalism, democracy, feminism, sexuality, and militancy. Reading of primary sources in translation. {H}

Fall, Spring, Annually

REL 247 The Qur'an (4 Credits)

The Qur'an, according to the majority of Muslims, is God's word revealed to Muhammad through the angel Gabriel over a period of 22 years (610-632 C.E.). This course introduces students to Islam's scriptural text: its content, form, structure and history. It also situates the Qur'an in the larger frame of the genre of Scripture: What does it mean for a text to be revealed? Study of the Qur'an as a seventh-century product, as well as the history of reception of this text. Analysis of its varying impact on the formulation of Islamic salvation history, law and legal theory, theology, ritual, intellectual trends, and art and popular culture. {H}{L}

Fall, Spring, Annually

REL 248jh Topics in Modern Islam-Jihad (4 Credits)

The persistence of the ideology of jihad in modern Islam drives revivalists and apologists to disagree over the meaning of "jihad" and whether it should be understood to necessitate violence or as an interpersonal spiritual struggle. This course examines the most important modern debates about Jihad and how each position engages and appeals to the foundational Islamic sources (e.g. Qur'an, Muhammad, Sharia/Islamic Law) and Islamic history for legitimacy. It also explores the factors that make the rhetoric used by modern jihadists popular among certain Muslim constituencies, inspiring them to wage holy war against "infidels" as well as fellow Muslims. Course may be repeated for credit with a different topic. Enrollment limited to 35. {H}

Fall, Spring, Variable

REL 249/ MUS 249 Colloquium: Islamic Popular Music (4 Credits)

Offered as MUS 249 and REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. Enrollment limited to 35. {A}{H}

Fall, Spring, Variable

REL 261/ BUS 261 Buddhism, Race and Justice (4 Credits)

Offered as REL 261 and BUS 261. What can Buddhist texts and practices teach about analyzing and responding to contemporary forms of injustice, such as oppression based on race, caste, class, gender and sexuality? And how might responding to these forms of injustice lead to a reformulation of Buddhism? Drawing on classical and contemporary texts, this course addresses Buddhist contributions to the analysis of injustice and the practice of making social change. Working collaboratively, students explore the ethics of attention; the body, identity and identity politics; the place of anger in response to injustice; the phenomenology of marginalization and liberation; and the practice of violence and non-violence. (E) {L}{S}

Fall, Spring, Variable

REL 270 Zen Buddhism and Japanese Culture (4 Credits)

The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.) {H}

Fall, Spring, Variable

REL 275 Religions of Ancient India (4 Credits)

This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. {H}

Fall, Spring, Alternate Years

REL 280 South Asian Visual Culture (4 Credits)

How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, art, advertising and film? This course considers the visual world of South Asia, focusing on the religious dimensions of visibility. Discussions include the divine gaze in Hindu and Buddhist contexts, the role of god-posters in religious ritual and political struggle, the printed image as contested site for visualizing the nation and the social significance of clothing and commercial films in colonial and contemporary India. Students also work closely with holdings from the Smith College Art Museum.

Fall, Spring, Variable

REL 284 Tantra and Yoga in India (4 Credits)

Tantra and yoga teach techniques to attain magical powers, achieve liberation, and transform the world. These traditions have influenced nearly every aspect of Indian religious life over the last two millennia, and yet they have often been shrouded in secrecy because of their potency. This course explores these complex traditions by considering source materials in translation as well as contemporary theoretical literature on practice, ritual, transgression, and historiography. {H}

Fall, Spring, Variable

REL 288 Colloquium: Mormonisms (4 Credits)

Mormonism has gone from a religion of a few families to a global family of small sects and large denominations. This course explores the diversity of contemporary and historical Mormonisms. Discussions include the creation of new scriptures; conflict between church and state; the dynamics of religious schism; temple spaces and the politics of secrecy; constructions of race, gender, and sexuality; missions and evangelism; modern pilgrimage; and the globalization of modern Mormonisms. In addition, students conduct oral histories with women from around the world who have been ordained within a progressive Mormon church. Enrollment limited to 18. (E)

Fall, Spring, Variable

REL 291 Colloquium: Ordaining Women in America (4 Credits)

In the 1970s, many Christian, Jewish and Buddhist communities in America began ordaining women as ministers, rabbis, priests and teachers. This change in policy provided women long-denied vocational paths, necessitated new theological self-understandings and ritual forms, and served as a proxy for larger culture war divisions in America. While focused on the last fifty years, this course provides a wider historical narrative for these developments, from the bold revivalism of colonial-era women preachers to anti-racist activism by contemporary Zen senseis. As part of a class project, students will conduct interviews with ordained women and construct podcast episodes from these interviews. Not open to students who have taken FYS 114. Enrollment limited to 18. (E) {H}{S}

Fall, Spring, Variable

REL 301wb Seminar: Topics in the Philosophy of Religion-Why Believe? Investigating Faith and Doubt (4 Credits)

What is it like to be a believer? What sort of evidence is needed for religious belief to be justified? Can doubt coexist with faith? This seminar investigates connections between religious belief and acts of knowing, trusting, searching, and doubting. We examine personal testimonies along with intellectual and literary expressions of belief and doubt. Readings from such authors as Nagarjuna, Ibn Sina, Aquinas, Pascal, David Hume, William James, Ludwig Wittgenstein, as well as contemporary philosophers of religion; Buddhist, Hindu, and biblical texts; al-Ghazali's *Deliverance from Error*; and letters of Mother Teresa on her long "dark night." Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

REL 304/ PSY 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being (4 Credits)

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Variable

REL 305ec Seminar: Advanced Topics in Religion-Eastern Christian Worlds: Prayer and Politics (4 Credits)

From Putin's Russia to Assad's Syria, Eastern Christianity has seen increasing media attention over the past two decades. But what is Christianity like outside "the West?" This course explores: the beliefs, spirituality and practices that link these "other" Christians—who have historically lived in such diverse regions as Armenia, Bulgaria, Egypt, Ethiopia, Greece, Romania, Russia, Syria and Ukraine; the historical memories and political power struggles that have divided them; the geopolitical implications of Eastern Orthodoxy's unexpected comeback in post-Soviet Russia; and the complex relationship between Eastern Christianity and its western Roman Catholic and Protestant counterparts. The course considers mystical, philosophical, theological and political sources, both ancient and contemporary, as well as art, literature and film. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}{L}

Fall, Spring, Variable

REL 305mc Seminar: Advanced Topics in Religion-The Muslim World and the Crusades: Then and Now (4 Credits)

This course explores the historical, religious, political, social and cultural impacts of the Crusades on the Muslim World from the late eleventh century until today. Special attention is given to the variety of Muslim reactions to and encounters with the Franks, including hostile and friendly relations. The course also considers the effect of the Crusades on the course of Islamic history and religious thought and its enduring legacy by examining texts, films, novels, poetry, etc. The broader objective is to understand how and why specific historical narratives generate powerful religious discourses that shape the current political, social and cultural realities. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

REL 305pl Seminar: Advanced Topics in Religion-Pilgrimage (4 Credits)

This seminar surveys modern pilgrimage practices in traditional religions, new religious movements, and religion-like assemblages, such as fan scenes. In studies ranging from an ethnography of Jim Morrison's Paris grave to a history of Birthright trips to Israel, we will examine the diverse ways that humans engage travel, shrines, and constructions of the sacred. In doing so, we will also analyze how pilgrimage intersects with issues of national identity, racialized hierarchies, gender and sexuality, religious orthodoxy and heterodoxy, migration, memory, and nostalgia. Finally, we will reflect on the limits and generative possibilities offered by pilgrimage as an academic category. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {H}{S}

Fall, Spring, Variable

REL 305vn Seminar: Advanced Topics in Religion-Violence, Non-violence and Revolution (4 Credits)

How do religious traditions justify acts of violence? And when and why do they embrace nonviolence? And what happens when these choices lead to revolution? This course considers the logic and practice of violence and non-violence in a variety of religious traditions around the world, as well as the ethical, social, and political consequences of these phenomena. Topics include suicide bombing and self-immolating, Gandhi's ahimsa and Martin Luther King's agape, spiritual ecology and ecoterrorism, and much more. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Variable

REL 310is Seminar: Hebrew Bible-Why Do the Innocent Suffer? (4 Credits)

Many biblical texts question whether God consistently rewards the righteous and punishes the wicked. Prominent examples include Job, Ecclesiastes and certain Psalms, but similar ideas occur in the Torah and the Prophets. While focusing most deeply on Job, this course introduces students to an array of biblical and ancient Near Eastern texts, as well as some post-biblical and even modern literature, to illuminate the Hebrew Bible's discourse surrounding this issue. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

REL 345sl Seminar: Topics in Islamic Thought-Muslims and Shari'a law (4 Credits)

This seminar explores the complexity and history of Shari'a Law in Islam. It examines the formation of a variety of schools of Shari'a from very early Islamic history until today and the way Muslim jurists have maintained the relevance of Shari'a to their respective societies and times. It covers the theory and application, purpose, sources (e.g., Qur'an, Muhammad, customs), hermeneutical tools (e.g., reason, public good, doubt) and the Shari'a laws themselves. The course also discusses the interaction of Shari'a with other legal systems, especially in the context of today where Shari'a is restricted to a small realm (primarily family and personal law). Enrollment limited to 12. Juniors and seniors only. Instructor permission only. {H}

Fall, Spring, Variable

REL 400 Special Studies (2-4 Credits)

By permission of the department, normally for senior majors who have had four semester courses above the introductory level.

Fall, Spring

REL 430D Honors Project (4 Credits)

Fall, Spring, Annually

Crosslisted Courses

ANT 274 The Anthropology of Religion (4 Credits)

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S}
Fall, Spring, Annually

ARH 290mc Colloquium: Topics in Art Historical Studies-Meditations in Caves (4 Credits)

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

BUS 120 The Study of Buddhism (1 Credit)

This course introduces students to the academic study of Buddhism through readings, lectures by Smith faculty and guests and trips to local Buddhist centers. Students critically examine the history of Buddhist studies within the context of numerous disciplines, including anthropology, art, cultural studies, gender studies, government, literature, philosophy and religion, with a focus on regional, sectarian and historical differences. Materials to be considered include poetry, painting, philosophy, political tracts and more. This course meets during the first half of the semester only. S/U only. {H}
Fall

BUS 261/ REL 261 Buddhism, Race and Justice (4 Credits)

Offered as REL 261 and BUS 261. What can Buddhist texts and practices teach about analyzing and responding to contemporary forms of injustice, such as oppression based on race, caste, class, gender and sexuality? And how might responding to these forms of injustice lead to a reformulation of Buddhism? Drawing on classical and contemporary texts, this course addresses Buddhist contributions to the analysis of injustice and the practice of making social change. Working collaboratively, students explore the ethics of attention; the body, identity and identity politics; the place of anger in response to injustice; the phenomenology of marginalization and liberation; and the practice of violence and non-violence. (E) {L}{S}
Fall, Spring, Variable

FYS 114 Ordaining Women in America (4 Credits)

In the 1970s, many Christian, Jewish and Buddhist communities in America began ordaining women as ministers, rabbis, priests and teachers. This change in policy provided women long-denied vocational paths, necessitated new theological self-understandings and ritual forms, and served as a proxy for larger culture war divisions in America. While focused on the last fifty years, this course provides a wider historical narrative for these developments, from the bold revivalism of colonial-era women preachers to anti-racist activism by contemporary Zen senseis. As part of a class project, students will conduct interviews with ordained women and construct podcast episodes from these interviews. Limited to 16 first-years. (E) WI {H}{S}
Fall, Spring, Variable

FYS 117 The Bible and the American Public Square (4 Credits)

This course examines what the Bible (and to some extent the broader Jewish and Christian traditions) have to say about controversial issues that have divided Americans in the past (e.g., slavery) and present (e.g., abortion). The aim is to give students the skills to assess critically various arguments that invoke the Bible or religious tradition and authority, wherever they come from on the political spectrum. Students are introduced to the Bible and biblical scholarship, as well as learn about different understandings of biblical authority and views of applying the Bible to contemporary political and ethical debates. This course counts toward the Jewish studies and religion majors. Enrollment limited to 16 first-years. WI {H}{L}
Fall, Spring, Variable

FYS 153 The Muslim World in the Age of the Crusades: Encounters, Influences and Lasting Legacies (4 Credits)

This course explores the religious, political, social and cultural impacts of the Crusades on the Muslim World from 1095 CE until today. Special attention is given to the variety of Muslim reactions to the Crusades, including cross-cultural interactions and influences. It also considers the Crusades' enduring legacy and effect on Islamic history and religious thought. Materials used include religious and historical texts, travelogues and biographies, films, novels, etc. The course concludes with an examination of how the exploitation of history by hate groups (such as White Supremacy and Islamic Jihadism) continues to shape political and social realities today. Enrollment limited to 16 first-years. WI {H}
Fall, Variable

JUD 125/ REL 125 The Jewish Tradition (4 Credits)

Offered as REL 125 and JUD 125. Who are the Jews? What is Judaism? How have Jews understood core ideas and texts, and put their values into practice, from biblical times until today? An interdisciplinary introduction to the dramatic story of Jewish civilization and its conversation with different cultures from religious, historical, political, philosophical, literary and cultural perspectives, organized around different themes. {H}{L}
Fall, Spring, Annually

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}
Fall, Spring, Variable

JUD 217 Motherhood in Early Judaism (4 Credits)

How did early Jewish communities imagine mothers, and what does this reveal about communal ideas of gender, family and identity in early Judaism? This course considers various manifestations of mothers in early Judaism through exploration of such literary sources as the Bible, rabbinic literature and the pseudepigrapha, as well as artifacts from material culture such as Aramaic incantation bowls, synagogue wall paintings and other archeological evidence. No prior knowledge of Judaism is expected (E). {A}{L}

Spring, Alternate Years

JUD 219 Midrash: The World of Rabbinic Interpretation (4 Credits)

This course explores the world of midrash, a genre of rabbinic biblical interpretation. In this course, students define the word midrash, speculate about the origins of midrash and learn about various midrashic genres and techniques. Students see how the creation of midrash allowed the rabbis to explore vital moral, theological and literary concerns in daring and imaginative ways. Ultimately, the study shows how the rabbis transformed their Bible, the TaNaKh, into a living document that had continued relevance in their own times and which continues to be relevant today. (E) {H}{L}

Spring, Alternate Years

JUD 227 Women and Gender in Jewish History (4 Credits)

Previously REL 227. An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Students' final projects involve archival work in the Sophia Smith Collection of Women's History. {H}{S}

Fall, Spring, Variable

JUD 238 Sacred Space in Jewish Antiquity (4 Credits)

This course examines archaeological and textual evidence to explore how diverse Jewish groups in antiquity constructed sacred spaces, and ultimately Jewish identity, through art, architecture, and ritual. (E) {A}{H}

Fall, Variable

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945 (4 Credits)

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H}

Fall, Spring, Variable

MUS 249/ REL 249 Colloquium: Islamic Popular Music (4 Credits)

Offered as MUS 249 and REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. Enrollment limited to 35. {A}{H}

Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

PSY 304/ REL 304 Seminar: Happiness: Buddhist and Psychological Understandings of Personal Well-Being (4 Credits)

Same as PSY 304. What is happiness? What is personal well-being? How are they achieved? This course examines the core ideas of the Buddhist science of mind and how they are being studied and employed by psychologists, neuroscientists, cognitive scientists and psychotherapists. The focus of the course is the notion of "happiness," its cross-cultural and cross-disciplinary definition as well as the techniques advocated for its achievement by both the Buddhist and the psychologist. Prerequisite: PSY 100, REL 105, one course in Buddhist traditions or permission of instructor. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {N}{S}

Fall, Spring, Variable

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism (4 Credits)

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values. {H}{L}{S}

Fall, Spring, Variable

REL 242/ RES 242 The Politics and Culture of Russian Sacred Art (4 Credits)

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art—the icon—has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visuality and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {A}{H}

Fall, Spring, Variable

Goals for Majors in Religion

To make sense of the complexity of religion one needs to consider a wide range of sources and to do so in a wide variety of ways. Scholars of religion are best served by being both multi-disciplinary and multi-methodological, drawing on paradigms from a host of academic disciplines—from the humanities, social sciences, and natural sciences—and wisely choosing and using the right method for each source examined.

To this end, we want our students to learn something of the history of the academic study of religion as well as its many theories and methods, and also to be able to put this knowledge to use in their own research. This is our aim in *What is Religion?* (REL 200), which is a requirement for all our majors. We also encourage our majors to count one class toward their major that is taken outside of the Department of Religion yet is relevant to their course of study. This allows students to integrate insights from another department, and thus develop sophisticated methodologies tailored to their interests.

Students in our department should develop an understanding of religion that has both breadth and depth. They should learn the fundamentals and nuances of multiple religious traditions as a way to grasp the range of religious ideas and practices, and they should also develop a deep understanding of one religion, or one religious concept or ritual, as a way to grasp the particularities that religion can engender and the logic of these forms. Hence, we stipulate a breadth requirement, which obliges students to take courses across religious traditions, and a depth requirement, which has students develop a concentration. These requirements offer students complementary ways of understanding religion in its richness and diversity.

One way to access the depth of a religious tradition is through a departmental seminar, which is a requirement for all majors. Seminars offer students the opportunity to learn intensively. Students read primary and secondary sources, develop arguments about these materials in class discussion and in writing, and then conduct independent research as a way to explore a particular facet of religion in detail. Students who want to do additional specialized research can work with our faculty to develop either a special studies project or an honors thesis.

Another way to access the depth of a religious tradition is to read texts of that tradition in their original language, whether classical or modern, canonical or vernacular. To encourage this, we credit students who complete an advanced language class in which they read religious texts. Language study of this kind is especially beneficial for students who want to continue their studies at the graduate level. In fact, many of our

students have gone on to get advanced degrees and have illustrious careers in religious studies or the ministry, as well as in a plethora of other fields.

We have designed the our curriculum to instill a range of skills in our students. We help them cultivate a methodologically sophisticated understanding of religion that is both broad and deep. To this end, our courses help students to understand religion's role in history and current events; to consider religion's claims to authority critically yet sensitively; to reflect on religion's relationship to ethics and moral systems; to recognize religious diversity and develop a culturally sensitive and global orientation; and much more. In addition, our courses inculcate skills that are of fundamental importance to a liberal arts education: critical reading, cogent writing, and how to craft arguments, pursue independent research, engage in public speaking and dialogue, and synthesize the resources of multiple disciplines to pose and answer questions about complex phenomena.

Russian, East European and Eurasian Studies

Department website (<https://www.smith.edu/academics/reees/>)

The Program in Russian, East European and Eurasian Studies offers students the opportunity to study the cultures and peoples of Russia, Eastern Europe and Eurasia from a broad, interdisciplinary perspective. In addition to completing the foundation courses in language, students take courses that are offered by faculty who teach in a wide variety of departments and programs that include but are not limited to comparative literature, history, government, Jewish studies and religion.

Faculty

Thomas Lee Roberts, Ph.D., Assistant Professor
Ilona Sotnikova, M.A., Lecturer

Russian, East European and Eurasian Studies Committee

Justin Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature

Sergey Glebov, Ph.D., Five College Professor of History
Thomas Lee Roberts, Ph.D., Assistant Professor of Russian
Ilona Sotnikova, M.A., Lecturer in Russian
Vera Shevzov, Ph.D., Professor of Religion, *Chair*

Major and Minor Advisers

Justin Cammy, Serguei Glebov, Thomas Roberts, Vera Shevzov

Honors Director

Serguei Glebov

Study Abroad

Thomas Roberts, Adviser

Students are encouraged to study abroad in an academic semester or year. Usually one year of language study is required prior to study abroad. Students normally pursue study abroad during their junior year. In some circumstances, students may choose to study abroad during the summer. Students who wish to count courses taken while abroad must petition the Russian, East European and Eurasian Studies Advisory Committee.

Russian, East European and Eurasian Studies Major

The major in Russian, East European and Eurasian Studies allows students to focus on any aspect of the region's histories, literatures, cultures, religions or politics, and to develop their own focus within the major in consultation with their advisor. In developing their focus, students are encouraged to pursue an interdisciplinary approach, combining coursework in language, government, history, literature and religion. Students may choose from courses offered both at Smith and through the Five College Consortium; students are also encouraged to study abroad during a summer, semester, or year-long program.

The RES program is committed to accommodating students who coordinate their studies in RES with a second major.

Area Studies Track

Students who choose the Area Studies Track will gain a working understanding of the history and culture of Russia, Eastern Europe and Central Asia, and the geopolitical significance of this region in today's

global world. Students will acquire proficiency in Russian or another language relevant to the region. By pursuing coursework in a broad array of disciplines, students will gain an appreciation for the different methodological approaches scholars use in their study of this highly diverse and dynamic region of the world.

Requirements

Eleven courses

1. Language requirement, equivalent to four semesters, usually fulfilled with the Russian sequence below, but students are welcome to pursue the study of another language that is relevant to the region (16 credits):
 - a. RES 100Y (year-long course)
 - b. RES 221 and RES 222
2. Six focus courses that span a broad range of disciplines including anthropology and sociology, art and film, government, political science and international relations, history, literature and religion, at least one of which is a course taught in Russian or another relevant language, equivalent to RES 331 (24 credits).
3. One 300-level seminar, a research-based special studies or a senior honors thesis (a year-long project that counts as two courses).

Language and Literature Track

The Language and Literature Track provides the opportunity for students to focus closely on the language, literature and cinema of Russia, Eastern Europe and Eurasia. Students are expected to achieve advanced proficiency in Russian or another relevant language and to engage closely with works of literature and film in the original language of study. While focusing on the language, literature and cinema of one or more cultures in the region, students in this track are also encouraged to explore correlated disciplines represented in the RES curriculum.

Requirements

Eleven courses

1. Language requirement, equivalent to six semesters, usually fulfilled with the Russian sequence below, but students are welcome to pursue the study of another language that is relevant to the region (24 credits):
 - a. RES 100Y (year-long course)
 - b. RES 221 and RES 222
 - c. RES 331 and RES 332
2. Four courses in literature or film
 - Up to one course may be at the 100-level.
 - One course in 19th-century literature.
 - Up to one course may be from the list of courses crosslisted in RES.
 - One 300-level seminar, a research-based special studies, or a senior honors thesis (a year-long project that counts as two courses).

Additional Guidelines

- No course counting toward the major may be taken as an S/U grade.
- Students who place out of the language requirement in Russian or another language should consult with the major advisor or program director on how best to fulfill the language requirement.
- Students are highly encouraged to continue the study of Russian (or another language of the region), especially in a study abroad program, in order to achieve an advanced level of fluency.

- Courses taken while studying abroad or at an accredited institution during the summer may be counted toward major requirements.
- Students should consult with their advisors and the Smith registrar's office prior to taking courses outside of Smith College.
- Upon completion of transfer or study abroad courses, students must petition the RES Advisory Committee to count these courses toward major requirements. Students are advised to submit the syllabus and any relevant completed work for the course with their petitions.
- Some of the most prominent scholars in the field of RES teach in the Five College Consortium (Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts Amherst), and students are encouraged to take advantage of the rich RES offerings available on the other campuses. Please consult the Five College RES webpage for a given semester to see a current list of approved courses.

Honors

Students are encouraged to pursue a fall-semester or yearlong Honors project in order to engage in in-depth research on a project of their own choice. In order to be considered for the Honors Program, students must have a 3.4 cumulative GPA through the junior year, have discussed their thesis with a RES adviser of their choice and have their project approved by the RES Advisory Committee.

Russian, East European and Eurasian Studies Minor

Requirements

Six courses (24 credits)

1. Language requirement, equivalent to two semesters, usually RES 100Y, but students are welcome to pursue the study of another language that is relevant to the region (8 credits)
2. Breadth requirement: One course in three of the following fields. No more than one of these courses may be taken at the 100 level. At least two courses should be taken at Smith:
 - a. government, politics or another field in the social sciences
 - b. history
 - c. literature, art, film and media studies or music
 - d. religion
3. Depth requirement: One advanced course involving a significant research project, which may be fulfilled by:
 - a. One 300-level seminar
 - b. One research-based special studies
 - c. One 200-level RES course in which the student pursues an advanced research project relevant to the field of Russian, East European and Eurasian studies in consultation with the faculty member teaching the course and with approval by the program

Courses counting toward the minor may not be taken S/U.

Courses

RES 100Y Elementary Russian (5 Credits)

The four-skills (listening, speaking, reading and writing) introduction to the Russian language with the focus on communicative skills development. Major structural topics include pronunciation and intonation, all six cases, all tenses and verbal aspect. By the end of the course, students are able to sustain conversation on basic topics, write short compositions, read short authentic texts, as well as develop an understanding of Russian culture through watching, discussing and writing on movies, short stories, folk tales and poems. This is a full-year course. Yearlong courses cannot be divided at midyear with credit for the first semester.

Fall, Spring, Annually

RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks (4 Credits)

Populated with many unique and eccentric characters—from revolutionary socialists to runaway human noses—nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. {L}

Fall, Spring, Annually

RES 127 Manuscripts Don't Burn: Literature and Dissent Under Stalin (4 Credits)

Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required.

Fall, Spring, Alternate Years

RES 140/ REL 140 Putin's Russia: After Communism, After Atheism (4 Credits)

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values." {H}{L}{S}

Fall, Spring, Variable

RES 221 Intermediate Russian I (4 Credits)

The first half of a two-semester sequence. Students practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 100Y or equivalent. {F}

Fall

RES 222 Intermediate Russian II (4 Credits)

The second half of a two-semester sequence. Students continue to practice all four language modalities: reading, listening, writing and speaking. The course incorporates a variety of activities that are based on a range of topics, text types and different socio-cultural situations. Authentic texts (poems, short stories, TV programs, films, songs and articles) are used to create the context for reviewing and expanding on grammar, syntax and vocabulary. Prerequisite: RES 221 or equivalent. {F}

Spring

RES 242/ REL 242 The Politics and Culture of Russian Sacred Art (4 Credits)

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art—the icon—has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visibility and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {A}{H}

Fall, Spring, Variable

RES 264/ WLT 264 Dostoevsky (4 Credits)

Offered as RES 264 and WLT 264. Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we'll trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. {L}

Fall, Spring, Variable

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context (4 Credits)

Offered as RES 273 and WLT 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. Enrollment limited to 40. {A}{H}{L}

Fall, Spring, Variable

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe (4 Credits)

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites and life practices. The course investigates how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, students consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A}{H}{S}

Fall, Spring, Variable

RES 300lt Seminar: Advanced Topics in Russian, East European and Eurasian Studies- Lev Tolstoy and the Narrative Shape of History (4 Credits)

The fiction of Tolstoy is unrivaled in its psychological insight, lyrical beauty and epic scope, prompting Russian author Isaac Babel to claim that when he read Tolstoy, he felt as if the world was writing itself. This course examines works spanning Tolstoy's literary career, from his early writings to his late stories and essays, including War and Peace, his monumental account of the Napoleonic Wars. Analysis of Tolstoy's fiction focuses on the relationship between history and literary form, and the way Tolstoy's narrative technique, illuminated by Russian Formalist literary theory, enriched his representation of human agency and subjectivity. Priority given to RES majors. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {A}{H}{L}

Fall, Spring, Variable

RES 331 Advanced Russian (4 Credits)

This course aims at expansion of students' vocabulary and improvement of reading, writing and speaking skills. The course is intended for students who have completed at least four semesters of Russian or the equivalent. Heritage learners of Russian (those who speak the language) will also benefit from the course. With a strong emphasis on integrating vocabulary in context, this course aims to help students advance their lexicon and grammar, increase fluency and overcome speaking inhibitions. We will read and discuss a variety of texts in the original Russian including articles, short stories and poems. Prerequisite: RES 222 or equivalent. Instructor permission required. {F}

Fall

RES 332 Advanced Russian (4 Credits)

A continuation of RES 331. Prerequisite: RES 331 or equivalent. {F}

Spring

RES 400 Special Studies (1-4 Credits)

Fall, Spring

RES 430D Honors Thesis (4 Credits)

Honors Project. 4 credits if taken as a fall semester course, 8 if taken as a yearlong course.

Fall, Spring

Crosslisted Courses

ENG 203/ WLT 203 Western Classics in Translation II: Renaissance to Modern (4 Credits)

Offered as WLT 203 and ENG 203. Considers works of literature from different linguistic and cultural traditions that have had a significant influence over time. May include Shakespeare, Cervantes, Goethe, Balzac, Tolstoy, Ibsen and others. Enrollment limited to 20. WI {L}

Spring

FYS 154 The World of Anna Karenina (4 Credits)This course explores the social, cultural and political history of late imperial Russia through Leo Tolstoy's iconic novel *Anna Karenina*. Students will learn about the production of the novel but also focus on such themes as modernization and industrialization, gender and sexuality, social construction of family and marriage, empire and colonialism. They will also study the rise of realism in art and the ways in which the Russian educated classes used the new style as a form of social critique. Enrollment limited to 16 first-years. WI {H}

Fall, Spring, Variable

GOV 221 European Politics (4 Credits)

This course focuses on the development of European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration. Designation: Comparative. {S}

Fall, Spring, Alternate Years

GOV 223 The Politics of Russia and Post-Soviet Central Asia (4 Credits)

This course examines recurring issues facing the Russian state and its citizens focusing on the complex interplay between formal institutions and informal politics as well as patterns of cooperation and antagonism in relationships with other countries, in particular the former Soviet republics of Central Asia. Students will examine history to provide sufficient background information for the class, but will concentrate on the period between the end of the Soviet Union and the present day. Designation: Comparative. Enrollment limited to 40. {S}

Fall, Spring, Variable

GOV 242 International Political Economy (4 Credits)

This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, structuralist and Marxist perspectives. The course analyzes critical debates in the post-World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of "globalization." Designation: International Relations. Prerequisite: GOV 241 or equivalent. First-year students may enroll only if they have completed GOV 241. Enrollment limited to 40. {S}

Fall, Spring, Annually

GOV 256 Colloquium: Corruption and Global Governance (4 Credits)

What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This course explores the theoretical and practical dimensions of the problem of corruption and analyzes how states and international organizations have attempted to combat the problem. Designation: Comparative, International Relations. Enrollment limited to 20. {S}

Fall, Spring, Variable

HST 201 The Silk Road and Premodern Eurasia (4 Credits)

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H}

Spring

HST 239 Imperial Russia, 1650–1917 (4 Credits)

The emergence, expansion and maintenance of the Russian Empire to 1929. The dynamics of pan-imperial institutions and processes (imperial dynasty, peasantry, nobility, intelligentsia, revolutionary movement), as well as the development of the multitude of nations and ethnic groups conquered by or included into the empire. Focus on how the multinational Russian empire dealt with pressures of modernization (nationalist challenges in particular), internal instability and external threats. {H}

Fall, Spring, Variable

HST 240 Colloquium: Stalin and Stalinism (4 Credits)

Joseph Stalin created a particular type of society in the aftermath of the Russian Revolution. Stalinism became a phenomenon that influenced the development of the former Soviet Union and the Communist movement worldwide. This course covers the period on the eve of and during the Russian Revolution, Stalinist transformation of the USSR in the 1930s, WWII and the onset of the Cold War. We consider several questions about Stalinism: Was it a result of Communist ideology or a deviation? Did it enjoy any social support? To what extent was it a product of larger social forces and in what degree was it shaped by Stalin's own personality? Did it have total control over the people's lives? Why hasn't there been a de-Stalinization similar to de-Nazification? How is Stalinism remembered? Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 241 Soviet Union in the Cold War (4 Credits)

Focuses on the history of the Soviet Union during the "greater Cold War," that is, between World War II and the disintegration of the USSR. Touches on foreign policy developments, but the main focus is on the social, political and economic processes, and cultural developments inside the USSR itself. Explores Soviet history in the second half of the 20th century through historical works and a range of primary sources. Topics include the post-war reconstruction, rise of the military-industrial complex, education, popular culture and dissent. Enrollment limited to 40. {H}

Fall, Spring, Variable

HST 300 Public Writing about Nationalism - A Calderwood Seminar in Public Writing (4 Credits)

Because of its claims to define culture, economy, and politics in the modern age, nationalism has become the subject of a multidisciplinary field which offers advanced students in an array of majors a capstone opportunity to consolidate and express what they've learned. How does nationalism today continue to underwrite political projects across the world? We will take this question as a point of departure and explore how to translate complex scholarly conversations about nationalism into public discourse interventions. The work in class will focus on writing, work-shopping, and revising the assignments designed in different formats of public discourse. WI {H}

Fall, Spring, Variable

JUD 260 Colloquium: Yiddish Literature and Culture (4 Credits)

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L}

Fall, Spring, Alternate Years

JUD 284 Colloquium: The Lost World of East European Jewry, 1750-1945 (4 Credits)

The modern history of the largest Jewish community in the world, from life under the Russian tsars until its extermination in World War II. Topics include Jewish political autonomy under the Polish-Lithuanian Commonwealth; the shifting effects on Jews in Russian, Soviet and Polish society of Partition, tsarist legislation, Revolution, Sovietization and the emergence of the modern nation-state; the folkways and domestic culture of Ashkenaz; competition between new forms of ecstatic religious expression and Jewish Enlightenment thought; the rise of mass politics (Zionism, Socialism, Diaspora Nationalism, Yiddishism) and the role of language (Yiddish, Hebrew, Russian, Polish) in the creation of secular Jewish identity; and the tension between memory and nostalgia in the aftermath of the Holocaust. Concludes with an analysis of the recently opened Museum of the History of Polish Jews in Warsaw. Enrollment limited to 18. {H}

Fall, Spring, Variable

JUD 287 The Holocaust (4 Credits)

The history of the Final Solution, from the role of European antisemitism and the origins of Nazi ideology to the implementation of a systematic program to annihilate European Jewry. How did Hitler establish a genocidal regime? How did Jews physically, culturally and theologically respond to this persecution?. {H}

Fall, Spring, Alternate Years

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland (4 Credits)

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}

Spring, Variable

REL 140/ RES 140 Putin's Russia: After Communism, After Atheism (4 Credits)

Same as REL 140. Often portrayed as hostile to the West, Vladimir Putin and the Russia he rules remain little known. Going beyond the headlines, this course examines contemporary Russia, and historical events and figures that have shaped Putin-era Russia. We will trace the culture wars that have ensued in this post-communist and post-atheist state, across historical documents, art, film, literature, and journalism. Topics include state power and political opposition; the resurgence of religion, and tensions between religion and the secular in the public sphere; debates over the Soviet past, including revolution, war and political terror; human rights and "traditional values. {H}{L}{S}

Fall, Spring, Variable

REL 238 Mary: Images and Cults (4 Credits)

Whether revered as the Mother of God or remembered as a single Jewish mother of an activist, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped global Christianities? What does her perceived image in any given age tell us about personal and collective identities? Topics include Mary's "life"; rise of the Marian cult; Marian apparitions (e.g., Guadalupe and Lourdes) and miracle-working images, especially in Byzantium and Russia; liberation and feminism; politics, activism, mysticism and prayer. Devotional, polemical and literary texts, art and film. Enrollment limited to 35. {H}

Fall, Spring, Alternate Years

REL 240 Religious Thought and Spirituality in Revolutionary Russia (4 Credits)

The 19th and early 20th centuries marked one of the most brilliant yet destructive periods in Russia's history. This course explores the spiritual and religious-philosophical ideas that fueled a renaissance in the arts as well as a political revolution, both of which had enormous impact worldwide. Based on works of art and literature, religious-philosophical and political writings, and film, it introduces students to some of the best-known radical thinkers and cultural innovators in Russia's late imperial and Soviet past, and in its post-Soviet present. Topics include: religious faith, materialism and science; the meaning of history; "new religious consciousness"; theosophy and the occult; art, beauty and the Absolute; human creativity and god- building; divine wisdom and "all-unity"; the body, sex and spirituality. (E) {H}{L}

Fall, Spring, Variable

REL 242/ RES 242 The Politics and Culture of Russian Sacred Art (4 Credits)

Offered as REL 242 and RES 242. As devotional objects, political symbols, and art commodities, Russia's sacred art—the icon—has been revered as sacred, vilified as reactionary, embraced in rebellion, destroyed as dangerous, and sold as masterpieces. Engaging the fields of religion, material and visual culture, and ritual studies, this course examines the life and language of this art form, and its role in shaping Russia's turbulent history. Topics include the production and reception of images; diverse meanings and functions of sacred imagery; visibility and spirituality; secularization and commodification; history, memory, and collective identities; the icon, avant-garde art, and film; controversial images and protest culture. No prerequisites. Open to first-year students. {A}{H}

Fall, Spring, Variable

REL 305ec Seminar: Advanced Topics in Religion-Eastern Christian Worlds: Prayer and Politics (4 Credits)

From Putin's Russia to Assad's Syria, Eastern Christianity has seen increasing media attention over the past two decades. But what is Christianity like outside "the West?" This course explores: the beliefs, spirituality and practices that link these "other" Christians—who have historically lived in such diverse regions as Armenia, Bulgaria, Egypt, Ethiopia, Greece, Romania, Russia, Syria and Ukraine; the historical memories and political power struggles that have divided them; the geopolitical implications of Eastern Orthodoxy's unexpected comeback in post-Soviet Russia; and the complex relationship between Eastern Christianity and its western Roman Catholic and Protestant counterparts. The course considers mystical, philosophical, theological and political sources, both ancient and contemporary, as well as art, literature and film. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{H}{L}

Fall, Spring, Variable

RES 264/ WLT 264 Dostoevsky (4 Credits)

Offered as RES 264 and WLT 264. Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we'll trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. {L}

Fall, Spring, Variable

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context (4 Credits)

Offered as RES 273 and WLT 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. Enrollment limited to 40. {A}{H}{L}

Fall, Spring, Variable

WLT 218 Holocaust Literature (4 Credits)

What is a Holocaust story? How does literature written in extremis in ghettos, death camps or in hiding differ from the vast post-war literature about the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums) and critical theories of representation. All readings in translation. No prerequisites. {H}{L}

Fall, Spring, Alternate Years

Goals for Majors in Russian, East European and Eurasian Studies

Students in REEES are expected to learn to think critically about the histories, cultures, religions, politics and economies of the region of the former Soviet Union, as well the often competing ideas and interests that have shaped these histories and cultures for the past thousand years.

Language competency:

- Students are expected to be able to function independently in a Russian or East European-speaking milieu. While currently only Russian is offered at Smith, students who wish to focus their studies on Eastern Europe may do so through pursuing language training through the Five College Center for the Study of World Languages, summer study, etc. Linguistic competency is evaluated on the basis of nationally accepted testing practices.

Cultural and cross-cultural competency:

- Graduating students majoring in REEES are able to choose one of two tracks of study: language and literature or broader area studies. In either case, students are expected to develop a working knowledge of the history of Russia or Eastern Europe and the ways in which literature, the visual or performing arts, religion and other modes of human expression have reflected and shaped that history.
- Students are expected to be aware of the intellectual, social and political questions that have influenced Russian, East European or other post-Soviet societies, and be able to contextualize these questions both regionally and cross-culturally.
- Students also develop familiarity with non-Russian cultures and traditions of Eurasia and their global influence.
- Students are expected to become critical thinkers and participants in ongoing conversations about the ways in which Russia and other post-Soviet societies in Eastern Europe and Central Asia contribute to and challenge broader conversations regarding nationalism, transnationalism and imperialism, relations between state and religion, globalization and human rights, majority and minority relations, race, gender, sexuality, etc.

Research competency:

- Students are expected to develop the research skills necessary to explore key issues in cultures, religions, histories and politics of post-Soviet societies using a variety of primary and secondary sources.

Global citizenship competency:

Students are expected to use their linguistic, cultural and research skills to become informed and engaged citizens of the world

Sociology

Department website (<https://www.smith.edu/academics/sociology/>)
Sociologists at Smith study the dynamics of human interaction and the ways in which people are organized into groups of all sizes, characteristics and purposes. By examining such topics as community, social class, race and ethnicity, family, sex roles and popular culture, students come to understand more fully their own experiences and the society in which they live. Students also learn to conduct social research, first in methods courses that teach basic quantitative and qualitative research skills, and then by undertaking research with faculty assistance. Students are also encouraged to spend their junior year studying abroad.

Faculty

Payal Banerjee, Ph.D., Associate Professor
Erica Banks, Ph.D., Assistant Professor
Ginetta E. B. Candelario, Ph.D., Professor
Rick Fantasia, Ph.D., Barbara Richmond 1940 Professor in the Social Sciences and Professor of Sociology
Leslie L. King, Ph.D., Professor
Timothy Recuber, Ph.D., Associate Professor
Nancy E. Whittier, Ph.D., Sophia Smith Professor of Sociology
Tina Wildhagen, Ph.D., Associate Professor, *Chair*
Sarah Willie-LeBreton, Ph.D., Professor of Sociology

Lecturers and Visiting Faculty, 2023-24

Pia Furkan, B.A., Lecturer

Major and Minor Advisers

Payal Banerjee, Ginetta Candelario, Rick Fantasia, Leslie King, Timothy Recuber, Nancy Whittier, Tina Wildhagen

Honors Director

TBD

Study Abroad Adviser

TBD

Sociology Major Requirements

Eleven semester courses

1. Basis: SOC 101
 2. SOC 203, SOC 204 and SOC 250, normally taken in the sophomore or junior year
 3. Four courses at the 200 or 300 level
 4. Two electives in sociology or in related fields with approval of the major adviser
 5. One 300-level SOC seminar taken at Smith during the senior year
- Normally, majors may not take SOC 203, SOC 204, SOC 250 or their senior seminar S/U.
 - The department will permit SOC 101 and up to four upper-level transfer courses from outside the Five Colleges to be used toward major requirements.

Honors

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

Requirements

1. Eleven major requirements
2. Thesis: SOC 430D written during two semesters
3. Oral examination on the thesis

Sociology Minor Requirements

Six semester courses

1. SOC 101
2. SOC 250
3. SOC 203 or SOC 204
4. Three additional courses at the 200 or 300 level

Two of the six courses required for the minor may be taken outside of Smith College.

Courses

SOC 101 Introduction to Sociology (4 Credits)

Perspectives on society, culture and social interaction. Topics may include the self, emotions, culture, community, class, race and ethnicity, family, gender and economy. Priority given to first years and sophomores. Open to juniors and seniors with permission of the course director. Enrollment limited to 30. {S}

Fall, Spring

SOC 203 Qualitative Methods (4 Credits)

Qualitative research methods offer a means of gaining insight and understanding into complex perspectives held by people about social practices and social phenomena. Whereas good quantitative research captures scale, good qualitative research reaches the depth of perceptions, views, experiences, behaviors and beliefs. Qualitative research deals with meanings; it seeks to understand not just what people do, but why they choose to do what they do. This course provides students with a theoretical as well as practical grounding in qualitative research including research ethics, research design, practicalities in research, research techniques, data analysis, and theorizing and dissemination of research findings. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Spring

SOC 204 Statistics and Quantitative Research Methods for Sociology (5 Credits)

This project-based course covers the study of statistics for the analysis of sociological data and the study of methods for quantitative sociological research more generally. Topics in statistics include descriptive statistics, probability theory, correlation, deduction and induction, error and bias, confidence intervals and simple linear regression. Topics in research methods will include positivism, research design, measurement, sampling methods and survey design. All students will participate in a lab which emphasizes the use of computer software to analyze real data. Students will design and complete a survey research project over the course of the semester. Prerequisite: SOC 101. Enrollment limited to 40. {M}{S}

Fall

SOC 212 Class and Society (4 Credits)

An introduction to classical and contemporary approaches to class relations, status and social inequality. Topics include contemporary Marxian and Weberian approaches to class; the practice of social mobility in ideology and in social reality, class-consciousness, the social reproduction of class structures and the ways that racial and gender divisions intersect with class relations. Particular attention to the class experience in cultural, social psychological and economic terms within contemporary U.S. society. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 213 Race and National Identity in the United States (4 Credits)

The sociology and history of a multiracial and ethnically stratified society. Comparative examinations of several U.S. racialized and ethnic groups. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 214 Sociology of Hispanic Caribbean Communities in the United States (5 Credits)

This community-based learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: SOC 101. Enrollment limited to 20.

Fall, Spring, Alternate Years

SOC 216 Social Movements (4 Credits)

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis is placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis is on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 218 Urban Sociology (4 Credits)

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 220 The Sociology of Culture (4 Credits)

Drawing upon a variety of sociological perspectives and analytical methods, this course considers the place of culture in social life and examines its socially constituted character. Culture, will be viewed along three dimensions: 1) as the customary practices of particular social groups; 2) the expression of symbolic representation in society, and 3) through the practice of artistic and creative expression. Cultural practices will be considered in a range of social, historical and institutional settings and in several forms, including high and popular culture, mass culture, counter culture, and cultures of opposition. The course will consider such matters as the relationship between culture and social inequality, culture and social change, the commoditization of cultural goods, the workings of global cultural markets, and the complex processes by which cultural forms may be used, appropriated and transformed by social groups. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 224 Family and Society (4 Credits)

This course examines social structures and meanings that shape contemporary family life. Students look at the ways that race, class and gender shape the ways that family is organized and experienced. Topics include the social construction of family, family care networks, parenthood, family policy, globalization and work. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Variable

SOC 226 Sociological Perspectives on Power and Privilege in American Education (4 Credits)

This course examines the institution of education from a sociological perspective, exploring issues of power and privilege, relationships between education and other social institutions, and the varying purposes of education in society. A recurring theme throughout the course is meritocracy. We consider how merit is defined in education, factors that affect who succeeds in the educational system and whether meritocratic education is a viable goal. Course readings include current empirical research in the sociology of education and both classical and contemporary sociological theories of education. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 229 Sex and Gender in American Society (4 Credits)

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 230 Sociology of Food (4 Credits)

Using theoretical frameworks from environmental sociology, political and economic sociology, and sociology of culture, this course examines how social structures shape the way food is produced, prepared and consumed. This course investigates political and environmental dynamics that structure food systems and practices and considers inequalities related to food at the local and global levels. Finally, students explore food movements and investigate ideas for creating more equitable and sustainable practices. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 232 World Population (4 Credits)

This course introduces students to environmental, economic, feminist and nationalist perspectives on population growth and decline. The course examines current population trends and processes (fertility, mortality and migration) and considers the social, political, economic and environmental implications of those trends. The course also provides an overview of various sources of demographic data as well as basic demographic methods. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 233 Sociology of Climate Change (4 Credits)

The effects of climate change put great strain on societies, testing the very structures that organize people's lives and livelihoods. Using sociological frameworks and theories of globalization, inequality, intersectionality, science and technology, policy, migration, sustainability, environmental justice, social movements, and human rights, this course will examine the social, political, and economic impacts of climate change, as well as the ways that local and global groups prepare, mitigate, deny, adapt to, and organize in the face of climate change and its impacts. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

SOC 236 Beyond Borders: The New Global Political Economy (4 Credits)

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 237 Gender and Globalization (4 Credits)

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 25. {S}

Fall, Spring, Annually

SOC 241 Race, Empire and Discipline (4 Credits)

This course explores the role of the state in the creation of both race and discipline as it exists in the contemporary U.S. Students begin to understand how these apparatuses allow for the creation and expansion of the U.S. empire. In particular, the course looks at the racialization of Muslims to see how race, discipline and empire are all collective processes and have clear examples of how these processes play out. Students look at how discipline itself is racialized and creates the scaffolding for expanding U.S. empire and then they imagine an alternative world, one without racialized discipline and U.S. empire. Prerequisite: SOC 101. Enrollment limited to 35. (E) {S}

Fall, Spring, Variable

SOC 243 Race, Gender and Mass Incarceration (4 Credits)

This course introduces students to the historical roots of mass incarceration and how it shapes multiple aspects of life and society. Students focus on the particular experiences of currently and formerly incarcerated women, with an emphasis on the overrepresentation of Black women; the major social, political and economic factors that have contributed to the rise of mass incarceration in the United States; the primary ways mass incarceration alters the lives of people and communities; and why eliminating racial oppression cannot be disentangled from eliminating mass incarceration. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 246 Colloquium: The Sociological Imagination (4 Credits)

According to C.W. Mills, the "sociological imagination" allows us "to grasp history and biography and the relations between the two within society." This course helps students develop their sociological imaginations by reading memoirs written by both U.S. and international authors who've published in English, and asking sociological questions of the stories being told. The course moves beyond appreciation for the "troubles [that] occur within the character of the individual and within the range of [their] immediate relations with others" to a recognition and analysis of social facts, geo-political issues and social problems illuminated through these individual stories. Prerequisite: SOC 101. Enrollment limited to 20. WI {H} {S}

Fall, Spring, Alternate Years

SOC 250 Theories of Society (4 Credits)

This course introduces majors to widely used theoretical perspectives that inform the sociological imagination. It focuses on how these perspectives analyze core facets of social life, such as structure and stratification, power and inequality, culture, agency, self and identity. Each topic is surveyed from several major perspectives, providing a comparative view so that students can make assessments of the insights each theory offers. Prerequisite: SOC 101. Enrollment limited to 40. Priority given to Sociology majors and minors. {S}

Fall

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures (4 Credits)

This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science and other institutions, and social movements. Consideration of gender, race, class, time and place are integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom and against sexual violence. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 255 Colloquium: The Bollywood Matinee (4 Credits)

This course engages the world of popular Indian cinema, Bollywood and beyond. We integrate scholarly articles on the subject, lectures, in-depth discussions, and of course, film screenings to explore the history and political economy of India and South Asia. Students analyze how this vital cultural form deals with the politics of gender, class, caste, religion and Indian nationalism. Our discussions simultaneously focus on the role of globalization, migration and the cultural significance of Indian characters on international media; for example, Raj in the popular American sitcom *The Big Bang Theory*. Students are expected to engage with the readings, bring their reflections and actively participate in class discussions. Prerequisite: SOC 101. Enrollment limited to 20.

Fall, Spring, Alternate Years

SOC 270 Media, Technology and Sociology (4 Credits)

The mass media are an important social institution that reflects and shapes norms and values. But the processes governing media production and reception are often taken for granted, immersed as society is in a highly mediated social world where preconceived notions about "the media" and its effects hold sway. This class will challenge conventional wisdom about how media and communication technologies work by critically exploring the history of media institutions, assessing the media's powers of persuasion, focusing on media as an occupation and examining the struggles over media representation by marginalized groups across traditional media and new digital platform. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 307 Seminar: The Racialization of Muslims (4 Credits)

This course takes a deep dive into the process and consequences of the racialization of Muslims. Although the course primarily uses racial formation as a framework for understanding the racialized nature of the experiences of Muslims, particularly after 9/11, the course explores other theoretical frameworks for making sense of the category of racialized Muslims. Discussions include: what racialization entails; the relationship between race and religion; race and Islam; Orientalist framings of Islam and Arabs; the War on Terror; and empire, gendered racialization and the comparative racialized experiences of Black Muslims. This course uses Muslims as a case study to explore larger questions about race, racialization and racial projects. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.(E) {S}

Fall, Spring, Annually

SOC 312 Seminar: Women, Criminality and Punishment (4 Credits)

While research on what happens once formerly incarcerated women return to society has attracted more attention among scholars, activists and experts in corrections in recent years, women's carceral experiences remain understudied. Therefore, this course centers the experiences of women and how gender shapes their experiences with crime and punishment. This course examines why women commit crimes, why feminist theoretical frameworks better inform our understanding of women's experiences with crime, incarceration and reentry, the major challenges women face after incarceration and the lasting effects incarceration has on the lives of women. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

SOC 317 Seminar: Inequality in Higher Education (4 Credits)

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S}

Fall, Spring, Alternate Years

SOC 320 Seminar: Sociology of the Arts (4 Credits)

Sociological perspectives on the arts in society, with particular attention to the fine arts (primarily painting), to literature and to theatre, among other forms of cultural expression. Theories of the place of art in society, the social context of artistic production and the social production of the artist, as well as sociological perspectives on the changing nature of arts institutions and audiences, and the social position and aesthetic disposition of the artist. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{S}

Fall, Spring, Alternate Years

SOC 323ct Seminar: Topics in Gender and Social Change-Gender, Sexuality and Social Movements in Conservative Times (4 Credits)

This class focuses on challenges to and changes in gender and sexuality during conservative time periods. Focusing on the U.S., we will primarily examine the 1980's and the contemporary period as case studies. We will look how political and other institutions affect gender and sexuality and at social movements addressing gender and sexuality from both the right and the left. We will look at movements including queer, feminist, anti-racist, anti-interventionist movements on the left, and racial supremacist, pro-military intervention, anti-LGBT and conservative evangelical movements on the right. Theoretical frameworks are drawn from social movements, intersectional feminist and queer theories. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Variable

SOC 325 Seminar: Sociology of Emotions (4 Credits)

Although emotions are often thought of as something universal, authentic and internal, careful study reveals that the conventions concerning emotional expression can change radically over time and vary tremendously from place to place. Emotions can thus be thought of as cultural constructs, determined as much by social norms as human nature. This course explores the roots of emotions like love, fear, anger, shame and empathy, and examines the social construction of mental health and illness. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

SOC 327 Seminar: Global Migration in the 21st Century (4 Credits)

This course provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

SOC 333 Seminar: Social Justice, the Environment and the Corporation (4 Credits)

Over the last century, the reach of corporations has gradually extended into all facets of life, yet most people rarely stop to think about the corporation as a social entity. This course focuses on the social, economic and legal foundations that both shape its power and provide a dominant logic for its actions. We examine the implications of corporate power and processes for communities, workers and the environment. We also focus on the ways that governments and various social groups have sought to change corporate assumptions and behaviors concerning their social and environmental responsibilities. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

SOC 340 Seminar: Sociological Writing for the Public (4 Credits)

How can you explain social inequality to the general public? Sociology gives us a unique lens on race, class, gender, sexuality, and other forms of inequality. Pull together what you have learned in your sociology classes and learn to communicate it to the general public. Students in this Calderwood Seminar will write a variety of pieces that bring sociological expertise to the public, such as summaries of research and data, book reviews, opinion pieces, blog posts, and magazine articles. Students will also hone their skills by reading and editing each other's writing. This course is designed as a capstone course for sociology majors; sociology minors, students in related majors (other social sciences, SWG, AFR, etc.), or students with substantial sociology coursework are also welcome. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. WI {S}

Fall, Spring, Alternate Years

SOC 350 Seminar: Caribbean Feminisms (4 Credits)

This course will introduce students to the history and sociology of feminisms in the Cuba, the Dominican Republic, Haiti, Puerto Rico and the broader Caribbean. Course materials will include primary documents, secondary sources and historical fiction in English. However, students who are able to read Spanish will have the option of engaging with texts in that language. Prerequisite: SOC 101, LAS 150 or SWG 150. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. (E) {H}{S}

Variable

SOC 400 Special Studies (1-4 Credits)

By permission of the department, for junior and senior majors.

Fall, Spring

SOC 430D Honors Project (4 Credits)

This is a full year course.8 credits for the full-year course; 4 per semester.

Fall, Spring, Annually

SOC 431 Honors Project (8 Credits)

Fall, Spring, Annually

SOC 432D Honors Project (6-12 Credits)

Requirements: 10 semester courses beyond the introductory course (SOC 101); 1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research; 2. A thesis (430, 432) written during two semesters; or a thesis (431) written during one semester; 3. An oral examination on the thesis.

Fall, Spring, Annually

Goals for Majors in Sociology

As a department, the main learning goals that we have for students are that they develop both critical sociological analysis and research skills. By "critical thinking skills" we mean that: a) students should be introduced to the sociological perspective and develop what C. Wright Mills called the "sociological imagination," a critical faculty permitting one to connect personal experience with larger social and historical forces, and by "making the familiar strange," or rendering problematic those habits and social rituals that seem "natural"; b) we want students to read, understand and learn to employ sociological theories; and c) we expect students to develop in-depth understanding of specific social phenomena in course electives that cover specific areas of sociological thinking, practice and analysis.

The research skills we want students to learn include: a) introducing them to different sociological methods and their application to theoretical and empirical questions; b) understanding introductory statistics and use of statistical software; c) becoming proficient in both quantitative research methods (by designing and implementing a survey questionnaire, and by carrying out basic statistical analysis of survey data) and qualitative research methods (by learning to conduct participant observation, focus groups, in-depth interviewing, discourse analysis and visual analysis); and d) developing the skills to evaluate and critique social research.

South Asian Studies

Department website (<https://www.smith.edu/academics/south-asian-studies/>)

The South Asian studies minor at Smith provides students with the opportunity to complement a major with a concentration of courses that focus on the interdisciplinary study of South Asia and its diaspora. A minor in South Asian studies brings together the perspectives of various disciplines, from art history to philosophy, economics to religion, to create a sustained curricular focus on South Asian life and culture.

Faculty

South Asian Studies Committee

Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender

Payal Banerjee, Ph.D., Associate Professor of Sociology

Jay Lazar Garfield, Ph.D., Doris Silbert Professor in the Humanities and Professor of Philosophy, *Chair, Fall 2023*

Ambreen Hai, Ph.D., Professor of English Language and Literature

Pinky Hota, Ph.D., Associate Professor of Anthropology

Andy Rotman, Ph.D., Sydenham Clark Parsons Professor of Religion, *Chair, Spring 2024*

Margaret Sarkissian, Ph.D., Professor

Vis Taraz, Ph.D., Associate Professor of Economics

Minor Advisers

Members of the committee

Minor in South Asian Studies

Requirements

Six courses (24 credits)

1. An introductory course with a focus on South Asia.
2. Three courses, one course from each category:
 - a. the visual, literary or performing arts
 - b. history, philosophy or religions
 - c. social sciences
3. One advanced seminar in any discipline that addresses South Asia.
4. One elective, which could be an additional course or a special studies in any of the above-mentioned areas.

Courses

SAS 201 Mother-Goddess-Wife-Whore: Female Sexuality and nationalism in South Asian Cinema (4 Credits)

This course examines the relationship between female sexuality and nationalism in South Asian cinema, focusing on the crucial role that gender plays in the formation of postcolonial national identities, both on screen and beyond. The class considers diverse forms of cinematic resistance, especially the work of directors who challenge gender norms. Students look at films from Bollywood and from Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan and Afghanistan. The class includes guest-lectures by South Asian activists and filmmakers. (E) {A}{H}{S}

Fall, Spring, Variable

SAS 281/ SWG 281 Love, Devotion and Desire in Bollywood and Beyond (4 Credits)

This course examines the dominant gaze in Bollywood romantic genre films and how it constitutes the notion of romantic love and desire. The class explores the concept of love-devotion-desire in Vaishnav and Sufi texts and their influences on Bollywood. By engaging with feminist scholars and considering the female gaze from South Asian directors, especially those who challenge gender norms, the class tries to understand desire and love outside the heteronormative structure. The course also has guest lectures by South Asian activists and filmmakers. (E) {A}

Fall, Variable

Crosslisted Courses

ANT 267 Contemporary South Asia (4 Credits)

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over tradition and modernity. In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. {S}

Fall, Spring, Annually

ANT 274 The Anthropology of Religion (4 Credits)

What can anthropologists teach us about religion as a social phenomenon? This course traces significant anthropological approaches to the study of religion, asking what these approaches contribute to our understanding of religion in the contemporary world. Topics include religious experience and rationality; myth, ritual and magic; rites of passage; function and meaning; power and alienation; religion and politics. Readings are drawn from important texts in the history of anthropology and from contemporary ethnographies of religion. {S}

Fall, Spring, Annually

BUS 253 Indo-Tibetan Buddhist Philosophy and Hermeneutics (4 Credits)

This intensive course is taught at the Central University of Tibetan Studies in Sarnath, India, as part of the Hampshire/Five College in India program. Students take daily classes, taught by eminent Tibetan scholars, in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, and they attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students also visit important Buddhist historical sites and explore Varanasi, one of the oldest continuously inhabited cities in the world. Each student is paired with a Tibetan student "buddy" to get an inside view of Tibetan culture. No prerequisites. Enrollment limited to 15.

Application and H/5CIP permission required. {H}{N}{S}

Interterm, Variable

ECO 211 Economic Development (4 Credits)

An overview of economic development theory and practice since the 1950s. Why have global economic inequalities widened? What economic policies have been implemented in the developing countries of Asia, Latin America, Africa and the Middle East in search of economic development, what theories underlie these policies, and what have been the consequences for economic welfare in these regions? Topics include trade policy (protectionism versus free trade), financial policy, industrial development strategies, formal and informal sector employment, women in development, international financial issues (lending, balance of payments deficits, the debt and financial crises), structural adjustment policies and the increasing globalization of production and finance. Prerequisites: ECO 150 and ECO 153. {S}

Fall, Spring, Annually

ECO 311 in Seminar: Topics in Economic Development-India (4 Credits)

This seminar applies and extends microeconomic theory to analyze selected topics related to the India's economic development. Throughout the course an emphasis is placed on empirically testing economic hypotheses using data from India. In particular, the following topics are explored, with reference to India's growth and development: education, health, demographics, caste and gender, institutions, credit, insurance, infrastructure, water and climate change. Prerequisites: ECO 220 and 250. Recommended: ECO 211 or 213. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ENG 241 The Empire Writes Back: Postcolonial Literature (4 Credits)

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories and address dominant notions of race, class, gender and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; and global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid and others. {L}

Fall, Spring, Variable

ENG 333jl Seminar: Topics: A Major Writer in English-Jhumpa Lahiri (4 Credits)

Indian American writer Jhumpa Lahiri became an overnight star in 1999 with her first short story collection, the Pulitzer Prize-winning *Interpreter of Maladies*. She has since published many novels, story collections and essays. Internationally acclaimed for her beautifully crafted, deeply moving fiction about migration, love, loss, belonging, unbelonging, home and family, this trilingual twenty-first century writer has already generated an astonishing body of scholarship. This course focuses on Lahiri's fiction and non-fiction, her themes and techniques, and includes her recent work in translation. The intersectionality of race, ethnicity, gender and class is central to the analysis. Supplementary readings include postcolonial, Asian American and feminist theory, history and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 391 Seminar: Contemporary South Asian Writers in English (4 Credits)

This course will explore the rich diversity of late 20th and 21st century literatures written in English and published internationally by award-winning writers of South Asian descent from the U.S, Canada, Britain, India, Pakistan, Sri Lanka, and Bangladesh. These transnational writers include established celebrities (Salman Rushdie, Jhumpa Lahiri, Amitav Ghosh, Kiran Desai) and newer stars (Monica Ali, Aravind Adiga, Mohsin Hamid, Kamila Shamsie). Among many questions, we will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and of diasporic, migrant, or transnational peoples in a rapidly globalizing but by no means equalizing world. Supplementary readings on postcolonial theory and criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

HST 201 The Silk Road and Premodern Eurasia (4 Credits)

An introduction to major developments and interactions among people in Europe and Asia before modernity. The Silk Roads, long distance networks that allowed people, goods, technology, religious beliefs and other ideas to travel between China, India and Rome/Mediterranean, and the many points in between, developed against the backdrop of the rise and fall of steppe nomadic empires in Inner Asia. We examine these as interrelated phenomena that shaped Eurasian encounters to the rise of the world-conquering Mongols and the journey of Marco Polo. Topics include: horses, Silk and Steppe routes, Scythians and Huns, Han China and Rome, Byzantium, Buddhism, Christianity and other universal religions, Arabs and the rise of Islam, Turks, Mongol Empire, and medieval European trade, geography and travel. {H}

Spring

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile (4 Credits)

This seminar examines women's health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women's health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. Enrollment limited to 5. Application and instructor permission required.

Fall

MUS 101 World Music (4 Credits)

Music may not be a "universal language," but it is a universal phenomenon; every culture has something that we recognize as music. This course introduces you to a number of musical systems traditional, classical and popular—from around the world and uses case studies to explore the complex relationships between music and culture. By engaging with music analytically, as musicologists (paying attention to the sounds you hear) and ethnographically, as anthropologists (paying attention to the cultural context), you learn basic principles that enhance your understanding of music globally speaking. No prerequisites. {A}{S}

Fall, Spring, Alternate Years

MUS 249/ REL 249 Colloquium: Islamic Popular Music (4 Credits)

Offered as MUS 249 and REL 249. Music is a complex issue in many Islamic societies. There are tensions between those who believe that music has no place in Islam and try to prohibit it, those for whom it is a central component of mystical devotion, and those who tolerate it, albeit within well-defined parameters. The debate intensifies in the case of popular music, a core part of the self-identification of young people everywhere. Despite this, there is an amazing variety of vibrant popular music throughout the Islamic world. This course explores the religious debates over music and the rich musical tradition (including religious music) in Islam. Enrollment limited to 35. {A}{H}

Fall, Spring, Variable

PHI 108/ REL 108 The Meaning of Life (4 Credits)

Offered as REL 108 and PHI 108. This course asks the big question, "What is the Meaning of Life?" and explores a range of answers offered by philosophers and religious thinkers from a host of different traditions in different eras of human history. We explore a variety of forms of philosophical and religious thinking and consider the ways in which philosophical and religious thinking can be directly relevant to our own lives. {H}{L}

Fall, Spring, Annually

PHI 127 Indian Philosophy (4 Credits)

An introduction to the six classical schools of Indian philosophy. What are their views on the nature of self, mind and reality? What is knowledge and how is it acquired? What constitutes right action? Students read selections from the Upanishads, the Bhagavad-Gita, the Nyaya and Yoga Sutras, and the Samkhya-Karika, amongst others. At the end of the semester students briefly consider the relation of these ancient traditions to the views of some influential modern Indian thinkers like Aurobindo, Vivekananda and Krishnamurti. Comparisons with positions in the western philosophical tradition will be an integral part of the course. {H}

Fall, Spring, Alternate Years

PHI 310cs Seminar: Topics in Recent and Contemporary Philosophy-Cosmopolitanism (4 Credits)

What does it mean to be a cosmopolitan person – a global citizen? Can one simultaneously construct one's identity in terms of one's nationality, gender, ethnicity and/or other more local forms of community and be truly cosmopolitan? If so, how? If not, which is the better approach? Is there one distinctive way of being cosmopolitan, or might there be varieties of cosmopolitanism arising in different cultural contexts, for instance, under colonial rule or conditions of exile? Is it self-evidently true that being a cosmopolitan person is a good thing, for an individual or a society? What are some of its challenges? We will read essays by Kant, Mill, Nussbaum, Rawls, Rorty, Naipaul, Said, Tagore, Gandhi, Appiah and others with a view to examining and assessing different answers that have been proposed to these and related questions. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Variable

PHI 330sc Seminar: Topics in the History of Philosophy-Schopenhauer and Indian Philosophy (4 Credits)

Arthur Schopenhauer (1788-1860) was the first important European philosopher to take Indian philosophy seriously. He follows Kant's transcendental idealism but places Kantian philosophy in dialogue with the Vedānta and Buddhist philosophy filtering into Europe as German and British orientalism began to flourish, synthesizing Kantian and Indian idealism. We will explore the Indian roots of Schopenhauer's thought, the 19th century transmission of Indian ideas to Europe in which he participates, and the ways he uses Indian philosophy to advance a post-Kantian philosophical program. Prerequisite: a course in early modern European philosophy or a course in the history of Indian philosophy Juniors and Seniors only. Enrollment limited to 16. {H}{S}

Fall, Spring, Variable

REL 171 Introduction to Contemporary Hinduism (4 Credits)

This course is an introduction to the ideas and practices of contemporary Hinduism in India and the diaspora, with an emphasis on how Hindu identities are constructed and contested, and the roles they play in culture and politics. Materials to be considered include philosophical writings, ritual texts, devotional poetry and images, religious comic books, legal treatises, personal memoirs, as well as ethnographic and popular films. {H}{L}

Fall, Spring, Variable

REL 275 Religions of Ancient India (4 Credits)

This course is an introduction to the literature, thought and practice of religious traditions in India, from ancient times to the medieval period. Readings include materials from the Vedas, Upanishads and epics, from plays and poetry, as well as Buddhist and Jain literature. Particular consideration is given to the themes of dharma, karma, love and liberation as they are articulated in Classical Hinduism. {H}

Fall, Spring, Alternate Years

REL 280 South Asian Visual Culture (4 Credits)

How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, art, advertising and film? This course considers the visual world of South Asia, focusing on the religious dimensions of visibility. Discussions include the divine gaze in Hindu and Buddhist contexts, the role of god-posters in religious ritual and political struggle, the printed image as contested site for visualizing the nation and the social significance of clothing and commercial films in colonial and contemporary India. Students also work closely with holdings from the Smith College Art Museum.

Fall, Spring, Variable

REL 284 Tantra and Yoga in India (4 Credits)

Tantra and yoga teach techniques to attain magical powers, achieve liberation, and transform the world. These traditions have influenced nearly every aspect of Indian religious life over the last two millennia, and yet they have often been shrouded in secrecy because of their potency. This course explores these complex traditions by considering source materials in translation as well as contemporary theoretical literature on practice, ritual, transgression, and historiography. {H}

Fall, Spring, Variable

SOC 236 Beyond Borders: The New Global Political Economy (4 Credits)

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 237 Gender and Globalization (4 Credits)

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 25. {S}

Fall, Spring, Annually

SOC 327 Seminar: Global Migration in the 21st Century (4 Credits)

This course provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

SWG 230 Gender, Land and Food Movements (4 Credits)

The class begins this course by working alongside Gardening the Community, a youth-based and anti-racist food and land movement in Springfield, MA. Students center their studies on both regional and transnational women's movements across the globe to develop their understanding about current economic trends in globalization processes. Through the insights of transnational feminist analysis, students map the history of land and food to imagine a more equitable present and future. Students develop a community-based research project that spans issues of climate change, environmentalism, critical race analysis and feminism. Prerequisite: SWG 150. {H}{S}

Fall

Spanish and Portuguese

Department website (<https://www.smith.edu/academics/spanish-portuguese/>)

As a single department with two majors – one in Spanish, the other in Portuguese-Brazilian Studies – our commitment to intercultural studies reaches beyond national literatures, genres, and languages to embrace, cultural studies, environmental studies, gender and sexuality studies, the arts and more. Our courses encourage students to reconsider traditional notions of identity, nation, geography, and culture from multiple perspectives, and our curriculum reflects the fact that Spanish and Portuguese are also important domestic U.S. languages. We aim to integrate the diverse languages and cultures we research and teach, from inceptions on the Iberian Peninsula to historical and current linguistic and cultural manifestations in the Americas (including the U.S.), Africa, Europe, the Caribbean, the Atlantic, and the Mediterranean.

Faculty

Ibtissam Bouachrine, Ph.D., Professor
 Molly Falsetti-Yu, M.A., Core Lecturer
 Marguerite I. Harrison, Ph.D., Professor
 Michelle Joffroy, Ph.D., Associate Professor
 Reyes Lázaro, Ph.D., Associate Professor
 Malcolm Kenneth McNee, Ph.D., Associate Professor, *Chair*
 Maria Rueda, Ph.D., Professor

Lecturers and Visiting Faculty, 2023-24

Melissa M. Belmonte, M.A., Lecturer
 Adrian Gras-Valazquez, Ph.D., Lecturer
 Simone M. Gugliotta, Ph.D., Lecturer

Advisers for the Spanish Major and Minor

Ibtissam Bouachrine, Molly Falsetti-Yu, Michelle Joffroy, Reyes Lázaro and Maria Helena Rueda.

Advisers for the Portuguese-Brazilian Studies Major and Minor

Marguerite Itamar Harrison, Malcolm K. McNee

Honors Directors

Reyes Lázaro (Spanish), Marguerite Itamar Harrison (Portuguese and Brazilian Studies)

Study Abroad

Students interested in the Smith Consortium Program PRESHCO or approved Spanish-language programs should consult members of the Spanish Department: Ibtissam Bouachrine, Molly Falsetti-Yu, Michelle Joffroy, Reyes Lázaro and Maria Helena Rueda.

Students interested in Brazil or Portugal should consult the Portuguese Faculty: Marguerite Itamar Harrison, Malcolm K. McNee.

The department strongly encourages students to spend a semester or a year studying abroad in a Spanish- or Portuguese-speaking country. The department has official affiliations with the Smith consorsial program PRESHCO for study abroad in Córdoba, Spain. Other programs in Spain, Portugal and Latin America, including Brazil, are also approved for study abroad. Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Spanish Major Requirements

Ten semester courses

- Five courses to be taken in the Department of Spanish and Portuguese at Smith College.
 - One upper-level course, a topic of SPN 245 or above
 - One course focused on writing in Spanish and designated by the department as meeting the Spanish writing requirement
 - One semester of Portuguese: POR 110 or POR 125
 - Two 300-level Spanish courses, normally taken during the senior year.
- Five electives dealing with the languages and cultures of the Spanish-speaking world, offered by or cross-listed with the Department of Spanish and Portuguese at Smith or in approved Spanish language programs abroad.

Major Requirement Details

- Up to two additional electives can be courses in Portuguese.
- One elective can be a class taught in English if it deals with the cultures of the Spanish-speaking world—this includes bilingual or English-speaking U.S. Latinx communities.
- SPN 112Y may be counted toward the elective requirement as one course.
- For courses taken abroad, credit will be granted at the 200 level.
- No single course can count for more than one of these requirements.

Portuguese–Brazilian Studies Major Requirements

Nine semester courses

- POR 110 and POR 111, or POR 125 and one additional elective.
- POR 200 or POR 215
- 200-level course in Brazilian or Comparative Lusophone Studies taught in Portuguese.
- Five additional courses related to the Portuguese-speaking world and selected from any number of fields, including literature and language, history, Africana studies, Latin American studies, anthropology, art, dance, music, economics, and government, among others.
 - One course must be at the 300 level.
 - For students who take POR 125, one elective can be a course in Spanish at or above the prerequisite level for that course (SPN 220).

Spanish Minor Requirements

Six semester courses

- One 200-level course, an SPN 245 topic or above
- One course focused on writing in Spanish, which can be fulfilled with any class designated by the department as meeting the Spanish writing requirement. The writing designation is included in the course description.

- Four electives taught in Spanish, offered by or cross-listed with the Department of Spanish and Portuguese at Smith, at Spanish programs in the Five Colleges or in approved Spanish-language programs abroad. SPN 112Y can be counted towards the minor as one course.

Portuguese–Brazilian Studies Minor

Requirements

Five semester courses

- POR 110 and POR 111, or POR 125
- POR 200 or POR 215
- 200-level course in Brazilian or Comparative Lusophone Studies Taught in Portuguese
- Two electives related to the Portuguese-speaking world, one of which must be at the 300 level. Courses may be selected from any number of fields, including literature and language, history, Africana studies, Latin American studies, anthropology, art, dance, music, economics and government, among others.

Courses

The department has two abbreviations for courses focused on the language and culture of two broad areas of study: POR (Portuguese-speaking world) and SPN (Spanish-speaking world).

All students planning to study Spanish at Smith must take the placement test (<https://www.smith.edu/about-smith/registrar/placement-exams/>). A student may take multiple topics of the same course. All courses in the department are taught in Spanish or Portuguese unless otherwise indicated.

POR 110 Beginning Portuguese through Music I (4 Credits)

An introduction to spoken and written Brazilian Portuguese. Emphasis on the development of oral proficiency and acquisition of reading and writing skills. Students are introduced to the Portuguese-speaking world primarily through music from Brazil, Portugal, Angola, Mozambique and Cape Verde. Students will acquire knowledge in basic grammatical patterns and strategies in daily communication. Designed for students with no background in Portuguese.

Fall

POR 111 Beginning Portuguese through Music II (4 Credits)

A continuation of POR110. Development of conversational communication, listening comprehension, reading skills and cultural knowledge through music. Prerequisite: POR 110 or permission of the instructor. Enrollment limited to 20. {F}

Fall, Spring, Annually

POR 120 Accelerated Beginning Portuguese (5 Credits)

This is an accelerated beginning language and culture course (one-semester) that presents a condensed introduction to Brazilian Portuguese with the objective of creating a foundation for students in all four language modalities: listening, reading, writing and speaking. The course also introduces aspects of the cultures and societies of Lusophone (Portuguese-speaking) countries. Students can enroll in a POR 200 course the following semester. Enrollment limited to 20. {F}

Fall, Spring

POR 125 Elementary Portuguese for Spanish Speakers (4 Credits)

A one-semester introduction to Brazilian Portuguese designed for speakers of Spanish, aimed at basic proficiency in all four language modalities: listening, speaking, reading and writing. Classes are in Portuguese and students' individual knowledge of Spanish supports the accelerated pace of the course, with contrastive approaches to pronunciation and grammar. The course also provides an introduction to aspects of the cultures of Brazil, Portugal and Portuguese-speaking Africa, with discussion of authentic audio-visual materials and short texts. Prerequisite: SPN 220, by placement exam or equivalent.

Enrollment limited to 20. {F}

Fall, Spring, Annually

POR 200 Intermediate Portuguese (4 Credits)

This course will serve as a comprehensive grammar review with a focus on Brazilian media. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading comprehension, writing skills and vocabulary-building in Portuguese, including a selection of media forms and texts, websites, television, radio and film. Prerequisite: POR 100Y, POR 110 or POR 125 or equivalent. Enrollment limited to 20. {F}

Fall

POR 201/ ARH 201 Brazilian Art Inside and Out (4 Credits)

Offered as POR 201 and ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation.

{A}

Fall, Variable

POR 202 Barriers to Belonging: Youth in Brazilian Film (4 Credits)

This course will serve as an introduction in English to Brazilian Cinema through the theme of youth, identity, social barriers, and a search for belonging. Course materials, films and class discussions will address such topics as migration, belonging and displacement, coming-of-age challenges, discovery and adversity, self, society and sexuality, family and loss. Selected readings and screenings will highlight the work of Brazilian filmmakers such as Walter Salles, Ana Muylaert, Sandra Kogut, Fernando Meirelles, and others. Student assignments will encompass both critical and first-person memoir essays; students may also respond via work-and-image production (videos; digital narratives; and comics. Taught in English. {A}

Fall, Spring, Variable

POR 211 Transnational Visions on Pedagogy and Theater of the Oppressed (4 Credits)

This course combines theories and techniques created by Augusto Boal for his "Theater of the Oppressed" with those of Paulo Freire in "Pedagogy of the Oppressed." It will also involve transnational and educational perspectives that prompted Boal's view of theater as a political act, including contributions from philosophers such as Aristoteles and Machiavelli and from playwrights such as Bertolt Brecht and Dario Fo. Students will be exposed to critical pedagogy and performance theories in the first part of the course, and, in the second part, will experiment with theatrical games based on Boal's approach. Course conducted in English. . All course content will be in English, but the students who can read Portuguese, Italian and German will have the option of reading some texts in the original versions. Cannot be taken S/U. Enrollment limited to 25. {F}{S}

Spring, Variable

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World (4 Credits)

Introducing translated works by celebrated Portuguese-language writers, this course explores themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism and colonialism, but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge production and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), students consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance and the sometimes fraught dynamics they reveal between authorship and authority. {L}

Fall, Spring, Variable

POR 215 Portuguese Conversation and Composition (4 Credits)

This course focuses on developing skills in both spoken and written Portuguese and is designed for students who have already learned the fundamentals of grammar. Topics for compositions, class discussions and oral reports are based on short literary texts as well as journalistic articles, music and film. Prerequisite: POR 100Y, POR 110, POR 125 or POR 200. Enrollment limited to 20. {F}

Spring, Variable

POR 220mb Topics in Portuguese and Brazilian Literature and Culture-Mapping Brazilian Culture onto an Urban Grid (4 Credits)

This course addresses a broad range of urban, social and cultural issues while also strengthening skills in oral expression, reading and writing, through the medium of short stories, essays, articles, images, music and film. In order to promote a hands-on approach to understanding culture, class assignments also encourage students to explore the Brazilian community in Boston. Prerequisite: POR 100Y or POR 125 or the equivalent. {F}{L}

Fall, Spring, Variable

POR 222 Brazil in the News: Media, Society and Popular Culture (4 Credits)

This intermediate language course will serve as a grammar review and will help students develop greater facility in oral expression, reading and writing, through work with a variety of digital, broadcast, and print media. Class discussions and assignments will consider key issues and trends in contemporary Brazilian society and culture as expressed through a selection of media forms and texts, such as newspaper and magazine articles, websites, television and radio programs, advertisements, graphic novels, and films. Conducted in Portuguese. Prerequisite: (POR 110 and POR 111) or POR 125 or the equivalent. {A}{F}{L}

Fall, Spring, Variable

POR 225 Brazil x 5 (4 Credits)

This course examines Brazil from the standpoint of its regional diversity, from which the country's cultural richness is drawn. The class will study works of literature, visual culture, music and culinary history in order to discuss Brazil's regional, economic and racial differences, for the purpose of analyzing its identity as a multidimensional nation. Moreover, because of the country's size and geographical location, students interested in comparative studies within Latin America will have a chance to look at each of Brazil's regions in relation to its closest South American and Caribbean neighbors. Course taught in Portuguese. Enrollment limited to 25. {A}{F}{L}

Variable

POR 228 Indigenous Brazil: Past, Present and Future (4 Credits)

This interdisciplinary course considers the diverse histories, cultures and experiences of Indigenous individuals and peoples in Brazil, from the precolonial period into the present and including future oriented forms of Native activism and imagination. The class addresses specific case studies and broad themes, including territorial and environmental struggles, meanings and forms of Indigenous education, indigenous movements and leaders, legal and cultural status of indigeneity in a multiracial society, indigenous artistic practices and the dynamics of intercultural exchange and influence in Brazilian society at large. Conducted in Portuguese, with activities designed to improve proficiency in reading, writing, speaking and listening. Prerequisite: POR 200 or POR 215, or another 200-level course in Brazilian or Comparative Lusophone Culture and Society taught in Portuguese. Enrollment limited to 19. {A}{F}{L}

Fall, Spring, Variable

POR 229 Brazil for All Seasons (4 Credits)

This course focuses on reviewing communicative skills, especially in spoken and written Portuguese, and is designed to build cultural knowledge and vocabulary. Course content and assignments focus on Brazil through the theme of the four seasons. Materials include short texts, including a young adult novel, music, and visual culture. Taught in Portuguese. Prerequisite: POR 100Y or POR 125 or the equivalent. {A}{F}{L}

Fall, Spring, Variable

POR 232 Popular Music, Nationhood and Globalization in the Portuguese-Speaking World (4 Credits)

An introduction to popular music genres in Portuguese-speaking nations, the historical, socio-cultural and political forces that have shaped their emergence, and ways in which they communicate ideas of nationhood. We will also explore impacts of globalization on these genres and their transnational dissemination. Our approach will involve close readings of lyrics, analysis of musical form and influence, and attention to the broader cultural contexts surrounding songs, genres and musicians. Genres may include bossa nova, MPB, and forró (Brazil); fado (Portugal); morna (Cape Verde); kuduro (Angola); marrabenta (Mozambique); and transnational forms such as rock and hop-hop. Course taught in Portuguese. {A}{F}{L}

Fall, Spring, Variable

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity (4 Credits)

This course considers the shifting borders of Portuguese as a local, national and global language. The course explores language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. The course examines how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and addresses multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole and Indigenous languages in Brazil and Africa. Throughout, students consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or equivalent. {F}{L}

Fall, Spring, Variable

POR 299/ SPN 299/ FRN 299/ ITL 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

POR 301 Colloquium: LGBTQ+ Brazil: Advocacy and Art (4 Credits)

This course introduces students to the broader issues related to LGBTQ+ + Brazil, with a focus on gender identity, LGBTQ+ rights, activism and cultural production. The course is structured through broad categories consisting of histories, movements and chronology; geographies of identity and resistance; representations in art, literature, film and popular culture; and activism and organizations. Taught in English. Enrollment limited to 25. {A}{L}

Spring, Alternate Years

POR 381di Seminar: Topics in Portuguese and Brazilian Studies- Decolonial Imaginaries and Aesthetics (4 Credits)

In this seminar we will explore some of the entangled and contested colonial and postcolonial histories of diverse Portuguese-language communities, through the work of writers, visual artists, filmmakers, and musicians from Africa, Europe, and the Americas. We will discuss colonialism and its legacies, migratory and diasporic flows, contemporary contours of a Portuguese-language transnationalism, and decolonization as a concept encompassing a range of social activism and as expressed or envisioned in different forms of cultural production. Course conducted in Portuguese. Prerequisite: 200-level course in Brazilian or comparative Lusophone culture and society taught in Portuguese. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {A}{F}{L}

Fall, Spring, Variable

POR 381fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women (4 Credits)

This course makes reference to the pioneering legacy of key figures in Brazilian filmmaking, such as Susana Amaral, Helena Solberg and Tizuka Yamasaki. These directors' early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. We also examine the work of contemporary filmmakers, among them Lúcia Murat, Tata Amaral, Laís Bodanzky and Anna Muylaert, focusing on the ways in which they incorporate sociopolitical topics and/or gender issues. Course conducted in Portuguese. Prerequisite: 200-level course in Portuguese, or the equivalent. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {A}{F}

Fall, Spring, Variable

POR 400 Special Studies in Portuguese and Brazilian Literature (1-4 Credits)

By permission of the department, normally for senior majors.

Fall, Spring

SPN 112Y Beginning Spanish (5 Credits)

This course is for students who have had no previous experience with the language and emphasizes speaking, listening, writing, reading and "grammaring". Although it is an "elementary" course, students typically achieve an intermediate proficiency level by the end of the academic year. The course also serves as an introduction to Hispanic culture and a preparation for higher levels. Yearlong courses cannot be divided at midyear with credit for the first semester. Prerequisite: Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>) or successful completion of first semester of SPN 112Y. Enrollment limited to 20. First years and sophomores only.

Fall, Spring

SPN 120 Accelerated Beginning Spanish Through Culture (5 Credits)

Aimed at students who have had some basic experience with Spanish, this course prepares them to communicate in the language about themselves and their environment, and to acquaint them with basic socio-historical aspects of the cultures of Spanish-speaking countries. Students participate in activities that involve interacting with others, presenting information and understanding the target language, which allows them to learn about the structure of the language (its grammar). Priority is given to first- and second-year students. Prerequisite: Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>). Enrollment limited to 18. {F}

Fall

SPN 178/ WLT 178 Naughty Fictional Translators (4 Credits)

Offered as WLT 178 and SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L}

Fall, Spring, Alternate Years

SPN 200 Intermediate Spanish (4 Credits)

The chief goals of the course are to expand vocabulary and conversational skills, strengthen grammar and learn about key social, cultural and historical issues of the Spanish-speaking world. Vocabulary and grammar are taught within the context of the specific themes chosen to enhance students' familiarity with the "realities" of Spanish-speaking countries. Prerequisite: SPN 112Y, SPN 120 or Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>). Enrollment limited to 20. {F}

Fall, Spring

SPN 210 Artful Spanish Conversation (2 Credits)

Whether or not one considers oneself an "artist", one can engage in and appreciate the meaning that can be expressed and created through engagement with artful texts and pursuits, and in this class, students do so while pursuing the art of understanding and expressing themselves in Spanish. Through engagement with various artistic texts, students work with and respond to the diverse ways a story can be shared. The class explores the art of storytelling and the meaning it carries for individuals and communities. Through this process, students improve their vocabulary, conversational and presentational skills in Spanish. Designed for students at the SPN 200 or SPN 220 level. Other interested students should consult with the instructor. Prerequisite: SPN 112Y, SPN 120 or SPN 200, or by placement. Enrollment limited to 18. (E) {A}{F}

Fall, Spring, Alternate Years

SPN 220 Contemporary Cultures in the Spanish-Speaking World (4 Credits)

This is a high-intermediate course that aims at increasing students' ability to communicate comfortably in Spanish (orally and in writing). The course explores an array of issues relevant to the Spanish-speaking world and prepares students to think more critically and in depth about those issues, with the goal of achieving a deeper understanding of the target cultures. Materials used in the class include visual narratives (film), short stories, poems, plays and essays. Prerequisite: SPN 200 or Spanish Placement Exam (<https://www.smith.edu/aboutsmith/registrar/placement-exams>). Enrollment limited to 20. {F}

Fall, Spring

SPN 225 Colloquium: Muslim Women in Film (4 Credits)

This course provides the student with the academic writing skills necessary to successfully undertake writing assignments in the upper-division Spanish courses. The course focuses on expository and argumentative writing, but some attention is devoted to writing narratives and descriptions. Grammar is reviewed within the context of the writing assignments. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or sufficient proficiency in Spanish. Enrollment limited to 18. Priority given to majors, minors and second-year students planning to study abroad. {A}{F}{L}

Fall

SPN 230cv Topics in Latin American and Peninsular Culture and Society-Climate Voices (4 Credits)

Climate change is a planetary crisis, yet its impacts and the responses to it vary both geographically and culturally. This course examines climate change and cultural-ecological narratives produced in Spanish-speaking regions of the world, with particular interest in alternative, non-mainstream media. These include community radio broadcasts and theater, participatory video, photography, graphic novels and transmedia texts that uplift minority voices. In this course students work independently and collaboratively to explore who creates these narratives, why, and where and how they do so. As a final project, students create their own climate change narratives using the texts studied as examples of alternative ways of communicating knowledge. Enrollment limited to 20. {F}{L}

Fall, Spring, Variable

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica (4 Credits)

This course explores the realities and representation of women's domestic labor from the thematic perspectives of precariousness (a condition and expression of subjectivity under globalization) and intimacy (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain) and the Portuguese-speaking world where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work on the theme of women's domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Enrollment limited to 20. Prerequisite: SPN 220 or equivalent. {F}{L}

Fall, Spring, Variable

SPN 230fc Topics in Latin American and Peninsular Culture and Society-Families in Spanish Cinema: Concepts, Theories and Representations (4 Credits)

This is an introductory course in Spanish cinema with a focus on the representation of the family. The objective is to understand how the concept of the family operates in society, and how cinema reflects and shapes the cultural, political, economic, and social understanding of what constitutes family. Studying films from different periods, the course will offer an overview of, amongst others, the role of women and the family in Francoist Spain, new LGBTQ families, immigration and Spain's plurinational identities, and the deconstruction of the family-state in contemporary Spanish film. It will also offer an introduction to Spain's film industry. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

SPN 230mj Topics in Latin American and Peninsular Culture and Society-Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv (4 Credits)

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

SPN 230tm Topics in Latin American and Peninsular Culture and Society-Tales and Images of Travel and Migration in Latin America (4 Credits)

This class investigates questions of contact between people in contemporary Latin American texts and films. Students will analyze how experiences of travel and migration appear in Latin American culture, configuring identities and negotiating conflicts raised by the transit of people, objects and ideas in the region. Assignments include texts written since the late 20th century and films from several countries representing internal and transnational journeys. Some theoretical writings on the cultural means of travel are also included. Prerequisite: SPN 220 or equivalent. {F}{L}

Fall, Spring, Variable

SPN 230ww Topics in Latin American and Peninsular Culture and Society-Creative Writing By and With Spanish Women Writers (4 Credits)

A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. The course examines the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, Neruda, Alberti) as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention is given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. {F}{L}

Fall, Spring, Variable

SPN 236 Podcasting: Storytelling and New Production in the Spanish-Speaking World (4 Credits)

Media and news production are ever evolving in our modern, high-tech world. The democratization of media, storytelling and news reporting has provided a platform for more people, with varied perspectives, to be seen and heard. This empowerment, however, has not occurred without its challenges and issues. This course will engage students in the creation of their own podcasts, inviting them to create, write, produce and share their own weekly podcasts, while learning about news production and storytelling. Students will discuss different thematic issues related to social media including ethics, morals and biases. Prerequisite: SPN 220 or equivalent. Enrollment limited to 18. (E)

Fall, Spring, Variable

SPN 241 Culturas de España (4 Credits)

A study of the Spain of today through a look at its past in art, history, film and popular culture. The course analyzes Spain's plurality of cultures, from the past relations among Jews, Christians and Muslims, to its present ethnic and linguistic diversity. Highly recommended for students considering Study Abroad in Spain. Fulfills the writing requirement for the major. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (F)

Spring, Variable

SPN 245fw Topics in Latin American and Peninsular Studies-Latin American Films Made by Women (4 Credits)

An overview of films made by women in Latin America since the early 2000s. The class will study works representing various countries in the region, both from well-established and emerging directors. Students will learn about the general conditions in which these women made their films, reflecting on the various ways in which gender informs the content and determines the production of those films. With the support of theoretical readings, the work of these filmmakers will offer opportunities to reflect on issues of gender and sexuality in Latin America. Enrollment limited to 20. (A)(F)

Fall, Variable

SPN 245qv Topics in Latin American and Peninsular Studies-Queer Hispanics: Queer Voices in the Spanish-Speaking Worlds (4 Credits)

This course examines the representation of gender, sex, and sexuality discourses in Latin America and Spain from the perspective of the non-heteronormative subject. Under the label of 'queer', the course engages with a diverse group of voices, experiences, historical and fictional figures, cultural and social representations, as well as social performances whose common denominator is to challenge or divert from patriarchal and heteronormative society. Students will consider the way in which different texts (understanding 'text' in a broad sense) articulate the ethics, aesthetics, and politics of gender and sexual difference, and subvert/perpetuate conventional processes and dominant representational tropes. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (A)(F)

Fall, Spring, Variable

SPN 245tl Topics in Latin American and Peninsular Studies-SOAP:Spanish History Through Telenovelas (4 Credits)

The protagonists of the cult "hist-fi" Spanish television series "El Ministerio del Tiempo" (2015-2018) travel through the Spanish past to make sure it does not change. We travel with them to learn Spanish language and society through the ages, and how and why History is presently told that way. It fulfills the History requirement for the Spanish Major. Enrollment limited to 20. (F)(H)

Fall, Spring, Variable

SPN 245wc Topics in Latin American and Peninsular Studies-Women in Spanish Cinema (4 Credits)

Focusing on films by and about women in Spain, this transdisciplinary course will explore topics such as gender, sexuality, racism, representation of minorities, social movements and political activism. Students will also examine how digital technology and social media have transformed Spanish film and television production. Prerequisite: SPN 200-level course or placement test. Enrollment limited to 20. (A)(F)(H)

Fall, Annually

SPN 246cv Topics in Latin American Literature and Culture-El Caribe en Vaivén (4 Credits)

This course explores the complex flows of vaivén (coming and going) to, from and within the Caribbean. It examines the global, regional and local forces related to colonialism, racial capitalism and heteropatriarchy that have shaped human movements in this region. Students explore cultural expressions and critiques unveiling the manifold dimensions of race, gender, sexuality, culture and religion in Caribbean societies and diasporas. Key themes encompass undocumented migration within the Caribbean, Caribbean diasporas in the U.S. and Europe, Afro-Asian diasporas in the Caribbean and Latinx immigration to Hawaii. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (E) (F)(L)

Fall, Spring, Annually

SPN 246mr Topics in Latin American Literature and Culture-Reinterpreting Magical Realism (4 Credits)

Magical realism has been studied as a way of representing reality that is particularly suited to Latin America. This class explores the origins of this idea in terms of how the representative strategies associated with magical realism developed historically to approach the conflictive realities of Latin America. Students read literary works associated with magical realism, including *One Hundred of Solitude*, by Gabriel Garcia Márquez, as well as theoretical texts from authors who have reflected on the meaning of this concept. They also learn about how more recent Latin American authors engage critically with magical realism. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (F)(L)

Fall, Spring, Variable

SPN 246ta Topics in Latin American Literature and Culture - Transpacific Archive of the Americas (4 Credits)

This course explores literary and cultural productions from the Americas concerning transpacific histories and imaginaries, spanning from the Spanish colonial era to the present. The course discussions approach issues such as imperialism, globalization, modernization, capitalism and race/gender formations by centering transnational connections across Latin America, U.S. Latinx communities and Asia. Students study multiple genres of texts related to historical events, including the Manila galleon trade, Latin American modern nation-building, Asian diaspora in Latin America, Cold War armed conflicts in Korea and Vietnam and East Asian maquiladoras in the U.S.- Mexico border. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. (F)(H)(L)

Fall, Variable

SPN 246zn Topics in Latin American Literature and Culture-Zapatismo Now: Cultural Resistance on the "Other" Border (4 Credits)

This course explores the social and cultural expression of Zapatismo from its initial revolutionary uprising in the Mexican indigenous borderlands of Chiapas on New Year's Eve, 1994 through its present-day global vision of an alternative world model. Through close analysis of the movement's diverse cultural media, including communiqués, radio broadcasts, visual art, web blogs and storytelling, students examine the role of media arts and literary forms in Zapatismo's cultural and political philosophies, as well as develop a broad understanding of Zapatismo's influence in popular and indigenous social movements throughout Latin America and the global south. Course taught in Spanish. Prerequisites: SPN 220. Enrollment limited to 19. {A}{F}{L}

Fall, Spring, Variable

SPN 247 Race and Racism in Premodern Iberia (4 Credits)

This course challenges the dominant presentism by exploring understandings of race and racism in the context of premodern Iberia (present-day Spain and Portugal). Themes include intellectual and physical encounters between medieval kingdoms from West Africa and Europe, the construction of sameness and otherness in Iberia, and the intersection of race, class, and indigeneity in the Middle Ages. {F}{H}{L}

Fall, Spring, Annually

SPN 250sm Topics in Iberian Cultural History-Sex and the Medieval City (4 Credits)

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 252 Spanish Colonialism in Africa (4 Credits)

This course examines Spanish colonialism and its aftermath in Morocco and Equatorial Guinea. Topics include the development of Spanish imperialism, the Rif War of resistance (1919-26), the Civil War (1936-39), African immigration, the rise of Spanish right-wing populism, and the so-called "War on Terror" in Spain and in the rest of Europe. {F}{H}{L}

Fall, Spring, Variable

SPN 255 Colloquium: Muslim Women in Film (4 Credits)

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and study critically films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A}{F}{L}

Fall, Spring, Variable

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature (4 Credits)

This course offers critical perspectives on colonialism, literatures of conquest and narratives of cultural resistance in the Americas and the Caribbean. Decolonial theories of violence, writing and representation in the colonial context inform the study of literary and cultural production of this period. Readings explore several themes including indigenous knowledge, land and the natural world; orality, literacy and visual cultures; race, rebellion and liberation; slavery, piracy and power; and the coloniality of gender. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 260mr Topics in Latin American Cultural History-Modernization and Resistance (4 Credits)

This course looks at the ways in which Latin American authors confronted, appropriated and also resisted the paradigms of Modernity, from the post-Independence period to the mid 20th century. Through the study of primary sources and some recent re-interpretations of historical events, the class reflects on how Latin American culture was shaped by the legacy of colonialism and the persistent struggle to leave it behind. Special attention is paid to the clashing interactions between the indigenous populations, creole elites in a conflicted dialogue with the cultures of Europe and North America, and Africans brought to the continent as slaves. Class discussions will center on how cultural practices were traversed by notions of race, gender and social class, as well as by the larger geopolitical world context. Prerequisite: SPN 220 or equivalent. Enrollment limited to 20. {F}{H}{L}

Fall, Spring, Variable

SPN 291/ IDP 291 Reflecting on Your International Experience with Digital Storytelling (3 Credits)

Offered as SPN 291 and IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard and produce a 3-4 minute film about the challenges and triumphs of their experience and share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar or other). For 1 additional credit that counts toward the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15. {A}{L}

Spring

SPN 299/ FRN 299/ ITL 299/ POR 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

SPN 332iw Seminar: Topics in the Middle Ages Today-Islam in the West (4 Credits)

This transdisciplinary course examines the intimate, complex and longstanding relationship between Islam and the West in the context of the Iberian Peninsula from the Middle Ages until the present. Discussions focus on religious, historical, philosophical and political narratives about the place of Islam and Muslims in the West. Students are also invited to think critically about “convivencia,” “clash of civilizations,” “multiculturalism” and other theories that seek to make sense of the relationship between Islam and the West. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Spring, Variable

SPN 335 Seminar: Minorities in North Africa and the Middle East (4 Credits)

Focusing on religious, ethnic, and sexual minorities, this course explores questions about belonging, rights, justice and their relevance for the study of North Africa and the Middle East. It draws from different disciplines including history, philosophy, religion, anthropology, sociology, literature, and politics to think about majority-minority relations and the making of citizens. Prerequisite: SPN255 or equivalent, and permission of the instructor. Prerequisite: SPN 255 or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permissions required. {F}{H}{L}

Fall, Spring, Variable

SPN 337 Seminar: Difference (4 Credits)

This course examines the construction and representation of difference in Spanish cinema, focusing on class, gender, sexuality, age, religion and national origin. Students study the works of directors such as Pedro Almodóvar, Llorenç Soler, Carla Simón, Icíar Bollaín, Chus Gutiérrez, Gerardo Olivares and Montxo Armendáriz, among others. Enrollment limited to 14. Juniors and Seniors only. Instructor permission required. {F}{H}{L}

Fall, Spring, Variable

SPN 372sb Seminar: Topics in Latin American and Iberian Studies- Blackness in Spain (4 Credits)

We investigate the lives of Spaniards of African origin or individuals who lived in Spain such as: painter Juan de Pareja (Velazquez’s slave) in the 17th century, whose unique portrait by Velazquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s, for example poet Langston Hughes, and nurse Salara Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, *Kinky Gazpacho* (2008), which she describes as a “racial coming of age.” The ultimate goal is to gain understanding of racial relations in Spain and to explore the geology of Western racism. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {A}{F}

Fall, Spring, Variable

SPN 373ds Seminar: Topics in Cultural Movements in Spanish America- Defiant Screens: Latin American Cinema After Neoliberalism (4 Credits)

The sweeping neoliberal reforms of the 1980s and 1990s had a dramatic effect in the social fabric of all Latin American countries. They also deeply impacted the region’s cinema, with many directors throughout the continent confronting head on the challenges of neoliberalism. This seminar will look at the many ways in which Latin American filmmakers explored and contested the difficult social conditions created by this market-based system of governance. The class will discuss films dealing with topics such as societal fragmentation and political agency, shifts in notions of family and gender, violence and conflict, resignifications of space, and indigenities and social ecologies. As the continent sees political forces shifting away from the radical neoliberalism of the turn of the century, we will explore how and if these films participated in such transformations. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{F}

Fall, Spring, Variable

SPN 373pl Seminar: Topics in Cultural Movements in Spanish America- Embodied Politics in Latin American Films (4 Credits)

This course examines recent Latin American films in their portrayal of bodily identities and practices that carry political weight. Students interrogates these films’ attention to issues of race, gender and sexuality, as well as their portrayal of people’s interaction with the spaces they inhabit. Most of the films are from Argentina, Chile, Colombia and Peru but are studied within the broader regional film landscape. By the end of the semester students have a general understanding of that landscape and of the way in which films dealing with embodied histories encourage political reflections. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Spring, Variable

SPN 373rw Seminar: Topics in Cultural Movements in Spanish America-Radical Words: Latin American Women and the Struggle for Livable Worlds (4 Credits)

When your world is on fire, what can words do? This course explores how Latin American women intellectuals, dissidents and cultural revolutionaries (20th and early 21st centuries) have confronted unlivable realities and imagined radical alternatives. Students read works crafted on the front lines of social upheaval and in the face of ecological catastrophe, analyzing different modes of representation: testimonial, memoir, experimental fiction, visual narrative, and political manifestos. They will also gain understanding of social forces shaping the cultural imaginaries of the time: Black and Queer liberation and Indigenous sovereignty movements, struggles against state violence, and ecological, anarchist and revolutionary feminisms. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Variable

SPN 400 Special Studies in Spanish and Spanish American Literature (1-4 Credits)

By permission of the department. Normally for senior majors.

Fall, Spring

SPN 430D Spanish Honors Project (4-8 Credits)

Fall, Spring

SPN 431 Spanish Honors Project (8 Credits)

Fall

Crosslisted Courses

ARH 201/ POR 201 Brazilian Art Inside and Out (4 Credits)

Offered as POR 201 and ARH 201. This course serves as an introduction in English to contemporary and modern Brazilian art. Course materials and class discussions address such topics as public vs. private art spaces, national vs. global identities, the role of art as agency for social change and as site of memory, activism, resistance and transformation. {A}

Fall, Variable

FRN 299/ ITL 299/ POR 299/ SPN 299 Teaching Romance Languages: Theories and Techniques on Second Language Acquisition (4 Credits)

Offered as FRN 299, ITL 299, POR 299 and SPN 299. The course explores the issues in world language instruction and research that are essential to the teaching of Romance languages. Special focus will be on understanding local, national and international multilingual communities as well as theories, methods, bilingualism and heritage language studies. Topics include the history of Romance languages, how to teach grammar and vocabulary, the role of instructors and feedback techniques. The critical framing provided will help students look at schools as cultural sites, centers of immigration and globalization. Class observations and scholarly readings help students understand the importance of research in the shaping of the pedagogical practice of world languages. Prerequisite: At least 4 semesters (or placement to equivalent level) of a Romance language taught at Smith (Italian, Portuguese, Spanish or French). Enrollment limited to 25. {F}{S}

Fall, Spring, Annually

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature (4 Credits)

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

IDP 291/ SPN 291 Reflecting on Your International Experience with Digital Storytelling (3 Credits)

Offered as SPN 291 and IDP 291. A course designed for students who have spent a semester, summer, Interterm or year abroad. After introducing the methodology of digital storytelling, in which images and recorded narrative are combined to create short video stories, students write and create their own stories based on their time abroad. Participants script, storyboard and produce a 3-4 minute film about the challenges and triumphs of their experience and share it with others. Prerequisite: Significant experience abroad (study abroad, praxis, internship, Global Engagement Seminar or other). For 1 additional credit that counts toward the translation concentration, students may translate and narrate their stories into the language of the country where they spent their time. Enrollment limited to 15. {A}{L}

Spring

LAS 150 Introduction to Latin American Studies (4 Credits)

This course is a multidisciplinary, thematically-organized introduction to the cultures and societies of Latin America and communities of Latin American descent in the United States that serves as a primary gateway to the Latin American Studies major. This course surveys a variety of topics in culture, geography, politics, history, literature, language and the arts through readings, films, music, discussions and guest lectures. The course is required for all majors in Latin American Studies. {A}{H}{S}

Fall, Spring, Variable

LAS 201 of Colloquium: Topics in Latin American and Latino/a/x Studies-Organizing Freedom: Domestic Worker History and Cultures of Resistance in the Américas (4 Credits)

This course explores women's domestic labor, studying histories and cultures of resistance of Latin American and Latine domestic workers. It asks key questions: How do the legacies of colonialism, anti-Indigeneity and anti-Blackness shape domestic labor? What strategies have domestic workers deployed in different moments and diverse geographies to dismantle systems of oppression? How have they articulated concepts of liberation, autonomy and freedom to build alternative cultures of solidarity, mutuality and well-being? Students read key histories of domestic work in Latin America, study how domestic workers organize to build international networks and consider cultural digital projects that center domestic workers. {H}{L}

Annually

LAS 301ae Seminar: Topics in Latin American and Latino/a Studies- Contesting Space: Art, Ecology, Activism (4 Credits)

What do artists have to say to activists and scientists? Students in this seminar will immerse in case studies drawn from Latin American and Latinx geographies (1970s to the present) to explore the promises and pitfalls of cultural experiments across boundaries of knowledge-making in art, ecology and activism. We will work with a range of public culture technologies—including digital storytelling, social and print media—to illuminate these “activist ecologies” for diverse publics outside academia. Open to juniors and seniors of any major. Some background in the study of the Latinx/Latin America(s) required. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {A}{H}{S}

Fall, Spring, Variable

PHI 310la Seminar: Topics in Recent and Contemporary Philosophy- Latin American Philosophy (4 Credits)

This course provides a survey of different Latin American philosophical traditions. The course considers the existence of a Latin American philosophy in its own right and its contributions to understanding other world philosophies. The course examines different figures in Latin American thought relevant to social and political philosophy; the history of philosophy; political violence and revolutions; and race, feminism and memory. Among others, the course focuses on figures such as Guaman Poma de Ayala, Bartolomé de las Casas, Carlos Mariátegui, Enrique Dussel, Aníbal Quijano, María Lugones, Gloria Anzaldúa and Silvia Rivera Cusicanqui. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}{S}

Fall, Spring, Variable

POR 212/ WLT 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World (4 Credits)

Introducing translated works by celebrated Portuguese-language writers, this course explores themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism and colonialism, but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge production and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), students consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance and the sometimes fraught dynamics they reveal between authorship and authority. {L}

Fall, Spring, Variable

SPN 178/ WLT 178 Naughty Fictional Translators (4 Credits)

Offered as WLT 178 and SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) “slow reading” of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of “transfictions” (i.e., fictions about translators) since the ‘90s. Taught in English. {L}

Fall, Spring, Alternate Years

TSX 330/ WLT 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners’ reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

WLT 204qq Topics: Writings and Rewritings-Queering Don Quixote (4 Credits)

Don Quixote de la Mancha (1605–15) is allegedly the first and most influential modern novel. We approach this hilarious masterpiece by Cervantes through a “queering” focus, i.e., as a text that exposes binary oppositions (literary, sexual, social, religious and ethnic) such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role of Don Quixote in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism). SPN 356 optional corequisite. {L}

Fall, Spring, Variable

Goals for Majors in Spanish and Portuguese

Spanish Major Learning Goals

Upon graduation our students are able to think critically and to speak, read and write with accuracy at an advanced level in Spanish, and at a low-intermediate level or higher in Portuguese. They have the ability to negotiate diverse academic, professional and social situations in Spanish with high communicative capacity. To this end, most of our classes are held in the target language, as is all student work produced in these classes, including discussions, oral presentations and written work. Our majors are able to identify and analyze a range of forms and styles of cultural expression, including diverse literary genres, visual art, film, performance and drama. Majors graduate with the capacity to think historically, to identify and utilize a variety of literary and cultural theories, to interpret original creative works, as well as develop comparative and interdisciplinary analyses.

Portuguese and Brazilian Studies Major Learning Goals

Upon graduation, our students are able to speak, read and write with accuracy at a high-intermediate to advanced level in Portuguese and to negotiate diverse academic, professional and social situations with effective communicative capacity. To this end, a number of core classes are held in the target language and engage students in a variety of communication activities, including informal conversation, discussion of authentic texts, presentations, personal essays and research papers. Beyond linguistic competency, majors graduate with a high degree of intercultural literacy, having studied aspects of Brazilian and Lusophone cultures and societies through a combination of humanities and social science perspectives.

Statistical and Data Sciences

Department website (<https://www.smith.edu/academics/statistics/>)
The statistical and data sciences (SDS) program links faculty and students from across the college interested in learning things from data. At Smith, students learn statistics by **doing**—class time emphasizes problem-solving and hands-on contact with data. Many courses employ student-driven projects that allow students to pursue their interest in fields such as economics, psychology, political science, sociology, engineering, biology, environmental science, neuroscience and geology.

Faculty

Ben Baumer, Ph.D., Professor
Casey E. Berger, Ph.D., Assistant Professor of Statistical and Data Sciences and of Physics
Shiya Cao, Ph.D., Mass Mutual Assistant Professor of Statistical and Data Sciences
Kaitlyn Cook, Ph.D., Assistant Professor
Randi Garcia, Ph.D., Associate Professor of Statistical and Data Sciences and of Psychology
Albert Y. Kim, Ph.D., Associate Professor
Katherine M. Kinnaird, Ph.D., Clare Boothe Luce Assistant Professor of Statistical and Data Sciences and of Computer Science
Rebecca Kurtz-Garcia, Assistant Professor of Statistical and Data Sciences and of Mathematical Sciences
Scott J. LaCombe, Ph.D., Assistant Professor of Statistical and Data Sciences and of Government
Lindsay Poirier, Ph.D., Mass Mutual Assistant Professor of Statistical and Data Sciences

Lecturers and Visiting Faculty, 2023-24

Jared Joseph, Ph.D., Visiting Assistant Professor
William Hopper, Ph.D., Lecturer
Nicholas Schwab, M.A., Laboratory Instructor

Statistical and Data Sciences Committee

Shannon Audley, Ph.D., Associate Professor of Education and Child Study
Ben Baumer, Ph.D., Professor of Statistical and Data Sciences
Casey E. Berger, Ph.D., Assistant Professor of Statistical and Data Sciences and of Physics
Shiya Cao, Ph.D., Mass Mutual Assistant Professor of Statistical and Data Sciences
Kaitlyn Cook, Ph.D., Assistant Professor of of Statistical and Data Sciences
Terry-Ann Craigie, Ph.D., Associate Professor of Economics
R. Jordan Crouser, Ph.D., Associate Professor of Computer Science
Glenn William Ellis, Ph.D., Professor of Engineering
Randi Garcia, Ph.D., Associate Professor of Statistical and Data Sciences and of Psychology
Howard Gold, Ph.D., Professor of Government
Suzanne Z. Gottschang, Ph.D., Professor of Anthropology
Mary Harrington, Ph.D., Tippit Professor in the Life Sciences and Professor of Neuroscience
William Hopper, Ph.D., Lecturer in Statistical and Data Sciences
Jared Joseph, Ph.D., Visiting Assistant Professor in Statistical and Data Sciences
Albert Y. Kim, Ph.D., Associate Professor of Statistical and Data Sciences

Katherine M. Kinnaird, Ph.D., Clare Boothe Luce Assistant Professor of Statistical and Data Sciences and of Computer Science

Rebecca Kurtz-Garcia, Assistant Professor of Statistical and Data Sciences and of Mathematical Sciences
Scott J. LaCombe, Ph.D., Assistant Professor of Statistical and Data Sciences and of Government
Caroline Melly, Ph.D., Associate Professor of Anthropology
Philip K. Peake, Ph.D., Professor of Psychology
Cornelia Pearsall, Ph.D., Professor of English Language and Literature
Lindsay Poirier, Ph.D., Mass Mutual Assistant Professor of Statistical and Data Sciences
Marney C. Pratt, Ph.D., Senior Laboratory Instructor of Biological Sciences
Susan Stratton Sayre, Ph.D., Associate Professor of Economics
Vis Taraz, Ph.D., Associate Professor of Economics

Statistical and Data Sciences Major and Minor Advisers

Benjamin Baumer, Randi Garcia, Albert Kim, Katherine Kinnaird, Scott LaCombe, Lindsay Poirier, Kaitlyn Cook, Shiya Cao, Rebecca Kurtz-Garcia,

Applied Statistics Minor Advisers

Benjamin Baumer, Casey Berger, Shiya Cao, Kaitlyn Cook, Randi Garcia, R. Jordan Crouser, Glenn Williams Ellis, Howard Gold, Suzanne Gottschang, Mary Harrington, Albert Kim, Katherine Kinnaird, Rebecca Kurtz-Garcia, Scott LaCombe, Caroline Melly, Philip Peake, Cornelia Pearsall, Lindsay Poirier, Marney Pratt, Susan Sayre, Vis Tara, Shannon Audley

Honors Director

Benjamin Baumer

Study Abroad Adviser

Scott J. LaCombe

Statistical and Data Sciences Major Requirements

Ten courses

- Five foundations and core courses:
 - CSC 110
 - SDS 192
 - MTH 211
 - SDS 220 or SDS 201
 - SDS 291
- One programming depth course: CSC 210, CSC 220, SDS 235/ CSC 235, SDS 270, CSC 294, CSC 352, or SDS 271
- One statistics depth course: SDS 290, SDS 293, MTH 320/ SDS 320 or a topic of SDS 390
- One communication course: SDS 109/ CSC 109, FYS 189, CSC 235/ SDS 235, SDS 236 or SDS 237
- One application domain course. A student and their advisor should identify potential application domains of interest as early as possible, since many suitable courses will have prerequisites. Normally, this should happen during the fourth semester or at the time of major declaration, whichever comes first. The determination of whether a course satisfies the requirement will be made by the student's major advisor. The requirement is normally satisfied by one of the following:

- a. A topic of SDS 300
 - b. A research seminar (normally 300-level) or special studies of at least two credits. Normally, the domain would be outside of mathematics, statistics and computer science.
 - c. A departmental honors thesis in another major (normally not MTH or CSC).
6. One capstone course: SDS 410
 7. Electives (as needed to fulfill the 10-course requirement): Provided that the requirements listed above are met, any of the courses listed above may be counted as electives to reach the 10-course requirement. Five College courses in statistics and computer science may be taken as electives. Additionally, the following courses may be counted toward completion of the major: MTH 246, CSC 230, CSC 252, CSC 290.

Additional Guidelines

- All but the application domain course must be graded; the application domain course can be taken S/U.
- SDS 201 may be replaced by a 4 or 5 on the AP statistics exam. Replacement by AP courses does not diminish the total number of courses required for either the major or the minor.
- MTH 211 may be replaced by petition in exceptional circumstances.
- Any one of ECO 220, GOV 203, PSY 201 or SOC 204 may directly substitute for SDS 220 without the need to take another course, in both the major and minor. Note that SDS 220 and ECO 220 require Calculus.
- Five College equivalents may substitute with permission of the program.
- EDC 206/ MTH 206 is an important course but does not count toward the major.

Mathematical Statistics Major

Information on the interdepartmental major in mathematical statistics can be found on the Mathematical Sciences (p. 353) page of this catalog.

Statistical and Data Sciences Minor

Requirements

Six courses

1. Four foundation and core courses:
 - a. CSC 110
 - b. SDS 192
 - c. SDS 220 or SDS 201
 - d. SDS 291
2. One programming depth course: CSC 210, CSC 220, CSC 252, CSC 294, CSC 235/ SDS 235, SDS 270 or SDS 271
3. One communication course: CSC 109/ SDS 109, FYS 189, CSC 235/ SDS 235, SDS 236 or SDS 237
 - Should these three requirements be fulfilled by fewer than six courses, any of the courses in SDS or CSC that count towards the major may be counted towards the minor.
 - Normally, no more than one course graded S/U will be counted toward the minor.
 - EDC 206/ MTH 206 is an important course but does not count toward the minor.

Applied Statistics Minor

The interdepartmental minor in applied statistics offers students a chance to study statistics in the context of a field of application of interest to the student. The minor is designed with enough flexibility to allow a student to choose among many possible fields of application.

Requirements

Five courses

1. One introductory statistics course: SDS 201, SDS 220, PSY 201, ECO 220, SOC 204 or GOV 203
2. SDS 290 and SDS 291
3. Two application courses: BIO 232, BIO 231, BIO 334, BIO 232, BIO 266/BIO 267, ECO 240, ECO 311in, ECO 363, EGR 389, GOV 312pb, PSY 301, PSY 358, PSY 369, PSY 373, SOC 204, honors theses or special study focused on statistical applications in a field and with approval of the minor adviser.
 - Only one introductory statistics course may count toward the minor.
 - Among the courses used to satisfy the student's major requirement, a maximum of two courses can count towards the minor.
 - Normally, no more than one course graded S/U will be counted towards the minor.
 - Students who have taken AP Statistics in high school and received a 4 or 5 on the AP Statistics Examination, or who have had other equivalent preparation in statistics, are not required to repeat the introductory statistics course, but they are required to complete five courses.

Courses

SDS 100 Laboratory: Reproducible Scientific Computing with Data (1 Credit)

The practice of data science rests upon computing environments that foster responsible uses of data and reproducible scientific inquiries. This course develops students' ability to engage in data science work using modern workflows, open-source tools and ethical practices. Students learn how to author a scientific report written in a lightweight markup language (e.g., markdown) that includes code (e.g., R), data, graphics, text and other media. Students also learn to reason about ethical practices in data science. Not open to students who have already completed any of: SDS 192, SDS 201, SDS 220, SDS 290 or SDS 291. Concurrent registration required in any of: SDS 192, SDS 201, SDS 220, SDS 290 or SDS 291. S/U only. Enrollment limited to 30. Students not registered for a corequisite course will be dropped without notification.

Fall, Spring

SDS 109/ CSC 109 Communicating with Data (4 Credits)

Offered as SDS 109 and CSC 109. The world is growing increasingly reliant on collecting and analyzing information to help people make decisions. Because of this, the ability to communicate effectively about data is an important component of future job prospects across nearly all disciplines. In this course, students learn the foundations of information visualization and sharpen their skills in communicating using data. Throughout the semester, we explore concepts in decision-making, human perception, color theory and storytelling as they apply to data-driven communication. Whether you're an aspiring data scientist or you just want to learn new ways of presenting information, this course helps you build a strong foundation in how to talk to people about data. {M}
Fall, Spring, Alternate Years

SDS 192 Introduction to Data Science (4 Credits)

An introduction to data science using Python, R and SQL. Students learn how to scrape, process and clean data from the web; manipulate data in a variety of formats; contextualize variation in data; construct point and interval estimates using resampling techniques; visualize multidimensional data; design accurate, clear and appropriate data graphics; create data maps and perform basic spatial analysis; and query large relational databases. Corequisite: SDS 100 required for students who have not previously completed SDS 201, SDS 220, SDS 290 or SDS 291. {M}
Fall, Spring

SDS 201 Statistical Methods for Undergraduates (4 Credits)

(Formerly MTH 201/ PSY 201). An overview of the statistical methods needed for undergraduate research, emphasizing methods for data collection, data description and statistical inference, including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized and students use R for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basic requirement for the psychology major. Students who have taken MTH 111 or equivalent should take SDS 220, which also satisfies the basic requirement. Normally, students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, ECO 220, GOV 203, SDS 220 or SOC 204. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 220, SDS 290 or SDS 291. {M}
Fall, Spring, Annually

SDS 220 Introduction to Probability and Statistics (4 Credits)

(Formerly MTH 220/SDS 220). An application-oriented introduction to modern statistical inference: study design, descriptive statistics, random variables, probability and sampling distributions, point and interval estimates, hypothesis tests, resampling procedures and multiple regression. A wide variety of applications from the natural and social sciences are used. This course satisfies the basic requirement for biological science, engineering, environmental science, neuroscience and psychology. Normally students receive credit for only one of the following introductory statistics courses: SDS 201, PSY 201, GOV 203, ECO 220, SDS 220 or SOC 204. Exceptions may be allowed in special circumstances with adviser and instructor permission. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 290 or SDS 291. Prerequisite: MTH 111 or equivalent. Enrollment limited to 40. {M}

Fall, Spring**SDS 235/ CSC 235 Visual Analytics (4 Credits)**

Offered as CSC 235 and SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take this course as a programming intensive course, prerequisite: CSC 212. In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau or Plotly. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. {M}
Fall, Spring, Variable

SDS 236 Data Journalism (4 Credits)

Data journalism is the practice of telling stories with data. This course will focus on journalistic practices, interviewing data as a source, and interpreting results in context. We will discuss the importance of audience in a journalistic context, and will focus on statistical ideas of variation and bias. The course will include hands-on work with data, using appropriate computational tools such as R, Python, and data APIs. In addition, we will explore the use of visualization and storytelling tools such as Tableau, plot.ly, and D3. No prior experience with programming or journalism is required. Prerequisites: An introductory statistics course (including SDS 220, SOC 204, GOV 203, ECO 220, PSY 201). Enrollment limited to 20. WI {M}
Fall, Spring, Variable

SDS 237 Data Ethnography (4 Credits)

This course introduces the theory and practice of data ethnography, demonstrating how qualitative data collection and analysis can be used to study data settings and artifacts. Students will learn techniques in field-note writing, participant observation, in-depth interviewing, documentary analysis and archival research and how they may be used to contextualize the cultural underpinnings of datasets. Students will learn how to visualize datasets in ways that foreground their sociopolitical provenance in R. Students will also learn how ethnographic methods can be leveraged to improve data documentation and communication. The course will introduce debates regarding the politics of technoscientific fieldwork. Recommended prerequisite: SDS 192. Enrollment limited to 40. {S}
Fall, Spring, Annually

SDS 261 SQL for Data Science (1 Credit)

A continuation of ideas learned in SDS 192, this course develops abilities for using SQL databases within the data science pipeline. The core of the course focuses on the why and the how associated with writing SELECT queries in SQL. Additional topics include subqueries, indexes, keys and regular expressions. Students learn how to run SQL queries from both the RStudio IDE as well as from a relational database management system client like MySQL Workbench or DBeaver. Prerequisite: SDS 192. S/U only. Enrollment limited to 20. {E}

Interterm, Variable

SDS 270 Programming for Data Science in R (4 Credits)

This course is not about data analysis—rather, students learn the R programming language at a deep level. Topics may include data structures, control flow, regular expressions, functions, environments, functional programming, object-oriented programming, debugging, testing, version control, documentation, literate programming, code review and package development. The major goal for the course is to contribute to a viable, collaborative, open-source, publishable R package. Prerequisites: SDS 192 and CSC 110, or equivalent. Enrollment limited to 40. {M}

Fall, Spring, Annually

SDS 271 Programming for Data Science in Python (4 Credits)

This course covers the skills and tools needed to process, analyze, and visualize data in Python and work on collaborative projects. Topics include functional and object oriented programming in Python, data wrangling in Pandas, visualization in Matplotlib in seaborn, as well as creating a reproducible workflow: debugging, testing, and documenting programs and effectively using version control. The major goal for the course is to create a viable, open-source Python package like those in the Python Package Index (PyPI). Prerequisites: SDS 192 and CSC 110. Enrollment limited to 40. (E) {M}

Fall

SDS 290 Research Design and Analysis (4 Credits)

(Formerly MTH/SDS 290). A survey of statistical methods needed for scientific research, including planning data collection and data analyses that provide evidence about a research hypothesis. The course can include coverage of analyses of variance, interactions, contrasts, multiple comparisons, multiple regression, factor analysis, causal inference for observational and randomized studies and graphical methods for displaying data. Special attention is given to analysis of data from student projects such as theses and special studies. Statistical software is used for data analysis. Prerequisites: One of the following: PSY 201, SDS 201, GOV 203, ECO 220, SDS 220 or a score of 4 or 5 on the AP Statistics examination or the equivalent. Corequisite: SDS 100 required for students who have not completed SDS 192, SDS 201, SDS 220 or SDS 291. Enrollment limited to 40. {M}

Fall, Spring, Annually

SDS 291 Multiple Regression (4 Credits)

(Formerly MTH 291/ SDS 291). Theory and applications of regression techniques: linear and nonlinear multiple regression models, residual and influence analysis, correlation, covariance analysis, indicator variables and time series analysis. This course includes methods for choosing, fitting, evaluating and comparing statistical models and analyzes data sets taken from the natural, physical and social sciences. Prerequisite: one of the following: SDS 201, PSY 201, GOV 203, SDS 220, ECO 220 or equivalent or a score of 4 or 5 on the AP Statistics examination. Corequisite: SDS 100 required for students who have not completed SDS 192, 201, 220 or 290. Enrollment limited to 40. {M}{N}

Fall, Spring

SDS 293 Modeling for Machine Learning (4 Credits)

In the era of “big data,” statistical models are becoming increasingly sophisticated. This course begins with linear regression models and introduces students to a variety of techniques for learning from data, as well as principled methods for assessing and comparing models. Topics include bias-variance trade-off, resampling and cross-validation, linear model selection and regularization, classification and regression trees, bagging, boosting, random forests, support vector machines, generalized additive models, principal component analysis, unsupervised learning and k-means clustering. Emphasis is placed on statistical computing in a high-level language (e.g. R or Python). Prerequisites: SDS 291 and MTH 211 (may be concurrent). {M}

Fall, Spring, Annually

SDS 300cr Seminar: Topics in Statistical & Data Sciences Applications-Data Science for Coral Reef Conservation (4 Credits)

Students develop the skills and tools needed to process, analyze and visualize data related to large-scale coral reef conservation and management in R. Specifically, students work to collate data from NGOs, governments and academic researchers to assess changes in coral cover and community structure across the Caribbean. Quantifying these changes across spatial scales within the basin is essential in planning and managing the coral reefs of today and those of the future. Students use statistical and meta-analytical approaches to seek patterns in the data and build toward a final synthesis and presentation of these data. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

SDS 300di Seminar: Topics in Applications-Disability Inclusion and Data Analytics (4 Credits)

Students will learn the social model of disability and critical disability theory as well as research design and process, and work on a research project analyzing disability inclusion public data. The statistical methods covered in this course may include logistic regression, multivariate analysis, factor analysis, etc. Students are expected to submit their final projects to a journal, conference or competition by the end of the semester. Prerequisite: SDS 201, SDS 220 or ECO 220. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Variable

SDS 300ed Seminar: Topics in Applications-Statistics in Education (4 Credits)

Students will learn educational measurement and assessment and apply this knowledge to a research project analyzing educational data. Discussions will cover sensitivity and specificity, reliability, validity, item response theory, logistic regression and the Rasch model. Students will use this knowledge to evaluate the effectiveness of a new curriculum on the performance of at-risk low-income students. Research will also be conducted on an additional dataset to analyze the relationship between student/family characteristics and educational outcomes. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

SDS 320/ MTH 320 Seminar: Mathematical Statistics (4 Credits)

Offered as MTH 320 and SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Discussions include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Spring, Alternate Years

SDS 338/ GOV 338 Research Seminar in Political Networks (4 Credits)

Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? Does Massachusetts's decision to legalize recreational marijuana influence Vermont's marijuana policies? From declarations of war to the decision of who congressmembers will vote with, social scientists are increasingly looking to political networks to recognize the inter-connectedness of the world around us. This course will overview the essentials of social network analysis and how they are applied to give us a better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

SDS 364/ PSY 364 Research Seminar: Intergroup Relationships (4 Credits)

Offered as PSY 364 and SDS 364. Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{N}{S}

Fall, Spring, Alternate Years

SDS 390cd Topics in Statistical and Data Sciences-Categorical Data Analysis (4 Credits)

Theory and applications of statistical methods for the analysis of categorical data. The course includes an overview of statistical methods for analyzing discrete data including binary, multinomial and count response variables. Nominal and ordinal responses will be considered. Topics may include contingency table and chi-squared analyses, logistic, Poisson and negative-binomial regression models. R statistical software will be used. Prerequisites: SDS 291 or SDS 290 or equivalent.

Fall, Variable

SDS 390ef Topics in Statistical and Data Sciences-Ecological Forecasting (4 Credits)

Ecologists are asked to respond to unprecedented environmental challenges. How can they provide the best scientific information about what will happen in the future? The goal of this seminar is to bring together the concepts and tools needed to make ecology a more predictive science. Topics include Bayesian calibration and the complexities of real-world data; uncertainty quantification, partitioning, propagation and analysis; feedback from models to measurements; state-space models and data fusion; iterative forecasting and the forecast cycle; and decision support. A semester-long project will center on data from the Smithsonian Conservation Biology Institute (SCBI) forestry reserve. Prerequisites: SDS 192, SDS 291 and either MTH 112 or (MTH 111 and MTH 153.) (E)

Fall, Variable

SDS 400 Special Studies (1-4 Credits)

Admission by permission of the program, normally for juniors and seniors.

Fall, Spring

SDS 410 Seminar: Capstone in Statistical & Data Sciences (4 Credits)

This one-semester course leverages students' previous coursework to address a real-world data analysis problem. Students collaborate in teams on projects sponsored by academia, government or industry. Professional skills developed include: ethics, project management, collaborative software development, documentation and consulting. Regular team meetings, weekly progress reports, interim and final reports, and multiple presentations are required. Open only to Statistical and Data Science majors. Prerequisites: SDS 192, SDS 291 and CSC 111. Enrollment limited to 12. Statistical and Data Science majors only. Juniors and seniors only. {M}

Fall, Spring

SDS 430D Honors Thesis (4 Credits)

Fall, Spring, Annually

Crosslisted Courses

BIO 232 Genetics and Evolution (4 Credits)

Evolution frames much of biology by providing insights into how and why things change over time. For example, the study of evolution is essential to: understanding transitions in biodiversity across time and space, elucidating patterns of genetic variation within and between populations, and developing both vaccines and treatments for human diseases. Topics in this course include population genetics, molecular evolution, speciation, phylogenetics and macroevolution. Prerequisite: BIO 130 or BIO 132 or equivalent. {N}

Fall

BIO 334 Bioinformatics and Comparative Molecular Biology (3 Credits)

This course focuses on methods and approaches in the emerging fields of bioinformatics and molecular evolution. Discussions include the quantitative examination of genetic variation, selective and stochastic forces shaping proteins and catalytic RNA data mining, comparative analysis of whole genome data sets, comparative genomics and bioinformatics, and hypothesis testing in computational biology. The course explores the role of bioinformatics and comparative methods in the fields of molecular medicine, drug design and in systematic, conservation and population biology. Corequisite: BIO 335 strongly recommended but not required. Prerequisite: BIO 132, BIO 230, BIO 232, or equivalent. Enrollment limited to 20. {N}

Spring, Variable

CSC 235/ SDS 235 Visual Analytics (4 Credits)

Offered as CSC 235 and SDS 235. Visual analytics techniques can help people to derive insight from massive, dynamic, ambiguous and often conflicting data. During this course, students learn the foundations of the emerging, multidisciplinary field of visual analytics and apply these techniques toward a focused research problem in a domain of personal interest. Students may elect to take this course as a programming intensive course, prerequisite: CSC 212. In this track, students learn to use R, Python and HTML5/JavaScript to develop custom visual analytic tools. Students preferring a non-programming intensive track may elect to use existing visual analytic software, such as Tableau or Plotly. Designations: Theory, Programming. Prerequisite: CSC 120 or equivalent. {M}

Fall, Spring, Variable

CSC 252 Algorithms (4 Credits)

Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems and NP-completeness. Designation: Theory. Prerequisites: CSC 210, MTH 111 and MTH 153. Enrollment limited to 30. {M}

Fall, Spring, Alternate Years

CSC 294 Computational Machine Learning (4 Credits)

An introduction to machine learning from a programming perspective. Students will develop an understanding of the basic machine learning concepts (including underfitting/overfitting, measures of model complexity, training/test set splitting and cross validation), but with an explicit focus on machine learning systems design (including evaluating algorithmic complexity and development of programming architecture) and on machine learning at scale. Principles of supervised and unsupervised learning will be demonstrated via an array of machine learning methods including decision trees, k-nearest neighbors, ensemble methods and neural-networks/deep-learning as well as dimension reduction, clustering and recommender systems. Students will implement classic machine learning techniques, including gradient descent. Designations: Theory, Programming. Prerequisites: CSC 210, CSC 250 & (MTH 112 or MTH 211), and knowledge of Python. Enrollment limited to 40. {M}

Fall, Spring, Annually

CSC 325 Seminar: Responsible Computing (4 Credits)

When is disruption good? Who is responsible for ensuring that an innovation has a positive impact? Are these impacts shared equitably? How can bias be eliminated from algorithms, if they exist? What assurances can anyone make about the technology they develop? What are the limitations of professional ethics? This seminar examines the ethical implication (i.e., ethics, justice, political philosophy) of computing and automation. Participants will explore how to design technology responsibly while contributing to progress and growth. Topics include: intellectual property; privacy, security and freedom of information; automation; globalization; access to technology; artificial intelligence; mass society; and emerging issues. Designation: Systems. Prerequisite: CSC 210. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ECO 220 Introduction to Statistics and Econometrics (5 Credits)

Summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of statistical software to analyze labor market and other economic data. Prerequisite: ECO 150 or ECO 153. Students are not given credit for both ECO 220 and any of the following courses: GOV 203, PSY 201, SDS 201, SDS 220 or SOC 204. Enrollment limited to 55. {M}{S}

Fall, Spring, Annually

ECO 222 Economics of Race, Policy, and Mass Incarceration (4 Credits)

The United States has the world's highest incarceration rate at more than five times the global median. This country is regrettably distinguished by significant racial-ethnic and gender disparities in its carceral population. This course uses the tools of economic analysis to address three main questions: First, how did the United States become the world's leader in incarceration? Second, what are the economic implications and collateral consequences of racialized mass incarceration? Finally, can economic tools be used to examine the efficacy of criminal justice reform? Prerequisite: ECO 150. {S}

Fall, Spring, Annually

ECO 240 Econometrics (4 Credits)

This course offers an introduction to the basic principles of econometrics and the methods used to present and analyze economic data. Knowledge of statistical methods is essential for understanding and evaluating critically much of what is written about economics and social policy. The main goal of the course is for you to leave it as an informed and critical consumer of empirical studies and with the foundational skills to conduct your own original empirical research. Prerequisites: ECO 150, ECO 153, MTH 111 and either ECO 220, SDS 220 or SDS 291. {M}{S}

Fall, Spring, Annually

ECO 257 Economics, Policy and Data Analytics (4 Credits)

A great deal of empirical analysis is carried out with the aim of understanding the causal effects of interventions – both in policy and economic environments. This course covers the main empirical methods used in economics to evaluate causal effects of policies related to anti-discrimination, education, criminal justice, the labor market and healthcare. Students design and execute studies that can credibly evaluate public policies and economic theories. Students apply these methods by replicating and extending economic and public policy research with the goal of developing the skills needed to fully understand empirical research design. Prerequisites: ECO 220 or SDS 220 or SDS 291, and ECO 250 or ECO 253. Enrollment limited to 30. {S}

Fall, Annually

FYS 189 Data and Social Justice (4 Credits)

Students examine sociopolitical forces that impact the availability, structure and governance of data regarding various social justice issues. Students learn techniques for presenting data in ways that foreground the contexts of data production and remain accountable to diverse communities. Datasets about health equity, housing justice, environmental justice and carceral justice are studied, analyzed and visualized. Students identify institutions and stakeholders involved in data production, unpack the vested interests animating data semantics, consider what people and problems get erased in data structuring and evaluate ethical tradeoffs that data scientists grapple with as they plan for data presentation. Enrollment limited to 16 first-years. WI {S}

Fall, Spring, Variable

GOV 282 Colloquium: The Politics of Data (4 Credits)

This course explores the political implications of the Big Data era through a focus on how data has corresponded with power throughout history. Topics include the development of statistics (“science of the state”) for taxation and government census; the parsing of the “deserving” and “undeserving” poor in social welfare programs; surveillance practices for policing and national security; data protection and regulation of online spaces; and the implications of machine learning and artificial intelligence. Special attention will be given to the ways in which new data technologies have driven social change. Prerequisite: one course in quantitative methods, such as GOV 203. {S}

Fall, Spring, Variable

GOV 312pb Seminar: Topics in American Government-Political Behavior in the United States (4 Credits)

An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion and racial attitudes. Student projects involve analysis of survey data. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 338/ SDS 338 Research Seminar in Political Networks (4 Credits)

Offered as GOV 338 and SDS 338. How does the behavior of a state, politician, or interest group affect the behavior of others? Does Massachusetts’s decision to legalize recreational marijuana influence Vermont’s marijuana policies? From declarations of war to the decision of who congressmembers will vote with, social scientists are increasingly looking to political networks to recognize the inter-connectedness of the world around us. This course will overview the essentials of social network analysis and how they are applied to give us a better understanding of American politics. Prerequisites: SDS 220 or an equivalent introductory statistics course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

MTH 246 Probability (4 Credits)

An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: MTH 153 and MTH 212 (may be taken concurrently), or equivalent. {M}

Fall

MTH 320/ SDS 320 Seminar: Mathematical Statistics (4 Credits)

Offered as MTH 320 and SDS 320. An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Discussions include functions of random variables, estimation, likelihood and Bayesian methods, hypothesis testing and linear models. Prerequisites: a course in introductory statistics, MTH 212 and MTH 246, or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Spring, Alternate Years

MTH 353dl Seminar: Advanced Topics in Discrete Applied Mathematics-Mathematics of Deep Learning (4 Credits)

The course covers topics from different parts of mathematics that play some role in the design of neural networks. The course also looks at some neural networks’ applications and at how mathematics is integrated. Topics will include: What is a neural network, examples and applications; Universal approximation theorems (Cybenko and others); Examples of loss functions; Gradient Descent and Stochastic Gradient descent; Generalization gap, training vs testing data; Quick review of game theory, Nash equilibrium; Generative Adversarial Networks (GAN); Unrolled GANs. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}

Fall, Spring, Variable

PSY 201 Statistical Methods for Undergraduate Research (5 Credits)

An overview of the statistical methods needed for undergraduate research emphasizing methods for data collection, data description and statistical inference including an introduction to study design, confidence intervals, testing hypotheses, analysis of variance and regression analysis. Techniques for analyzing both quantitative and categorical data are discussed. Applications are emphasized, and students use R and other statistical software for data analysis. Classes meet for lecture/discussion and a required laboratory that emphasizes the analysis of real data. This course satisfies the basis requirement for the psychology major. Students who have taken MTH 111 or the equivalent or who have taken AP STAT should take SDS 220, which also satisfies the major requirement. Enrollment is restricted to psychology majors or permission of instructor. Normally students receive credit for only one of the following introductory statistics courses: PSY 201, ECO 220, GOV 190, SDS 220, SDS 201, SOC 201, EDC 206. {M}

Fall, Spring

PSY 358 Research Seminar: Clinical Psychology (4 Credits)

An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, PTSD and depression. Prerequisite: PSY 100, PSY 201, PSY 202 and a relevant PSY intermediate colloquium course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships (4 Credits)

Offered as PSY 364 and SDS 364. Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{N}{S}

Fall, Spring, Alternate Years

PSY 369 Research Seminar in Categorization and Identity (4 Credits)

An exploration of methods of inquiry in social psychology with emphasis on experimental approaches to current questions in respect to processes of categorization and social identity and their implications for behavior among groups. Prerequisites: PSY 202 and either PSY 170, PSY 180, PSY 266 or PSY 269. Concurrent enrollment in PSY 270 is encouraged.

{N}

Spring

PSY 373 Research Seminar in Personality (4 Credits)

An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: PSY 112 and either PSY 270 or 271. Instructor permission required. {N}

Spring

Goals for Majors in Statistical and Data Sciences

- Identify and work with a wide variety of data types (including, but not limited to, categorical, numerical, text, spatial and temporal) and formats (e.g. CSV, XML, JSON, relational databases, audio, video, etc.).
- Extract meaningful information from data sets that have a variety of sizes and formats.
- Fit and interpret statistical models, including but not limited to linear regression models. Use models to make predictions, and evaluate the efficacy of those models and the accuracy of those predictions.
- Understand the strengths and limits of different research methods for the collection, analysis and interpretation of data. Be able to design studies for various purposes.
- Attend to and explain the role of uncertainty in inferential statistical procedures.
- Read and understand data analyses used in research reports. Contribute to the data analysis portion of a research project in at least one applied discipline.
- Compute with data in at least one high-level programming language, as evidenced by the ability to analyze a complex data set.
- Work in multiple languages and computational environments.
- Convey quantitative information in written, oral and graphical forms of communication to both technical and nontechnical audiences.
- Assess the ethical implications to society of data-based research, analyses, and technology in an informed manner. Use resources, such as professional guidelines, institutional review boards, and published research, to inform ethical responsibilities.

Study of Women and Gender

Department website (<https://www.smith.edu/academics/swg/>)

The Program for the Study of Women and Gender examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. This examination requires inquiry into the construction and operation of power relations, social inequalities and resistances to injustice in both national and transnational contexts. We understand women, gender, feminism and queer as politicized terms. As categories of analysis they help reveal how subjects become racialized, sexualized, gendered and class located.

Building on its origins in women's studies, our program continues to examine the experiences, ideologies, works and actions of women in a variety of national, cultural, historical and political contexts. As an interdisciplinary endeavor, the study of women and gender shows students how different academic disciplines view the operation of gender in the labor market, the family, political systems and cultural production. Research and theory emerge from these everyday realities and, in turn, feminist theory informs our analysis of political choices and our understanding of the forms of activism around the globe.

Faculty

Elisabeth Brownell Armstrong, Ph.D., Professor
 Carrie N. Baker, Ph.D., J.D., Sylvia Dlugasch Bauman Chair of American Studies, Professor of the Study of Women and Gender
 Jennifer M. DeClue, Ph.D., Associate Professor
 Jina Kim, Ph.D., Assistant Professor of the Study of Women and Gender and English Language and Literature
 Loretta Ross, LL.D., Associate Professor

Lecturers and Visiting Faculty, 2023-24

Kelly Anderson, Ph.D., Lecturer in Archives Concentration, History, and the Study of Women & Gender
 Ana Del Conde, Ph.D., McPherson/Eveillard Postdoctoral Fellow in the Study of Women and Gender and Community Engagement and Social Change
 Evangeline Heiliger, Visiting Assistant Professor in American Studies and the Study of Women & Gender
 Amy Howe, Ph.D., Lecturer

Study of Women and Gender Committee

Kelly P. Anderson, Ph.D., Lecturer in Study of Women and Gender, History, and the Archives Concentration
 Elisabeth Brownell Armstrong, Ph.D., Professor of the Study of Women and Gender
 Carrie N. Baker, J.D., Ph.D., Professor of the Study of Women and Gender, *Chair*
 Payal Banerjee, Ph.D., Associate Professor of Sociology
 Ginetta E. B. Candelario, Ph.D., Professor of Sociology and Latin American Studies
 Jennifer M. DeClue, Ph.D., Associate Professor of the Study of Women and Gender
 Randi Garcia, Ph.D., Associate Professor of Psychology and of Statistical and Data Sciences
 Jennifer Mary Guglielmo, Ph.D., Associate Professor of History
 Ambreen Hai, Ph.D., Professor of English Language and Literature
 Efadul Huq, Ph.D., Assistant Professor of Environmental Science & Policy

Jina Kim, Ph.D., Assistant Professor of the Study of Women and Gender and English Language and Literature

Daphne M. Lamothe, Ph.D., Professor of Africana Studies
 Mehammed A. Mack, Ph.D., Associate Professor of French Studies
 Andrea Moore, Ph.D., Assistant Professor of Music
 Cornelia D.J. Pearsall, Ph.D., Professor of English Language and Literature
 Elizabeth S. Pryor, Ph.D., Associate Professor of History
 Loretta June Ross, LL.D., Associate Professor of the Study of Women and Gender
 Traci-Ann Wint, Ph.D., Assistant Professor of Africana Studies

Major and Minor Advisers

All members of the Program Committee for the Study of Women and Gender serve as advisers for the major and minor. The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

Honors Director

TBD

Study Abroad Adviser

TBD

Study of Women and Gender Major Requirements

Ten semester courses (40 credits)

1. SWG 150, normally taken in the first or second year; may not be taken S/U
2. Nine additional courses
 - One course with a queer studies focus
 - One course with a race and ethnicity studies focus
 - One course with a transnational, postcolonial or diasporic studies focus
 - Two 300-level courses, at least one of which must be a 300-level SWG seminar
 - At least four courses must have the SWG prefix, including SWG 150 and one 300-level seminar

Additional Guidelines

- A single course can be used to fill more than one of these requirements.
- Transfer students are expected to complete at least half of their major (five courses) at Smith (or with approved Five College courses).
- Students with double majors may count a maximum of three courses toward both majors.
- In the senior year, a student will complete a statement reflecting on the connections among the courses in their major. The senior statement and SWG advising checklist are due to the faculty adviser by the Friday prior to spring break.

Honors

A student may honor in SWG by completing an 8-credit, two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Program Committee for the Study of Women and Gender.

Study of Women and Gender Minor Requirements

Six semester courses (24 credits)

1. SWG 150, normally taken in the first or second year; may not be taken S/U
2. Five additional courses
 - One course with a queer studies focus
 - One course with a race and ethnicity studies focus
 - One course with a transnational, postcolonial or diasporic studies focus

Additional Guidelines

- A single course can be used to fill more than one of these requirements.
- Minors are strongly encouraged to elect at least one course at the 300 level.

Courses

SWG 100 Issues in Queer Studies (2 Credits)

This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Graded S/U only. {H}{L}{S}

Spring

SWG 150 Introduction to the Study of Women and Gender (4 Credits)

An introduction to the interdisciplinary field of the study of women and gender through a critical examination of feminist histories, issues and practices. Focus on the U.S. with some attention to the global context. Primarily for first- and second-year students. Enrollment limited to 25. {H}{S}

Fall, Spring

SWG 220 Introduction to Queer Studies (4 Credits)

This course is designed to provide students with an introduction to the interdisciplinary field of queer studies, including its historical formations and recent innovations. We will explore the roots of queer theory in feminist theories of subjectivity and desire, queer of color critique, and queer critiques of traditional domains of knowledge production, including psychoanalysis and visual culture. Students will examine a wide range of media and forms of documentation ranging from archival material and oral histories, to critical theory. Throughout the course we will attend carefully to race, class, gender, sexuality, and disability, and will put these and other topics/identifications in conversation with course material and discussions. {A}{S}

Fall, Spring, Variable

SWG 222 Gender, Law and Policy (4 Credits)

This course explores the impact of gender on law and policy in the United States historically and today, focusing in the areas of constitutional equality, employment, education, reproduction, the family, violence against women and immigration. Students study constitutional and statutory law as well as public policy. Topics include sexual orientation and gender identity discrimination, pregnancy and caregiver discrimination, pay equity, sexual harassment, school athletics, marriage, sterilization, contraception and abortion, reproductive technologies, sexual assault, intimate partner violence and gender-based asylum. We will study feminist efforts to reform the law and examine how inequalities based on gender, race, class and sexuality shape the law. We also discuss and debate contemporary policy and future directions. {H}{S}

Fall

SWG 227 Colloquium: Feminist and Queer Disability Studies (4 Credits)

In the essay "A Burst of Light: Living with Cancer," writer-activist Audre Lorde forges pioneering connections between the work of social justice and the environmental, gendered, and healthcare inequities that circumscribe black and brown lives. Following Lorde's intervention, this course examines contemporary feminist/queer expressive culture, writing, and theory that centrally engages the category of dis/ability. It will familiarize students with feminist and queer scholarship that resists the medical pathologization of embodied difference; foreground dis/ability's intersections with questions of race, class, and nation; and ask what political and social liberation might look like when able-bodiedness is no longer privileged. Prerequisite: SWG 150. Enrollment limited to 20. {A}{L}

Fall, Spring, Variable

SWG 230 Gender, Land and Food Movements (4 Credits)

The class begins this course by working alongside Gardening the Community, a youth-based and anti-racist food and land movement in Springfield, MA. Students center their studies on both regional and transnational women's movements across the globe to develop their understanding about current economic trends in globalization processes. Through the insights of transnational feminist analysis, students map the history of land and food to imagine a more equitable present and future. Students develop a community-based research project that spans issues of climate change, environmentalism, critical race analysis and feminism. Prerequisite: SWG 150. {H}{S}

Fall

SWG 234 Feminist Science Studies: Postcolonial, Posthuman, Queer (4 Credits)

Feminist science studies is a rich and diverse interdisciplinary field with genealogies in science practice, history, social sciences, and philosophy. Science studies has been a vital resource to feminist, queer, critical race, post-colonial, and disability theory and has also been profoundly shaped and extended by work in these fields. This class introduces core epistemological interventions and innovations in feminist and postcolonial science studies in order to frame readings of exciting new and classics works in the field. In particular we will explore themes of post/colonialism, posthumanism, and the queer. {S}

Fall

SWG 235 Colloquium: Black Feminism (4 Credits)

An in-depth discussion of the history, debates, theory, activism and poetics of Black Feminism. Students study the conversations, ruptures and connections produced in dominant feminist scholarship by black feminist theory. The class reads foundational and emergent work in the field. Students learn the history of those scholarly interventions and examine the pervasive ways of knowing that are being disrupted through black feminist scholarship. Students develop an understanding of the relationship between black feminism, feminism, women of color feminism and queer theory. Topics covered using theoretical texts, works of cinema and popular culture. Students examine cultural texts alongside theory to practice close reading as a methodological tool. Students finish with the analytical and methodological skills to identify and critique structures of power that govern everyday experiences of gender, the body, space, violence and modes of resistance. Prerequisite: SWG 150. Enrollment limited to 25.

Fall, Spring, Variable

SWG 237 Meridians: Feminism, Race, Transnationalism (2 Credits)

This practicum course is an academic complement to the work students interning with the Meridians journal as Praxis interns, Quigley Fellows, STRIDE Fellows, MMUF, Meridians interns, etc. will be doing. Run by the journal Editor, the class will discuss the scholarly, creative, artistic, archival and artistic work published in Meridians and how it is informed by - and contributes to - intersectionality as a paradigm and practice. Students will also become familiarized with feminist journal production processes and ethics, promotion and marketing strategies, co-curricular events planning and archival research. Instructor permission only. S/U only. Enrollment limited to 5.

Fall, Spring, Variable

SWG 238 Women, Money and Transnational Social Movements (4 Credits)

Flickers of global finance capital across computer screens cannot compare to the travel preparations of women migrating from rural homes to work at computer chip factories. Yet both movements, of capital and people, constitute vital facets of globalization in the current era. This course centers on the political linkages and economic theories that address the politics of women, gender relations and capitalism. Students research social movements that challenge the raced, classed and gendered inequities, and the costs of maintaining order. The course assesses the alternatives proposed by social movements like the landless workers movement (MST) in Brazil, and economic shifts like the workers cooperative movement. Assignments include community-based research on local and global political movements, short papers, class-led discussions & written reflections. {S}

Spring

SWG 241 White Supremacy in the Age of Trump (4 Credits)

This course analyzes the history, prevalence and current manifestations of the white supremacist movement by examining ideological components, tactics and strategies, and its relationship to mainstream politics. Students research and discuss the relationship between white supremacy and white privilege, and explore how to build a human rights movement to counter the white supremacist movement in the U.S. Students develop analytical writing and research skills while engaging in multiple cultural perspectives. The overall goal is to develop the capacity to understand the range of possible responses to white supremacy, both its legal and extralegal forms. {H}{S}

Fall, Spring, Variable

SWG 245/ CCX 245 Colloquium: Collective Organizing (4 Credits)

Offered as SWG 245 and CCX 245. This course introduces students to key concepts, debates and provocations that animate the world of community, labor and electoral organizing for social change. To better understand these movements' visions, students develop an analysis of global and national inequalities, exploitation and oppression. The course explores a range of organizing skills to build an awareness of power dynamics and learn activists' tools to bring people together towards common goals. A central aspect of this course is practicing community-based learning and research methods in dialogue with community-based activist partners. Enrollment limited to 18. {H}{S}

Fall

SWG 267/ AMS 267 Colloquium: Queer Ecologies: Race, Queerness, Disability and Environmental Justice (4 Credits)

Offered as AMS 267 and SWG 267. What is learned by reading Queer Ecologies alongside Butler's Lilith's Brood, or Over the Hedge as environmental racism? The class considers what it means to have a racialized and sexualized identity shaped by relationships with environments. How is nature gendered, racialized and sexualized? Why? How are analytics of power mobilized around, or in opposition to, nature? How are conceptions of "disability" and "health" taken up in environmental justice movements? Students investigate the discursive and practical connections made between marginalized peoples and nature, and chart the knowledge gained by queering our conceptions of nature and the natural. Enrollment limited to 20. (E) {H}{S}

Fall, Spring, Variable

SWG 270 Colloquium: Oral History and Lesbian Subjects (4 Credits)

Grounding the work in the current scholarship in lesbian history, this course explores lesbian, queer and bisexual communities, cultures and activism. While becoming familiar with the existing narratives about lesbian and queer lives, students are introduced to the method of oral history as a key documentation strategy in the production of lesbian history. How do research methods need to be adapted, including oral history, in order to talk about lesbian and queer lives? Texts include secondary literature on 20th-century lesbian cultures and communities, oral history theory and methodology, and primary sources from the Sophia Smith Collection (SSC). Students conduct, transcribe, edit and interpret their own interviews for their final project. The oral histories from this course are archived with the Documenting Lesbian Lives collection in the SSC. Prerequisite: SWG 150 or equivalent. Enrollment limited to 20. {H}{L}

Spring

SWG 271 Colloquium: Reproductive Justice (4 Credits)

This course is an interdisciplinary exploration of reproductive health, rights and justice in the United States, examining history, activism, law, policy and public discourses related to reproduction. A central framework for analysis is how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape people's experiences of reproductive oppression and their resistance strategies. Topics include eugenics and the birth control movement; the reproductive rights and justice movements; U.S. population control policies; criminalization of pregnant people; fetal personhood and birth parents' citizenship; the medicalization of reproduction; reproductive technologies; the influence of disability, incarceration and poverty on pregnancy and parenting; the anti-abortion movement; and reproductive coercion and violence. Prerequisite SWG 150 or equivalent. Enrollment limited to 20. {S}

Spring

SWG 281/ SAS 281 Love, Devotion and Desire in Bollywood and Beyond (4 Credits)

This course examines the dominant gaze in Bollywood romantic genre films and how it constitutes the notion of romantic love and desire. The class explores the concept of love-devotion-desire in Vaishnav and Sufi texts and their influences on Bollywood. By engaging with feminist scholars and considering the female gaze from South Asian directors, especially those who challenge gender norms, the class tries to understand desire and love outside the heteronormative structure. The course also has guest lectures by South Asian activists and filmmakers. (E) {A}

Fall, Variable

SWG 288 Immigration and Sexuality in France and Europe (4 Credits)

Taught in English. This course analyzes the politics of sexuality in immigration debates in France and Europe, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, films, fashion, performance art, music videos, and dance forms. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black, brown, and Muslim bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. May be taken concurrently with FRN 288, which is taught in French, for FRN credit. Enrollment limited to 35. {H}{L}{S}

Fall

SWG 290 Gender, Sexuality and Popular Culture (4 Credits)

In this course we will consider the manner in which norms of gender and sexuality are reflected, reinforced, and challenged in popular culture. We use theories of knowledge production, representation, and meaning-making to support our analysis of the relationship between discourse and power; our engagement with these theoretical texts helps us track this dynamic as it emerges in popular culture. Key queer theoretical concepts provide a framework for examining how the production gender and sexuality impacts cultural production. Through our critical engagement with a selection of films, music, television, visual art, and digital media we will discuss mainstream conventions and the feminist, queer, and queer of color interventions that enliven the landscape of popular culture with which we contend in everyday life. Prerequisite: SWG 150 or equivalent. Enrollment limited to 25. {A}{S}

Spring

SWG 300ah Seminar: Topics in the Study of Women and Gender- Abortion History, Law and Politics (4 Credits)

On June 24, 2022, the U.S. Supreme Court overturned *Roe v. Wade*, reversing a half-century-long precedent of constitutional abortion rights. This course explores the history, law and politics of abortion in the U.S. before, during and after *Roe*. The course examines ideologies, strategies and tactics of the abortion rights movement as well as the anti-abortion movement, focusing in particular on the gender and racial politics of these movements. Discussions include abortion access, anti-abortion violence, "crisis pregnancy centers," fetal personhood campaigns, the criminalization of pregnancy, abortion pills, telemedicine abortion and self-managed abortion. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

SWG 300js Seminar: Topics in the Study of Women and Gender-Justice and Security (4 Credits)

This course explores understandings of security and justice from a feminist perspective. It draws upon a trans-disciplinary range of social theories and materials from both the US and international contexts (mostly in the Global South) to critically explore how traditional practices of security authorize and protect specific interests while destabilizing and rendering vulnerable other populations. The course centers grassroots practices of security, peace and justice that challenge prevailing militarized and securitized assumptions and practices. At the heart of this course is a commitment to questioning our conceptions of how security works around the intersections of power and oppression (i.e., gender, race, ethnicity, sexuality, etc.). Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Variable

SWG 300qc Seminar: Topics in the Study of Women and Gender-Queer Conversation (4 Credits)

Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Spring

SWG 300qt Seminar: Topics in the Study of Women and Gender- Building Queer and Trans Lives (4 Credits)

This seminar considers "building" as both metaphor and practice in queer and trans feminist epistemologies. What systems and institutions (e.g. white supremacy, settler colonialism, binary gender, ableism, late-stage capitalism, the carceral state) do queer and trans epistemologies slate for demolition or destruction? Should certain structures (e.g. medical, educational, political, scientific, housing) and relationships (e.g. platonic, romantic, sexual, caregiving, community) be repaired or renovated? What needs to be built from scratch or salvaged from existing resources to ensure sustainable, accessible, non-violent, joyful modes of living? We draw on queer, trans, Black feminist, critical disability and feminist science studies blueprints for world-building. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Variable

SWG 303 Seminar: Queer of Color Critique (4 Credits)

Students in this course gain a thorough and sustained understanding of queer of color critique by tracking this theoretical framework from its emergence in women of color feminism through the contemporary moment using historical and canonical texts along with the most cutting-edge scholarship being produced in the field. The exploration of this critical framework engages with independent films, novels and short stories, popular music, as well as television and digital media platforms such as Netflix and Amazon. We discuss what is ruptured and what is generated at the intersection of race, gender, class and sexuality. Prerequisites: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{S}

Fall, Spring, Variable

SWG 305 Seminar: Queer Histories & Cultures (4 Credits)

This course is an advanced seminar in the growing field of queer American history. Over the course of the semester, we will explore the histories of same-sex desire, practice, and identity, as well as gender transgressions, from the late 19th century to the present. Using a wide range of sources, including archival documents, films, work by historians, and oral histories, we will investigate how and why people with same-sex desire and non-normative gender expressions formed communities, struggled against bigotry, and organized movements for social and political change. This course will pay close attention to the intersections of race, gender, class, and sexuality and the ways that difference has shaped queer history. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

SWG 311 Seminar: Queer Conversions (4 Credits)

What does queer life look like when placed in conversation with religious ideas of conversion, rebirth, and transformation? How is the queer subject recognized as (il)legible through practices of confession, ritual, and re-creation? This seminar course will situate conversations about community, transformation, ritual, and critique in the studies of religion and queer theory. We will look at case studies including faith-based ex-gay movements, the Sisters of Perpetual Indulgence, and transnational Afro-Latinx Santería practices. Students will write independent analytic and reflective pieces, which will culminate into a workshoped final research paper or podcast essay. Cannot be taken S/U. Prerequisite: SWG 150. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {E} {L}{S}

Fall, Spring, Variable

SWG 314 Seminar: Documenting Queer Lives (4 Credits)

This course examines visual and literary documentations of queer life by reading memoirs and screening short and feature length documentaries. We consider the power and value of documenting queer lives while examining the politics of visibility as impacted by race, class and gender. We will attend to the expansiveness of the term "queer" and consider the performativity of gender and the fluidity of sexuality in our analysis of each text. Students will produce a short film, write a short biography or propose another mode of documenting experiences of queer life as members of, or in solidarity with, the LGBT community. Prerequisites: SWG 150 and one additional SWG course. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{L}

Spring

SWG 318 Seminar: Women Against Empire (4 Credits)

Anti-imperialist movements across the globe in the 20th century carried with them multiple projects for the liberation and equality of people. These movements sought to build sovereign nations independent of colonial power and to develop radically new social orders. For women in these movements, the problem of empire had complex regional and local inflections that began with the politics of reproduction. This course will look at three sites of women's involvement contesting empire: first, the struggles of anti-imperial movements, second, women in the nationalist movements after formal independence and third, women's movements in the current age of empire that has developed alongside the stealth of economic globalization and remote-control warfare. Prerequisite: SWG 150 and permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

SWG 321 Seminar: Marxist Feminism (4 Credits)

Marxist feminism as a theory and a politics both imagines alternate, liberatory futures and critiques present social orders. Beginning with a simple insight: capitalism relies on the class politics of unpaid, reproductive "women's work," Marxist feminists in the 19th century sought to imagine new social connections, sexualities and desire to overthrow patriarchy, slavery, feudalism and colonialism. Today, queer of color and decolonial feminist theory, alongside abolition, environmental and reproduction justice movements, rejuvenate this tradition of Marxist feminism. This seminar focuses on theoretical writings from around the world to better understand radical social movements from the past and the present. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{L}

Fall, Spring, Variable

SWG 327 Seminar: Queer Theory (4 Credits)

This course brings together foundational and contemporary queer theoretical texts to discuss the history and production of sexuality and gender in the U.S. We will practice close reading canonical queer theoretical texts alongside scholarly interventions to the canon that emerge from queer of color critique, trans theory, and black queer studies. We will study the ways that queer theory, from these different vantage points, challenges norms of knowledge production, temporality, space, gender, and belonging. Prerequisite: SWG 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

SWG 333 Seminar: Sexual Harassment and Social Change (4 Credits)

This course is an interdisciplinary examination of sexual harassment and assault historically and today in a variety of locations, including the workplace, schools, the home, the military, and on the street. We will explore the emergence and evolution of social movements against sexual harassment and assault, and how these movements advanced law and public policy on these issues in the United States. A central focus will be on how relations of power based on gender, race, class, sexuality, age, disability, and nationality shape people's experiences of sexual harassment and assault and their responses to it. Prerequisite: SWG 150 and permission of the instructor. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}{S}

Fall, Spring, Variable

SWG 360 Seminar: Memoir Writing (4 Credits)

How does one write a life, especially if it's one's own? This writing workshop addresses the profound complexities, challenges, and pleasures of the genre of the memoir, through intensive reading, discussion, and both analytical and creative writing. Our readings will be drawn from a range of mostly contemporary memoirists with intersectional identity locations—and dislocations—drawing from a range of voices, experiences, and representations, pursuing what the class comes to identify as our own most urgent aesthetic and ethical questions. Our attention will be to craft, both in the memoirs we read and those we write. Writing sample and instructor permission required. Juniors and seniors only. Enrollment limited to 12. {H}{L}

Fall, Spring, Variable

SWG 377 Seminar: Feminist Public Writing-Calderwood (4 Credits)

This interdisciplinary course will teach students how to translate feminist scholarship for a popular audience. Students will practice how to use knowledge and concepts they have learned in their women and gender studies classes to write publicly in a range of formats, including book and film reviews, interviews, opinion editorials, and feature articles. We will explore the history and practice of feminist public writing, with particular attention to how gender intersects with race, class, sexuality, disability, and citizenship in women's experiences of public writing. We will also explore some of the political and ethical questions relating to women's public writing. Prerequisite: SWG 150 and one other SWG course. Cannot be taken S/U. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}{S}

Fall, Spring, Variable

SWG 400 Special Studies (1-4 Credits)

For qualified juniors and seniors. Admission by permission of the instructor and director of the program. No more than 4 special studies credits may be taken in any academic year and no more than 8 special studies credits total may be applied toward the major.

Fall, Spring

SWG 430D Honors Project (4 Credits)

An 8-credit, two-semester thesis in addition to the 10 courses that fulfill the major. Eligibility requirements for honors work, and supervision and evaluation of the thesis are determined by the Program Committee for the Study of Women and Gender as outlined on the Program website at www.smith.edu/swg/honors.html.

Fall, Spring, Annually

Crosslisted Courses

AFR 155 Introduction to Black Women's Studies (4 Credits)

This course examines historical, critical and theoretical perspectives on the development of Black feminist theory/praxis. The course draws from the 19th century to the present, but focuses on the contemporary Black feminist intellectual tradition that achieved notoriety in the 1970s and initiated a global debate on Western and global feminisms. Central to our exploration is the analysis of the intersectional relationship between theory and practice, and of race, to gender and class. We conclude the course with the exploration of various expressions of contemporary Black feminist thought around the globe as a way of broadening our knowledge of feminist theory. {S}

Fall, Spring, Variable

AFR 201 Colloquium: Methods of Inquiry in Africana Studies (4 Credits)

Designed to introduce students to the methods of inquiry used for research in Africana Studies. Through intensive study of a single topic (past examples: Toni Morrison's *Beloved*, the American South, The Black Seventies) students will consider the formation of the field, engage canonical texts, attend lectures and learn from scholars whose work is based in a variety of disciplines. Focus will be on the challenges and opportunities made possible by doing multi- and interdisciplinary research: how and why scholars ask and approach research questions and have conversations with each other. Students may explore and develop their own research project. {S}

Fall, Spring, Variable

AFR 202bq Colloquium: Topics in Africana Studies-Black Queer Diaspora (4 Credits)

This interdisciplinary course explores over two decades of work produced by and about Black Queer Diasporic communities throughout the circum-Atlantic world. While providing an introduction to various artists and intellectuals of the Black Queer Diaspora, this course examines the viability of Black Queer Diaspora world-making praxis as a form of theorizing. We will interrogate the transnational and transcultural mobility of specific Black Queer Diasporic forms of peacemaking, erotic knowledge productions, as well as the concept of "aesthetics" more broadly. Our aim is to use the prism of Blackness/Queerness/Diaspora to highlight the dynamic relationship between Black Diaspora Studies and Queer Studies. {A}{H}{S}

Fall, Spring, Variable

AFR 212 Family Matters: Representations, Policy and the Black Family (4 Credits)

In this course we examine contemporary African American families from both a sociocultural and socioeconomic perspective. We explore the issues facing African American families as a consequence of the intersecting of race, class and gender categories of America. The aim of this course is to broaden the student's knowledge of the internal dynamics and diversity of African American family life and to foster a greater understanding of the internal strengths as well as the vulnerabilities of the many varieties of African American families. {S}

Fall, Spring, Variable

AFR 249 Black Women Writers (4 Credits)

How does gender matter in a black context? That is the question this course asks and attempts to answer through an examination of works by such authors as Harriet Jacobs, Frances Harper, Nella Larsen, Zora Hurston, Toni Morrison, Ntozake Shange and Alice Walker. {L}

Fall, Spring, Variable

AFR 360/ ENG 323 Seminar: Toni Morrison (4 Credits)

Offered as AFR 360 and ENG 323. This seminar focuses on Toni Morrison's literary production. In reading her novels, essays, lectures and interviews, we pay particular attention to three things: her interest in the epic anxieties of American identities; her interest in form, language, and theory; and her study of love. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

AFR 366rs Seminar: Contemporary Topics in Africana Studies-Race, Sex & Tourism (4 Credits)

Tourism is often lauded as the key to economic development for many countries. However, scholarly work has shown that historical relationships to imperialism and colonialism impact how people and places experience tourism. This course introduces students to debates, methods and conceptual frameworks in the study of race, sex and tourism. Through a review of scholarly texts, tourism paraphernalia, films and travelogues, the course examines the social, political and ethical considerations inherent in multiple forms of tourism including eco-tourism, wellness or health, sun-sand-sea, heritage, dark and voluntourism in locales ranging from the Caribbean and the Americas to Africa and Europe. Enrollment limited to 12. Juniors and Seniors only. Instructor permission required. {S}

Fall, Spring, Variable

AFS 222 Colloquium: Fanta Faces and Coca Cola Bodies: Popular Culture, Gender and Sexuality in Africa (4 Credits)

This course uses popular culture as a tool to analyze gender and sexuality issues in Africa. It discusses relevant issues in gender and sexuality across the continent, using selected African songs and movies, which feature these issues as centralized themes. It also examines the lived experiences of African actors, musicians and artistes, both historical and modern, as a means of discussing social norms on gender and sexuality and their subversion. Enrollment limited to 18. (E) {S}

Fall, Spring, Variable

AMS 201 Introduction to American Studies (4 Credits)

This course provides an introduction to American Studies through the interdisciplinary study of American history, life and culture. Students develop critical tools for analyzing cultural texts (including literature, visual arts, music, fashion, advertising, social media, buildings, objects and bodies) in relation to political, social, economic and environmental contexts. The course examines the influence of race, ethnicity, class, gender, sexuality and transnationality on conceptions of citizenship, and struggles over what it means to be an "American," and how this has shaped the distribution of power, resources and wellbeing in the United States. {H}{L}

Spring

AMS 240 Colloquium: Introduction to Disability Studies (4 Credits)

This course serves as an introductory exploration of the field of disability studies. It asks: how do we define disability? Who is disabled? And what resources do we need to properly study disability? Together, students investigate: trends in disability activism, histories of medicine and science, conceptions of normal embodiment, the utility of terms like "crippled" or "disabled" and the representation of disability in culture. Enrollment limited to 20. {H}{S}

Fall, Spring, Variable

AMS 245 Feminist & Indigenous Science (4 Credits)

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

Fall, Spring, Variable

ANT 215 Ethnographic Mapping: Place, Body and Landscape (4 Credits)

This course considers theories and practices of reinterpreting landscape through the lenses of indigeneity, transnational feminism and decoloniality. Through a broad range of theoretical and creative works, students explore alternative ways of knowing and relating to places—thinking across space and time, built structures and material absences, borders, embodiment and networks of relations. Discussions engage several ethnographic case studies across the Americas that closely examine the intersections of place, body and landscape. Students apply critical spatial practices by designing a digital project using textual, sonic and visual modes to remap a selected site based on ethnographic research. Enrollment limited to 30. (E) {S}

Fall, Spring, Variable

ANT 238 Anthropology of the Body (4 Credits)

Anthropology vitally understands bodies as socially meaningful, and as sites for the inculcation of ethical and political identities through processes of embodiment, which break down divides between body as natural and body as socially constituted. This course engages these anthropological understandings to read how bodies are invoked, disciplined and reshaped in prisons and classrooms, market economies and multicultural democracies, religious and ethical movements, and the performance of gender and sexuality, disease and disability. Through these accounts of the body as an object of social analysis and as a vehicle for politics, students learn fundamental social theoretical and anthropological tenets about the embodiment of power, contemporary politics as forms of "biopolitics" and the deconstruction of the normative body. {S}

Fall, Spring, Alternate Years

ANT 250 The Anthropology of Reproduction (4 Credits)

This course uses anthropological approaches and theories to understand reproduction as a social, cultural and biological process. Drawing on cross-cultural studies of pregnancy and childbirth, new reproductive technologies, infertility and family planning, the course examines how society and culture shape biological experiences of reproduction. We also explore how anthropological studies and theories of reproduction intersect with larger questions about nature and culture, kinship and citizenship among others. {S}

Fall, Spring, Variable

ANT 257 Urban Anthropology (4 Credits)

This course considers the city as both a setting for anthropological research and as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges and limitations that are posed by urban anthropology. We consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. {S}

Fall, Spring, Alternate Years

ANT 267 Contemporary South Asia (4 Credits)

This course introduces students to the culture, politics and everyday life of South Asia. Topics covered include religion, community, nation, caste, gender and development, as well as some of the key conceptual problems in the study of South Asia, such as the colonial construction of social scientific knowledge, and debates over tradition and modernity. In this way, we address both the varieties in lived experience in the subcontinent and the key scholarly, popular and political debates that have constituted the terms through which we understand South Asian culture. Along with ethnographies, we study and discuss novels, historical analysis, primary historical texts and popular (Bollywood) and documentary film. {S}

Fall, Spring, Annually

ANT 347iw Seminar: Topics in Anthropology-How We Inhabit the World (4 Credits)

Making a place of one's own entails occupying and consuming what the place consists of. Human inhabitation of the planet can be seen as simultaneously productive and destructive, of both the inhabited space and its inhabitants. Drawing on concepts commonly considered "economic"; i.e. production, consumption, exchange, and property the following questions will be explored in this course: i) Does anthropological research confirm the universality of these concepts in human communities across history and geography as assumed by political and economic philosophers? ii) In what ways are the experiences, and hence understandings of, production, consumption, exchange, and property being transformed by the processes termed "neoliberalism"? How are these changes shaping the ways in which older and newer dispossessed groups may or may not inhabit the world? Readings for the course will include philosophical and anthropological texts. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ANT 352eu Seminar: Topics in Anthropology-Eugenics at Smith College (4 Credits)

This course is a research seminar based on the history of the eugenics movement and other forms of racial pseudo-science in the United States.

After completing some general readings on the history of American eugenics, students will develop individual research projects based on the rise, decline and lingering impacts of the movement. The focus in developing these projects will be on materials stored in the Smith College Archives, which range from the papers of Harris Hawthorne Wilder, Morris Steggerda and other faculty who were involved in eugenics research to ephemeral materials that document the participation of Smith students in this research from the 1910s to the late 1930s. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

ARH 278 Race and Gender in the History of Photography (4 Credits)

This course introduces the history of photography, emphasizing the ways photographs represent, mediate, construct and communicate histories of race, gender, sex, sexuality, intimacy and desire. The class studies a variety of photographic images, from the daguerreotype to digital media, from fine arts photography to vernacular images. Students consider objects that have forged connections among loved ones, substantiated memories or served as evidence, considering critical questions about photography's relationship to identity, affect, knowledge production and power. The course focuses on race and gender, and also attends closely to photography's relationship to identity broadly speaking, including class, ability and religion. {A}{H}

Fall, Spring, Variable

CCX 245/ SWG 245 Colloquium: Collective Organizing (4 Credits)

Offered as SWG 245 and CCX 245. This course introduces students to key concepts, debates and provocations that animate the world of community, labor and electoral organizing for social change. To better understand these movements' visions, students develop an analysis of global and national inequalities, exploitation and oppression. The course explores a range of organizing skills to build an awareness of power dynamics and learn activists' tools to bring people together towards common goals. A central aspect of this course is practicing community-based learning and research methods in dialogue with community-based activist partners. Enrollment limited to 18. {H}{S}

Fall

CLS 233 Gender and Sexuality in Greco-Roman Culture (4 Credits)

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {H}{L}

Fall, Spring, Alternate Years

EAL 235 Class, Gender and Material Culture in Late Imperial China (4 Credits)

This class examines the continuum between subject and object in Chinese fiction, drama, and poetry from the 16th through the 18th centuries, discussing how individuals participate as agents and objects of circulation; how objects structure identity and articulate relationships; the body as object; and the materiality of writing, illustration, and the stage. We analyze historical constructions of class and gender and reflect on how individuals constructed social identities vis-à-vis objects and consumption. All readings in English translation. {L}

Fall, Spring, Variable

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction (4 Credits)

Offered as EAL 239 and WLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L}

Fall, Spring, Variable

EAL 242 Modern Japanese Literature (4 Credits)

A survey of Japanese literature from the late 19th century to the present. Over the last century and a half, Japan has undergone tremendous change: rapid industrialization, imperial and colonial expansion, occupation following its defeat in the Pacific War, and emergence as a global economic power. The literature of modern Japan reflects the complex aesthetic, cultural and political effects of such changes. Through our discussions of these texts, we also address theoretical questions about such concepts as identity, gender, race, sexuality, nation, class, colonialism, modernism and translation. All readings are in English translation. {L}

Fall, Spring, Variable

EAL 244 Japanese Women's Writing (4 Credits)

This course focuses on the writings of Japanese women from the 10th century until the present. We examine the foundations of Japan's literary tradition represented by such early works as Murasaki Shikibu's *Tale of Genji* and Sei Shonagon's *Pillow Book*. We then move to the late 19th century to consider the first modern examples of Japanese women's writing. How does the existence of a "feminine literary tradition" in pre-modern Japan influence the writing of women during the modern period? How do these texts reflect, resist and reconfigure conventional representations of gender? We explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as "race," class and sexuality in relation to gender and to each other. Taught in English, with no knowledge of Japanese required. {L}

Fall, Spring, Variable

EAL 245 Writing, Japan and Otherness (4 Credits)

An exploration of representations of "otherness" in Japanese literature and film from the mid-19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of other nations and cultures? How are categories of race, gender, nationality, class and sexuality used in the construction of difference? This course pays special attention to the role of "otherness" in the development of national and individual identities. In conjunction with these investigations, we also address the varied ways in which Japan is represented as "other" by writers from China, England, France, Korea and the United States. How do these images of and by Japan converse with each other? All readings are in English translation.

Fall, Spring, Variable

EAL 261 Gender and Sexuality in Late Imperial Chinese Literature (4 Credits)

This class will examine Chinese literary traditions in various different genres such as fiction, poetry and drama from the 16th through the 18th centuries from perspectives of gender and sexuality. Through the class, you will learn to examine Chinese literary tradition from the perspective of gender, discussing the gendering of new modes of expression in de/constructing men and women as social categories over the long course of Chinese literary history. We will pay special attention to how women were represented in classical literature, primarily poetry and fiction, both through their own writing and in the writing of men. {L}

Fall, Spring, Variable

EAL 273 Colloquium: Women and Narration in Modern Korea (4 Credits)

This class explores modern Korean history from women's perspectives. It charts the historical and cultural transformation in modern Korea since the 1920s by coupling key terms of modern history with specific female figures: (1) Colonial modernity with modern girls in the 1920s and 30s; (2) colonization and cold-war regime with "comfort women" and "western princesses" from the 1940s to the 1960s; (3) industrial development under the authoritarian regime in the 1970s with factory girls; and (4) democratization and multiculturalism with rising feminists in the new millennium. {H}{L}

Fall, Spring, Variable

ECO 201 Gender and Economics (4 Credits)

This course uses economic analysis to explore how gender differences can lead to differences in economic outcomes in households and the labor market. Questions to be covered include: How does the family function as an economic unit? How do individuals allocate time between the labor market and the household? How have changes in family structure affected women's employment, and vice-versa? What are possible explanations for gender differences in labor force participation, occupational choice, and earnings? What is the role of government in addressing gender issues in the home and the workplace? How successful are government policies that primarily affect women?

Prerequisites: ECO 150. {S}

Fall, Spring, Alternate Years

ENG 218 Colloquium: Monstrous Mothers (4 Credits)

This course explores the monstrosity of motherhood - the fear, disgust, alienation and confusion of both being a mother and having one. The class discusses literary and cinematic representations of mothers as absent, distant, cruel, ambivalent, irresponsible and deviant, and considers ways motherhood is thought of both as a self-sacrifice and as a necessity. Students also seek new models of care, love and attachment that are dependent neither on the sacrifice of one's self nor on biological reproduction and that recast mothering as potentially revolutionary. Not open to first years. {L}

Fall, Spring, Variable

ENG 219 Poetry, Gender, and Sexuality, and the Limits of Privacy (4 Credits)

This course focuses on the legacy of confessional poetry written by women and queer, trans and nonbinary writers in the US. Frequently misread as self-indulgent, the poets under our purview use radical self-disclosure to trouble the social and legal treatment of gender and sexuality as "private" concerns unworthy of political engagement. In so doing, they resist the universalized heteronormativity of the mainstream confessional tradition and contemporary poetry writ large. Poets studied include Sylvia Plath, Anne Sexton, Adrienne Rich, Audre Lorde, Paul Monette, Essex Hemphill, Claudia Rankine, Cameron Awkward-Rich, and Danez Smith. Enrollment limited to 30. {L}

Fall, Spring, Variable

ENG 223 Contemporary American Gothic Literature (4 Credits)

This course traces the emergence of a 21st-century gothic tradition in American writing through texts including novels, films and television shows. We analyze the shifting definitions and cultural work of the Gothic in contemporary American literature in the context of political and cultural events and movements and their relation to such concerns as race, gender, class, sexuality and disability. From the New Mexican desert to the rural south, from New York City, San Francisco and the suburbs of Atlanta to cyberspace, these literary encounters explore an expanse of physical, psychological, intellectual and imagined territory. {A}{L}

Fall, Spring, Variable

ENG 241 The Empire Writes Back: Postcolonial Literature (4 Credits)

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories and address dominant notions of race, class, gender and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; and global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid and others. {L}

Fall, Spring, Variable

ENG 243 The Victorian Novel (4 Credits)

An exploration of the worlds of the Victorian novel, from the city to the country, from the vast reaches of empire to the minute intricacies of the drawing room. Attention to a variety of critical perspectives, with emphasis on issues of narrative form, authorial voice, and the representation of race, class, gender and disability. Novelists will include Brontë, Collins, Dickens, Eliot and Kipling. {L}

Fall, Spring, Variable

ENG 273 Colloquium: Bloomsbury and Sexuality (4 Credits)

Members of the Bloomsbury movement led non-normative (what many now call queer) lives. The complexity and openness of their relationships characterized not only the lives but also the major works of fiction, art, design, and critical writings its members produced. "Sex permeated our conversation," Woolf recalls, and in *Bloomsbury and Sexuality* we'll explore the far-reaching consequences of this ostensible removal of discursive, social, and sexual inhibition in the spheres of literature, art, and social sciences. The course will draw from the art of Vanessa Bell and Duncan Grant, the writings of E. M. Forster, Virginia Woolf, Radclyffe Hall, Lytton Strachey, John Maynard Keynes and others, along with contemporary queer theory. {L}

Fall, Spring, Variable

ENG 275 Witches, Witchcraft and Witch Hunts (4 Credits)

This course has two central ambitions. First, it introduces themes of magic and witchcraft in (mostly) American literature and film. We work together to figure out how the figure of the witch functions in stories, novels and movies, what witches and witchcraft mean or how they participate in the texts' ways of making meaning. At the same time, we try to figure out how witches and witchcraft function as loci or displacements of social anxiety—about power, science, gender, class, race and politics. Since the identification of witches and the fear of witchcraft often lead to witch panics, we finally examine the historical and cultural phenomenon of the witch hunt, including both the persecution of persons literally marked as witches and the analogous persecution of persons (Communists, sexual outsiders, etc.) figuratively "hunted" as witches have been. Open to students at all levels, regardless of major. {L}

Fall, Spring, Variable

ENG 278 Asian American Women Writers (4 Credits)

The body of literature written by Asian American women over the past 100 years or so has been recognized as forming a coherent tradition even as it grows and expands to include newcomers and divergent voices under its umbrella. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text—fiction, poetry, memoir, mixed-genre—central or marginal to the tradition and how do emergent writers take this tradition in new directions? writers to be studied may include Maxine Hong Kingston, Sui Sin Far, Cathy Song, Joy Kogawa, Jessica Hagedorn, Monique Truong, Jhumpa Lahiri, Ruth Ozeki, and more. {L}

Fall, Spring, Variable

ENG 303qa Seminar: Topics in American Literature-Feminist and Queer Asian American Writing (4 Credits)

What does it mean to be queer, feminist or Asian American at the turn of this century? How do contemporary Asian American writers respond to, resist and re-invent given understandings of gender and sexuality? What is the role of the Asian American literary imagination in the face of war, im/migration, trans- and homophobia, labor exploitation and U.S. militarism? This course will explore these foundational questions through a sustained analysis of feminist and queer Asian American literature: novels, poetry, life-writing and film. Through a mix of scholarly and literary texts, students will examine a range of topics at the intersection of Asian American and gender and sexuality studies: identity and (self) representation, the vestiges of war, diaspora and migration, family and kinship, the hyper- and de-sexualization of Asian Americans, labor, globalization and racial capitalism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Variable

ENG 333ca Seminar: Topics: A Major Writer in English-Chimamanda Ngozi Adichie (4 Credits)

Nigerian American fiction-writer, feminist, and public intellectual Chimamanda Ngozi Adichie is well-known for her TED talks, "The Danger of a Single Story" and "We Should All Be Feminists." She is also internationally acclaimed for her short stories and novels, which have attracted "a new generation of young readers to African literature," inspired countless young African writers, and prompted much critical scholarship. This course will focus on this brilliant 21st century Anglophone writer's fiction and non-fiction, and include some recent social media debates. Supplementary readings include postcolonial and feminist theory, history, and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 333jl Seminar: Topics: A Major Writer in English-Jhumpa Lahiri (4 Credits)

Indian American writer Jhumpa Lahiri became an overnight star in 1999 with her first short story collection, the Pulitzer Prize-winning *Interpreter of Maladies*. She has since published many novels, story collections and essays. Internationally acclaimed for her beautifully crafted, deeply moving fiction about migration, love, loss, belonging, unbelonging, home and family, this trilingual twenty-first century writer has already generated an astonishing body of scholarship. This course focuses on Lahiri's fiction and non-fiction, her themes and techniques, and includes her recent work in translation. The intersectionality of race, ethnicity, gender and class is central to the analysis. Supplementary readings include postcolonial, Asian American and feminist theory, history and literary criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

ENG 363 Seminar: Race and Environment (4 Credits)

What is the role of literature and culture in the face of global environmental crisis? How do writers, artists, and filmmakers represent the toxic ecologies of a globalized world? And in what ways do the categories of race, gender, class and ability determine one's vulnerability to environmental degradation? Through literacy and cultural analysis, this course explores these questions as they intersect with issues of environmental racism, racialized disablement, neo/colonialism, ecofeminism, food justice, globalization, and urban ecologies. We examine literary and cultural engagement with diverse environmental topics: nuclear waste sites, slum ecologies, petro-capitalism, industrialized food production, and indigenous rights. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}
Fall, Spring, Variable

ENG 391 Seminar: Contemporary South Asian Writers in English (4 Credits)

This course will explore the rich diversity of late 20th and 21st century literatures written in English and published internationally by award-winning writers of South Asian descent from the U.S, Canada, Britain, India, Pakistan, Sri Lanka, and Bangladesh. These transnational writers include established celebrities (Salman Rushdie, Jhumpa Lahiri, Amitav Ghosh, Kiran Desai) and newer stars (Monica Ali, Aravind Adiga, Mohsin Hamid, Kamila Shamsie). Among many questions, we will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and of diasporic, migrant, or transnational peoples in a rapidly globalizing but by no means equalizing world. Supplementary readings on postcolonial theory and criticism. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}
Fall, Spring, Variable

ENV 327 Seminar: Environmental Justice & Decolonial Aspirations in an Urbanizing World (4 Credits)

This course explores global environmental justice and decolonial planning issues, debates and policies in the context of an urbanizing world marked by race, gender, nationality, ethnicity, caste, class and other lines of difference. The course draws from scholarship in urban studies, anthropology, sociology, geography and other related fields to develop an appreciation of global environmental injustices. With particular attention to decolonial planning approaches, students learn about efforts to redress environmental injustices, whether through formal planning and policies, social movements, community organizing or everyday environmentalism. The course covers environmental issues at multiple scales from around the world and explores the interrelatedness of themes. Prerequisite: ENV 101. Priority given to ENV majors. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.
Spring

ESS 240 Exercise and Sport for Social Change (4 Credits)

This class is designed for students who wish to understand more about the role sport and exercise can play in relation to social justice and civil rights movements, the way that current inequities influence who is able to participate in various types of sport/exercise, and methods for addressing these inequalities and injustices. Students will have the chance to learn about social justice and social change as they relate to the following topics: athlete activism, coaching, administration, participation, fairness, and non-profit community based and governmental level interventions. {S}

Fall, Spring, Alternate Years

ESS 340 Seminar: Current Issues in Women's Health (4 Credits)

A course focusing on current research papers in women's health. Recent topics have included reproductive health issues, eating disorders, heart disease, depression, autoimmune disorders and breast cancer. Cannot be taken S/U. Prerequisites: ESS 140 or a strong biological sciences background. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}

Fall, Spring, Annually

FMS 248 Women and American Cinema: Representation, Spectatorship, Authorship (4 Credits)

A survey of women in American films from the silent period to the present, examining: 1) how women are represented on film, and how those images relate to actual contemporaneous American society, culture and politics; 2) how theoretical formulations, expectations and realities of female spectatorship relate to genre, the star and studio systems (and other production and distribution modes), dominant and alternative codes of narration and developments in digital and new media modes; and 3) how women as stars, writers, producers and directors shape and respond to, work within and against, dominant considerations of how women look (in every sense). {A}

Fall, Spring, Variable

FMS 261 Video Games and the Politics of Play (4 Credits)

An estimated 63% of U.S. households have members who play video games regularly, and game sales routinely exceed film box office figures. As this medium grows in cultural power, it is increasingly important to think about how games make meaning. This course serves as an introduction to Game Studies, equipping students with the vocabulary to analyze video games, surveying the medium's genres, and sampling this scholarly discipline's most influential theoretical writing. The particular focus, though, is on the ideology operating beneath the surface of these popular entertainment objects and on the ways in which video games enter political discourse. Enrollment limited to 25. {A}

Fall, Spring, Variable

FRN 230bl Colloquium: Topics in French Studies- Banlieue Lit (4 Credits)

In this course, students study fiction, memoir, slam poetry and hip-hop authored by residents of France's multi-ethnic suburbs and housing projects, also known as the "banlieues" and "cités". The class examines the question of whether "banlieue" authors can escape various pressures: to become native informants; to write realistic rather than fantastical novels; to leave the "ghetto"; to denounce the sometimes difficult traditions, religions, neighborhoods and family members that have challenged but also molded them. Often seen as spaces of regression and decay, the "banlieues" nevertheless produce vibrant cultural expressions that beg the question: Is the "banlieue" a mere suburb of French cultural life or more like one of its centers? Basis for the major. Students may receive credit for only one section of FRN 230. Prerequisite: FRN 220 or equivalent. Enrollment limited to 18. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 230ww Colloquium: Topics in French Studies-Women Writers of Africa and the Caribbean (4 Credits)

An introduction to works by contemporary women writers from Francophone Africa and the Caribbean. Topics studied include colonialism, exile, motherhood and intersections between class and gender. The study of these works and of the French language is informed by attention to the historical, political and cultural circumstances of writing as a woman in a former French colony. Texts include works by Mariama Bâ, Maryse Condé, Yamina Benguigui and Marie-Célie Agnant. Basis for the major. Students may receive credit for only one section of FRN 230. Enrollment limited to 18. Prerequisite: FRN 220. Course taught in French. WI {F}{L}

Fall, Spring, Variable

FRN 288 Immigration and Sexuality in France and Europe (1 Credit)

This course functions as a French discussion course offered in conjunction with SWG 288. Students discuss the assigned texts, which they will read in the original French. Papers and assignments must also be written in French. Corequisite: SWG 288. Prerequisite: One course at or above FRN 250. French heritage speakers should contact the instructor. Enrollment limited to 35. Course taught in French. {F}{H}{S}

Fall, Spring, Variable

FRN 320 Women Defamed, Women Defended (4 Credits)

What genres did women practice in the Middle Ages and in what way did they transform those genres for their own purposes? What access did women have to education and to the works of other writers, male and female? To what extent did women writers question the traditional gender roles of their society? How did they represent female characters in their works and what do their statements about authorship reveal about their understanding of themselves as writing women? What do we make of anonymous works written in the feminine voice? Readings include the love letters of Héloïse, the lais and fables of Marie de France, the songs of the trobairitz and women trouvères, and the writings of Christine de Pizan. {F}{L}

Fall, Spring, Variable

FRN 380is Topics in French Cultural Studies-Immigration and Sexuality (4 Credits)

This course explains how gender and sexuality have been politicized in immigration debates in France, from the 1920s to the present. Students examine both cultural productions and social science texts: memoirs, psychoanalytical literature, activist statements, sociological studies, feature films, fashion, performance art, blogs and news reports. France has historically been the leading European host country for immigrants, a multiplicity of origins reflected in its current demographic make-up. Topics include: the hyper-sexualization of black and brown bodies, France as a Mediterranean culture, immigrant loneliness in Europe, intermarriage and demographic change, the veil and niqab, as well as sexual nationalism and homo-nationalism. {F}

Fall, Spring, Variable

FYS 107 Women of the Odyssey (4 Credits)

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. The course begins with a careful reading of the *Odyssey*, then studies the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 112 #FlipTheScript: Hot Topics in African Feminism(s) Today (4 Credits)

Does affirmative action in politics improve human rights conditions for African women or lead to tokenism? Are the decisions of religious African feminists to submit to their husbands or wear head coverings, choices that display female agency or choices steeped in oppression? This course considers some of the most controversial and hotly debated topics relevant to feminism in Africa today. In doing so, it aims to teach students how to identify both the core issues and points of divergence underpinning these debates and to be able to analyze and articulate their own positions on controversial issues. Enrollment limited to 16 first-years. WI {S}

Fall, Spring, Variable

FYS 124 Writers and the Body: Health and Illness in African Diasporic Women's Literature (4 Credits)

This seminar will explore representations of health and illness in writing by women of the African diaspora from the nineteenth century to the present. Our authors hail from Antigua, Bermuda, Canada, Guadeloupe, and the United States, and their interventions (ideological and geographical) engage an even broader territory. We will ask how women novelists, memoirists, poets, and playwrights (some of them health care professionals) challenge, support, influence, and/or respond to contemporary medical theories of health and illness. We will also make use of archival and digital resources at Smith. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

FYS 128 Ghosts (4 Credits)

This course explores what Toni Morrison in *Beloved* calls "the living activity of the dead": their ambitions, their desires, their effects. Often returning as figures of memory or history, ghosts raise troubling questions as to what it is they, or we, have to learn. We shall survey a variety of phantasmagorical representations in poems, short stories, novels, films, spiritualist and scientific treatises and spirit photography. This course counts towards the English major. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 129 Tierra y Vida: Land and the Ecological Imagination in U.S. Latino/a Literature (4 Credits)

Tierra y Vida explores the ecological imagination of U.S. Latinos/as as expressed in narratives from the early 20th to the 21st centuries. Expanding beyond dominant tropes of land/farm worker as the core of Latino/a ecological experience, students consider a range of texts that depict the land as a site of indigenous ecological knowledge; spiritual meaning; and ethnic, racial and gendered belonging. In dialogues between Latino/a writers and theorists students also explore the possibilities of ecological futures rooted in emancipation and liberation as alternatives to ecological imaginaries still fraught with colonial desires. Students in this course participate in a digital atlas and story-mapping project. Enrollment limited to 16 first years. WI {L}

Fall, Spring, Variable

FYS 132 Girls Leaving Home (4 Credits)

This course explores how literary writers from various times and places have addressed the topic of girls leaving home. What are the risks and benefits for young (usually single) women who leave a place of origin, temporarily or permanently, with or without families, to make new lives? What do they flee or seek? How do gender, race, ethnicity, sexuality, nationality, class complicate their stories? How is "home" understood or redefined in these narratives? Readings include Shakespeare's *As You Like It*, Austen's *Northanger Abbey*, and immigrant American narratives *The Road from Coorain*, *The Woman Warrior* and *Americanah*. Our primary methodology is literary analysis. Recommended for students considering the English major. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 165 Childhood in African Literature (4 Credits)

A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngugi wa Thiongo's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 179 Rebellious Women (4 Credits)

This course introduces students to the trailblazing women who have changed the American social and political landscape through reform, mobilization, cultural interventions and outright rebellion. We use a variety of texts: *No Turning Back* by Estelle Freedman, primary sources from the archives and the SCMA, films, a walking tour and local events. The intention of this seminar is threefold: (1) to provide an overview of feminist ideas and action throughout American history, (2) to introduce students to primary documents and research methods, and (3) to encourage reflection and discussion on current gender issues. Enrollment limited to 16 first-years. WI {H}{S}

Fall, Spring, Variable

FYS 183 Geisha, Wise Mothers, and Working Women (4 Credits)

This course examines images of Japanese women that are prevalent in the West, and to some extent Japan. Our focus will be on three key figures considered definitive representations of Japanese women: the geisha, the good wife/wise mother, and the working woman. We will read popular treatments including novels, primary sources, and scholarly articles. Our task will be to sort through these images, keeping in mind the importance of perception versus reality and change over time. Enrollment limited to 16 first years. WI

Fall, Spring, Variable

GOV 224 Colloquium: Globalization From an Islamic Perspective (4 Credits)

This course explores the complex challenges facing Muslim-majority states when it comes to their political, economic, and social development in the 21st century. In particular, we will be exploring the various Islamically-inspired ideas ("isms") that have emerged with the onset of globalization; from Islamic feminism and Islamic environmentalism to political Islam and Islamic banking. Designation: Comparative. Enrollment limited to 20. {S}

Fall, Spring, Alternate Years

GOV 231 Colloquium: Women's Social Movements in the Middle East (4 Credits)

This course explores how women's social movements emerge and sustain themselves in the Middle East and North Africa. The class will cover issues ranging from women agitating for citizenship rights and the vote to questions of personhood, family code, and women's labor rights. Throughout the class, students consider how mobilized women negotiate a world of both contemporary and traditional religious and secular values to pursue their agendas in the public arena. Students leave this course with a fuller appreciation of the variety of issues around which women mobilize in the region as well as an understanding of the diverse strategies they adopt to meet their chosen goals. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 233 Problems in Political Development (4 Credits)

This course explores the practical meaning of the term "development" and its impact on a range of global topics from the problems of poverty and income inequality to the spread of democracy, environmental degradation, urbanization and gender empowerment. We examine existing theories of economic development and consider how state governments, international donors and NGOs interact to craft development policy. Designation: Comparative. {S}

Fall, Spring, Variable

GOV 266 Contemporary Political Theory (4 Credits)

A study of major themes in the political thought of the early 20th century to the present. Readings will begin with a brief reflection on Hegel and Marx, before moving into considerations that animated the 20th and 21st century, such as fascism, anti-colonialism, the welfare state, movements for civil rights, and migration. Throughout, we will pay particular attention to the tensions between freedom, justice, and equality that mark this period of political thinking. Designation: Theory. Successful completion of GOV 100 or another political theory course is strongly suggested. {S}

Fall, Spring, Alternate Years

GOV 267 Problems in Democratic Thought (4 Credits)

What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Designation: Theory. Not open to first-year students. {S}
Fall, Spring, Variable

GOV 363 Seminar: Dissent: Disobedience, Resistance, Refusal and Exit (4 Credits)

This seminar in political theory examines contemporary theories and practices of dissent, from civil disobedience to armed resistance to political exit. Are citizens morally obligated to obey unjust laws? What makes a law or political arrangement unjust? What kinds of protest actions are justified? What are the promises and limitations of nonviolence – or violence? What effect do different forms of resistance have, and what is their political value? Is exiting – quitting politics or leaving the polity – a meaningful form of resistance? This course will engage with these questions by reading contemporary texts from political science, sociology, and philosophy, alongside works by practitioners of forms of disobedience and resistance. Prerequisite: coursework in political theory or equivalent. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

GOV 367qs Seminar: Topics in Political Theory-Queering the State (4 Credits)

This course will cover theoretical issues through the relationship between the state and queerness. The course begins with a historical theory of the state that emerges from its role in governing queer life. Students consider the social, economic, legal and biomedical implications of the straight state. Though mainstream LGBT politics advocates for more inclusion in the state apparatus, through rights and legal protections, radical queer thinkers insist we think beyond the state and in resistance to it. Throughout, the students focus on whether it is possible to have a queer state and if it is, whether that is desirable. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Variable

HST 223at Colloquium: Topics on Women and Gender in Japanese History-Ancient Times to the 19th Century (4 Credits)

The dramatic transformation in gender relations is a key feature of Japan's premodern history. How Japanese women and men have constructed norms of behavior in different historical periods, how gender differences were institutionalized in social structures and practices, and how these norms and institutions changed over time. The gendered experiences of women and men from different classes from approximately the seventh through the 19th centuries. Consonant with current developments in gender history, exploration of variables such as class, religion and political context that have affected women's and men's lives. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 252 Women and Gender in Modern Europe, 1789–1918 (4 Credits)

A survey of European women's experiences and constructions of gender from the French Revolution through World War I, focusing on Western Europe. Gendered relationships to work, family, politics, society, religion and the body, as well as shifting conceptions of femininity and masculinity, as revealed in novels, films, treatises, letters, paintings, plays and various secondary sources. {H}

Fall, Spring, Annually

HST 253 Women and Gender in Contemporary Europe (4 Credits)

Women's experience and constructions of gender in the commonly recognized major events of the 20th century. Introduction to major thinkers of the period through primary sources, documents and novels, as well as to the most significant categories in the growing secondary literature in 20th-century European history of women and gender. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 258 Modern Africa (4 Credits)

This course provides an introductory survey of African history under colonial rule and beyond. In doing so, the course offers students a framework for understanding the political, social and economic history of modern Africa by foregrounding the strategies African peoples employed as they made sense of and confronted their changing historical landscapes. Key subjects include the construction of the colonial state, African experiences with colonial rule, the dilemmas of decolonization and life in an independent Africa. {H}{S}

Fall, Spring, Alternate Years

HST 259fm Colloquium: Topics in African History-Femininities, Masculinities and Sexualities in Africa (4 Credits)

This course examines the political, social and economic role of women, gender, and sexuality in African history, while paying particular attention to the ways in which a wide variety of Africans engaged, understood, and negotiated the multiple meanings of femininity, masculinity, and sexuality in the changing political and social landscapes associated with life in Africa. Key issues addressed in the course include marriage and respectability, colonial domesticity regimes, sex, and religion. Additionally, students interrogate the diversity of methodological techniques scholars have employed in their attempts to write African gender history. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 265 Race, Gender and US Citizenship, 1776-1865 (4 Credits)

Analysis of the historical realities, social movements, cultural expression and political debates that shaped U.S. citizenship from the Declaration of Independence to the passage of the Fifteenth Amendment. From the hope of liberty and equality to the exclusion of marginalized groups that made whiteness, maleness and native birth synonymous with Americanness. How African Americans, Native Americans, immigrants and women harnessed the Declaration of Independence and its ideology to define themselves as citizens of the United States. Enrollment limited to 40. {H}

Fall, Spring, Annually

HST 267 United States, 1877-1945: Race, Capitalism, Justice (4 Credits)

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. Enrollment limited to 40. {H}

Fall, Spring, Variable

HST 276rj Colloquium: Topics-Historians Read the News-Race, Democracy and Reproductive Justice (4 Credits)

This course interrogates the intersection between current events and historical research. Exploring topics including race, debt, citizenship, democracy and reproductive justice, the course offers a comparative and transnational perspective of how historians and other historically focused scholars have approached topics that have dominated the recent news cycle, while thinking through the challenges and possibilities of doing historical research on subjects of contemporary importance. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

HST 278 Colloquium: Decolonial U.S. Women's History (4 Credits)

This course is an introduction to U.S. women's history with women of color, working-class women and immigrant women at the center. This course is guided by the cultural and theoretical work of women of color feminists to decolonize knowledge, history and the world within and without. This means students not only study women's lives over time, but also consider how their focus on more marginalized women in particular changes the way they study and understand history and knowledge. The class explores some of the most defining processes, including colonialism, emancipation from slavery, racial segregation and exclusion, industrial and neoliberal capitalism, imperialism, mass migration, feminism, civil rights and a range of freedom movements. Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 280gi Colloquium: Topics in United States Social History-Im/migration and Transnational Cultures (4 Credits)

Explores significance of im/migrant workers and their transnational social movements to U.S. history in the late 19th and 20th centuries. How have im/migrants responded to displacement, marginalization and exclusion, by redefining the meanings of home, citizenship, community and freedom? What are the connections between mass migration and U.S. imperialism? What are the histories of such cross-border social movements as labor radicalism, borderlands feminism, Black and Brown Liberation, and anti-colonialism? Topics also include racial formation; criminalization, incarceration and deportation; reproductive justice; and the politics of gender, sexuality, race, class and nation. Enrollment limited to 18. {H}

Fall, Spring, Variable

HST 286 Colloquium: Recent Historiographic Debates in the History of Gender and Sexuality (4 Credits)

This course considers methodologies and debates in modern historical writing about gender and sexuality, with a primary focus on European history. Students develop an understanding of significant, contemporary historiographic trends and research topics in the history of women and gender. Enrollment limited to 18. {H}

Fall, Spring, Alternate Years

HST 355gw Seminar: Topics in Social History-Gender and the Aftermath of War in the Twentieth Century (4 Credits)

In this course, we focus on the work of reconstruction, recovery and memorialization in the aftermath of war and consider how that work interacted with gendered experience. Primary questions will include: Was the aftermath of war as gender-specific as war experience itself? What role did women take in postwar recoveries? How was the aftermath of war reflected in cultural production through fiction, film and visual art in the twentieth century? Primary focus will be on Europe, but students can expect to actively engage with the transnational effects and sources. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {H}{S}

Fall, Spring, Variable

HST 371rs Seminar: Topics in 19th Century United States History-Remembering Slavery: A Gendered Reading of the WPA Interviews (4 Credits)

Despite the particular degradation, violence and despair of enslavement in the United States, African American men and women built families, traditions and a legacy of resistance. Using the WPA interviews—part of the New Deal Federal Writers Project of the 1930s—this course looks at the historical memory of former slaves by reading and listening to their own words. How did 70- through 90-year-old former slaves remember their childhoods and young adulthoods during slavery? And how do scholars make sense of these interviews given they were conducted when Jim Crow segregation was at its pinnacle? The course examines the WPA interviews as historical sources by studying scholarship that relies heavily on them. Most importantly, students explore debates that swirl around the interviews and challenge their validity on multiple fronts, even as they remain the richest sources of African American oral history regarding slavery. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

HST 383dw Seminar: Topics in Research in U.S. Women's History-Domestic Worker Organizing (4 Credits)

This is an advanced research seminar in which students work closely with archival materials from the Sophia Smith Collection and other archives to explore histories of resistance, collective action and grassroots organizing among domestic workers in the United States, from the mid-18th century to the present. Domestic work has historically been done by women of color and been among the lowest paid, most vulnerable and exploited forms of labor. Your research will assist the National Domestic Workers Alliance, as they incorporate history into their political education curriculum and use history as an organizing tool in their current campaigns. Recommended: previous course in U.S. women's history and/or relevant coursework in HST, SWG, AFR, SOC or LAS. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {H}

Fall, Spring, Variable

HST 383pc Seminar: Topics in Research in U.S. Women's History- Researching People of Color at Smith College (4 Credits)

The history of students of color at Smith College. Draws from readings about African American, Latinx, Asian American, Indigenous, international and other students of color in higher education. Explores the Smith College archives for documents, ephemera and oral histories. Students also familiarize themselves with archival materials compiled by student activists and scour *The Sophian* (Smith's weekly newspaper) to uncover the histories of racial policy, racism, community-building, social justice and activism at Smith College. Students work to produce one original academic project such as a podcast, a digital timeline, another digital humanities project or a traditional research paper. {H}

Fall, Spring, Variable

IDP 208 Women's Medical Issues (4 Credits)

A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted infections, abortion, mental health, nutrition, osteoporosis, the media's representation of women and gender bias in health care. Social, cultural, ethical and political issues are considered, as well as an international perspective. {N}

Spring

IDP 320 Seminar on Global Learning: Women's Health in India, Including Tibetans Living in Exile (4 Credits)

This seminar examines women's health and cultural issues within India, with a focus on Tibetan refugees, and then applies the knowledge experientially. During interterm, the students travel to India, visit NGOs involved with Indian women's health, and deliver workshops on reproductive health topics to students living at the Central University of Tibetan Studies in Sarnath. Enrollment limited to 5. Application and instructor permission required.

Fall

JUD 214/ REL 214 Women in the Hebrew Bible (4 Credits)

This course focuses on the lives of women in ancient Israelite society through close readings of the Hebrew Bible. We look at detailed portraits of female characters as well as the role of many unnamed women in the text to consider the range and logic of biblical attitudes toward women, including reverence, disgust and sympathy. We also consider female deities in the ancient Near East, women in biblical law, sex in prophetic and Wisdom literature, and the female body as a source of metaphor. {H}

Fall, Spring, Variable

JUD 217 Motherhood in Early Judaism (4 Credits)

How did early Jewish communities imagine mothers, and what does this reveal about communal ideas of gender, family and identity in early Judaism? This course considers various manifestations of mothers in early Judaism through exploration of such literary sources as the Bible, rabbinic literature and the pseudepigrapha, as well as artifacts from material culture such as Aramaic incantation bowls, synagogue wall paintings and other archeological evidence. No prior knowledge of Judaism is expected (E). {A}{L}

Spring, Alternate Years

JUD 227 Women and Gender in Jewish History (4 Credits)

Previously REL 227. An exploration of Jewish women's changing social roles, religious stances and cultural expressions in a variety of historical settings from ancient to modern times. How did Jewish women negotiate religious tradition, gender and cultural norms to fashion lives for themselves as individuals and as family and community members in diverse societies? Readings from a wide range of historical, religious, theoretical and literary works in order to address examples drawn from Biblical and rabbinic Judaism, medieval Islamic and Christian lands, modern Europe, America and the Middle East. Students' final projects involve archival work in the Sophia Smith Collection of Women's History. {H}{S}

Fall, Spring, Variable

LAS 201ql Colloquium: Topics in Latin American Studies-Queer Latine Embodiments: Affect, Race and Aesthetics (4 Credits)

What modes of resistance do queer and trans bodies of color deploy to navigate an anti-queer/trans world? What lessons do bodies offer? This course focuses on queer and trans representation in cultural production, performance studies approach to queer Latine research and the importance of embodied knowledges. The course addresses topics around affect, desire, queer nightlife, anti-queer/trans moral panics and public space. Students become familiar with scholarship in the growing field of queer Latine studies while developing a stronger critical analytic on how race, class, sexuality and gender inform the reading of bodies. Enrollment limited to 20. (E) {A}{S}

Fall, Spring, Variable

MES 213 Colloquium: Sex and Power In The Middle East (4 Credits)

This course invites students to explore how sexuality has been central to power and resistance in the Middle East. When and how have empires, colonial powers and nation states tried to regulate intimacy, sex, love and reproduction? How have sexual practices shaped social life, and how have perceptions of these practices changed over time? The course introduces theoretical tools for the history of sexuality and explores how contests over sexuality, reproduction and the body shaped empires, colonial states and nationalist projects. Finally, we examine contemporary debates about sexuality as a basis for political mobilization in the Middle East today. Enrollment limited to 18. {H}{S}

Fall, Spring, Variable

MUS 217 Colloquium: Feminism and Music Theory (4 Credits)

In this course, students evaluate the assumptions and foundations of Western music theory, primarily under the critical guidance of feminist theory. Tonal theory is often a routine part of undergraduate music study. What are the goals and criteria of this kind of analysis? While critically examining Western music theory's intellectual values, students develop approaches to analysis that are responsive, in a variety of ways, to queer, feminist and antiracist thought. Through readings and listening assignments, students consider various challenges to the fiction of objectivity in music analysis, including embodiment, subjecthood and identity, and the mediating force of language and concepts. Prerequisites: MUS 110. Enrollment limited to 18. (E) {A}

Fall, Spring, Variable

MUS 330 Seminar: Music and Democracy (4 Credits)

How have social justice movements used music to mobilize people to fight for equality and rights? How have anti-democratic movements used music for reactionary ends? What is the role of music in sustaining—or eroding—democracies? This class examines a range of U.S. and global case studies, including Black Lives Matter, the abortion wars, global protest movements, and music and urban redevelopment. Through the study of national anthems, resistance songs like “Fight the Power,” and by examining the sounds of protest itself, students practice critical listening and reflect on how sound and music can press for social change—for better or worse. Students look at the role of music in democratic processes, the importance of music for belonging and citizenship, and whether and how music itself is significant to political participation. Prerequisites: MUS 102 or 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {A}

Fall, Spring, Variable

PHI 240 Philosophy and Gender (4 Credits)

This course examines philosophical conceptions of sex, gender, and sexuality in the context of contemporary ethical questions. In what ways are our conceptions of gender created and reinforced through cultural and social norms? How do assumptions about sex, gender, and sexuality shape and potentially limit research in natural and social sciences? In what ways are feminist and multiculturalist goals potentially at odds? Is sex and sexuality the public’s business? How do gender identities intersect with other identities? We will consider applications of these questions to a variety of contemporary debates concerning parenting, pornography, sex education, marriage, sexual harassment laws, and sexual or gender assignment or reassignment.

Alternate Years

POR 381 fw Seminar: Topics in Portuguese and Brazilian Studies-Multiple Lenses of Marginality: New Brazilian Filmmaking by Women (4 Credits)

This course makes reference to the pioneering legacy of key figures in Brazilian filmmaking, such as Susana Amaral, Helena Solberg and Tizuka Yamasaki. These directors’ early works addressed issues of gender and social class biases by subtly shifting the focus of their films to marginalized or peripheral subjects. We also examine the work of contemporary filmmakers, among them Lúcia Murat, Tata Amaral, Laís Bodanzky and Anna Muylaert, focusing on the ways in which they incorporate sociopolitical topics and/or gender issues. Course conducted in Portuguese. Prerequisite: 200-level course in Portuguese, or the equivalent. Juniors and seniors only. Enrollment limited to 12. Instructor permission required. {A}{F}

Fall, Spring, Variable

PSY 166 Introduction to the Psychology of Gender (4 Credits)

How can psychological science help us understand how gender operates in our society? How can our understanding of the psychological research help us address structural inequalities related to gender? This course represents an introduction to what we know about the role gender plays in the everyday lives of people. In this course we will review the psychological research on how structural inequities play out in gender roles and affect the lives of boys and girls and men and women. Throughout the course we will attend to the intersection of race, class, sexual orientation, and other group memberships with gender. {N}

Fall, Spring, Variable

PSY 265 Colloquium: Political Psychology (4 Credits)

This colloquium is concerned with the psychological processes underlying political phenomena. The course is divided into three sections: Leaders, Followers and Social Movements. In each of these sections, students examine how psychological factors influence political behavior and how political acts affect individual psychology. Prerequisites: PSY 100 & PSY 202. Enrollment limited to 25. {S}

Fall, Spring, Annually

PSY 266 Colloquium: Psychology of Women and Gender (4 Credits)

An in-depth examination of controversial issues of concern to the study of the psychology of women and gender. Students are introduced to current psychological theory and empirical research relating to the existence, origins and implications of behavioral similarities and differences associated with gender. We examine the development of gender roles and stereotypes, power within the family, workplace and politics, and women’s mental health and sexuality, paying attention to social context and intersectional identities. Prerequisites: PSY 202.

Enrollment limited to 25. {N}

Fall, Spring, Alternate Years

PSY 345 Research Seminar: Feminist Perspective on Psychological Science (4 Credits)

Research Seminar. In this advanced methods course, we study feminist empirical approaches to psychological research. The first part considers several key feminist empiricist philosophies of science, including positivist, experiential and discursive approaches. The second part focuses on conceptualizations of gender beyond difference-based approaches and their operationalization in recent empirical articles. The capstone will be an application of feminist perspectives on psychological science to two group projects—quantitative and qualitative, respectively—in the domain of health and well-being. Prerequisites: PSY 202 and (PSY 140 or 266). Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Spring, Alternate Years

PSY 364/ SDS 364 Research Seminar: Intergroup Relationships (4 Credits)

Offered as PSY 364 and SDS 364. Research on intergroup relationships and an exploration of theoretical and statistical models used to study mixed interpersonal interactions. Example research projects include examining the consequences of sexual objectification for both women and men, empathetic accuracy in interracial interactions and gender inequality in household labor. A variety of skills including, but not limited to, literature review, research design, data collection, measurement evaluation, advanced data analysis and scientific writing will be developed. Prerequisites: PSY 201, SDS 201, SDS 220 or equivalent and PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {M}{N}{S}

Fall, Spring, Alternate Years

PSY 374 Seminar: Psychology of Political Activism (4 Credits)

This seminar focuses on people’s motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from political psychology paired with personal accounts of activists. Students consider accounts of some large-scale liberal and conservative social movements in the United States, and conduct an in-depth analysis of an activists oral history obtained from the Voices of Feminism archive of the Sophia Smith collection. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

PSY 375 Research Seminar: Political Psychology (4 Credits)

An introduction to research methods in political psychology. Includes discussion of current research as well as design and execution of original research in selected areas such as right wing authoritarianism, group consciousness, and political activism. Prerequisite: PSY 202. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {N}
Fall, Spring, Variable

REL 238 Mary: Images and Cults (4 Credits)

Whether revered as the Mother of God or remembered as a single Jewish mother of an activist, Mary has both inspired and challenged generations of Christian women and men worldwide. This course focuses on key developments in the "history of Mary" since early Christian times to the present. How has her image shaped global Christianities? What does her perceived image in any given age tell us about personal and collective identities? Topics include Mary's "life"; rise of the Marian cult; Marian apparitions (e.g., Guadalupe and Lourdes) and miracle-working images, especially in Byzantium and Russia; liberation and feminism; politics, activism, mysticism and prayer. Devotional, polemical and literary texts, art and film. Enrollment limited to 35. {H}

Fall, Spring, Alternate Years

SAS 201 Mother-Goddess-Wife-Whore: Female Sexuality and nationalism in South Asian Cinema (4 Credits)

This course examines the relationship between female sexuality and nationalism in South Asian cinema, focusing on the crucial role that gender plays in the formation of postcolonial national identities, both on screen and beyond. The class considers diverse forms of cinematic resistance, especially the work of directors who challenge gender norms. Students look at films from Bollywood and from Bangladesh, Pakistan, Sri Lanka, Nepal, Bhutan and Afghanistan. The class includes guest-lectures by South Asian activists and filmmakers. (E) {A}{H}{S}

Fall, Spring, Variable

SOC 213 Race and National Identity in the United States (4 Credits)

The sociology and history of a multiracial and ethnically stratified society. Comparative examinations of several U.S. racialized and ethnic groups. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 214 Sociology of Hispanic Caribbean Communities in the United States (5 Credits)

This community-based learning course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations and cultural expressions are considered. Special attention is paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. Students are required to dedicate four hours per week to a local community-based organization. Prerequisite: SOC 101. Enrollment limited to 20.

Fall, Spring, Alternate Years

SOC 216 Social Movements (4 Credits)

This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis is placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis is on modern American social movements including student protest, feminist, civil rights and sexual identity movements. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 224 Family and Society (4 Credits)

This course examines social structures and meanings that shape contemporary family life. Students look at the ways that race, class and gender shape the ways that family is organized and experienced. Topics include the social construction of family, family care networks, parenthood, family policy, globalization and work. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Variable

SOC 229 Sex and Gender in American Society (4 Credits)

An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including work, politics, families and sexuality. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 236 Beyond Borders: The New Global Political Economy (4 Credits)

This course introduces students to the basic concepts and theories in global political economy. It covers the history of economic restructuring, global division of labor, development, North-South state relations, and modes of resistance from a transnational and feminist perspective. Issues central to migration, borders and security, health, and the environment are central to the course. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 237 Gender and Globalization (4 Credits)

This course engages with the various dimensions of globalization through the lens of gender, race and class relations. We study how gender and race intersect in global manufacturing and supply chains as well as in the transnational politics of representation and access in global media, culture, consumption, fashion, food, water, war and dissenting voices. Prerequisite: SOC 101. Enrollment limited to 25. {S}

Fall, Spring, Annually

SOC 243 Race, Gender and Mass Incarceration (4 Credits)

This course introduces students to the historical roots of mass incarceration and how it shapes multiple aspects of life and society. Students focus on the particular experiences of currently and formerly incarcerated women, with an emphasis on the overrepresentation of Black women; the major social, political and economic factors that have contributed to the rise of mass incarceration in the United States; the primary ways mass incarceration alters the lives of people and communities; and why eliminating racial oppression cannot be disentangled from eliminating mass incarceration. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 253 Sociology of Sexuality: Institutions, Identities and Cultures (4 Credits)

This course examines sexuality from a sociological perspective, focusing on how sexuality is constructed by and structures major social institutions. We examine the social construction of individual and collective identities, norms and behaviors, discourses, institutional regulation, and the place of sexuality in the state, education, science and other institutions, and social movements. Consideration of gender, race, class, time and place are integrated throughout. Topics include the social construction of sexual desire and practice, sexuality and labor, reproduction, science, technology, sexuality and the state, sexuality education, globalization, commodification, and social movements for sexual purity, sexual freedom and against sexual violence. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Annually

SOC 255 Colloquium: The Bollywood Matinee (4 Credits)

This course engages the world of popular Indian cinema, Bollywood and beyond. We integrate scholarly articles on the subject, lectures, in-depth discussions, and of course, film screenings to explore the history and political economy of India and South Asia. Students analyze how this vital cultural form deals with the politics of gender, class, caste, religion and Indian nationalism. Our discussions simultaneously focus on the role of globalization, migration and the cultural significance of Indian characters on international media; for example, Raj in the popular American sitcom *The Big Bang Theory*. Students are expected to engage with the readings, bring their reflections and actively participate in class discussions. Prerequisite: SOC 101. Enrollment limited to 20.

Fall, Spring, Alternate Years

SOC 317 Seminar: Inequality in Higher Education (4 Credits)

This course applies a sociological lens to understanding inequality in American higher education. We examine how the conflicting purposes of higher education have led to a highly stratified system of colleges and universities. We also address the question of how students' social class, race, ethnicity and gender affect their chances of successfully navigating this stratified system of higher education. Finally, we examine selected public policies aimed at minimizing inequality in students' access to and success in college. Prerequisites: SOC 101 and permission of the instructor. Enrollment limited to 12. {S}

Fall, Spring, Alternate Years

SOC 323ct Seminar: Topics in Gender and Social Change-Gender, Sexuality and Social Movements in Conservative Times (4 Credits)

This class focuses on challenges to and changes in gender and sexuality during conservative time periods. Focusing on the U.S., we will primarily examine the 1980's and the contemporary period as case studies. We will look how political and other institutions affect gender and sexuality and at social movements addressing gender and sexuality from both the right and the left. We will look at movements including queer, feminist, anti-racist, anti-interventionist movements on the left, and racial supremacist, pro-military intervention, anti-LGBT and conservative evangelical movements on the right. Theoretical frameworks are drawn from social movements, intersectional feminist and queer theories. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Variable

SOC 327 Seminar: Global Migration in the 21st Century (4 Credits)

This course provides an in-depth engagement with global migration. It covers such areas as theories of migration, the significance of global political economy and state policies across the world in shaping migration patterns and immigrant identities. Questions about imperialism, post-colonial conditions, nation-building/national borders, citizenship and the gendered racialization of immigration intersect as critical contexts for our discussions. Prerequisite: SOC 101. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {S}

Fall, Spring, Alternate Years

SPN 230dm Topics in Latin American and Peninsular Culture and Society-Domestica (4 Credits)

This course explores the realities and representation of women's domestic labor from the thematic perspectives of precariousness (a condition and expression of subjectivity under globalization) and intimacy (understood as both an experience of affect and a condition of labor). This course uses short fiction, documentary and film from the Spanish-speaking world (the Americas and Spain) and the Portuguese-speaking world where appropriate, to explore the ways in which women's transnational domestic labor has shaped new cultural subjects and political identities in the public as well as the private sphere. Students work on the theme of women's domestic labor from the perspective of their choosing (for example, human rights, migration policies, racial and gendered labor regimes, neoliberal reforms and resistance). Enrollment limited to 20. Prerequisite: SPN 220 or equivalent. {F}{L}

Fall, Spring, Variable

SPN 230mj Topics in Latin American and Peninsular Culture and Society-Maghribi Jewish Women: Cordoba, Casablanca, Tel Aviv (4 Credits)

This course examines constructions and representations of Maghribi Jewish women from the western Mediterranean to Israel. The first part of the course focuses on Jewish women in Andalus and Maghribi texts. Students are invited to think critically about concepts such as "tolerance," "convivencia," and "dhimma," as well as what it means to be a woman and a religious minority in Muslim-majority communities. The second half of the course examines representations and realities of Jewish women of Moroccan descent in Israeli society. This part centers on questions of immigration, class, demography, gender, diaspora and identity. Enrollment limited to 19. {F}{L}

Fall, Spring, Variable

SPN 230ww Topics in Latin American and Peninsular Culture and Society-Creative Writing By and With Spanish Women Writers (4 Credits)

A quest for the self and its relation to otherness through a one-poem per class approach. Readings in modern and contemporary works by poets from both sides of the ocean, complemented by the study of related music and visual art. The course examines the consequences of political exile as a journey to the unknown (Jiménez, Cernuda, Cortázar, Neruda, Alberti) as well as the voluntary exile of the artist in search of a new aesthetic identity (Darío, Lorca, Vallejo). Special attention is given to the problems of subjectivity, gender and sexuality in the works of four women poets: Agustini, Storni, Parra and Pizarnik. {F}{L}

Fall, Spring, Variable

SPN 250sm Topics in Iberian Cultural History-Sex and the Medieval City (4 Credits)

This course examines the medieval understanding of sex and the woman's body within an urban context. We read medieval texts on love, medicine and women's sexuality by Iberian and North African scholars. We investigate the ways in which medieval Iberian medical traditions have viewed women's bodies and defined their health and illness. We also address women's role as practitioners of medicine, and how such a role was affected by the gradual emergence of "modern" medical institutions such as the hospital and the medical profession. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 255 Colloquium: Muslim Women in Film (4 Credits)

Focusing on films by and about Muslim women from Africa, the Middle East, and Europe, this transdisciplinary course will explore one question: What do Muslim women want? Students will watch and study critically films in Farsi, Hebrew, French, Spanish, Dutch, Italian, and different Arabic dialects. Class discussion and assignments will be primarily in Spanish. Enrollment limited to 25. {A}{F}{L}

Fall, Spring, Variable

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature (4 Credits)

This course offers critical perspectives on colonialism, literatures of conquest and narratives of cultural resistance in the Americas and the Caribbean. Decolonial theories of violence, writing and representation in the colonial context inform the study of literary and cultural production of this period. Readings explore several themes including indigenous knowledge, land and the natural world; orality, literacy and visual cultures; race, rebellion and liberation; slavery, piracy and power; and the coloniality of gender. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 373rw Seminar: Topics in Cultural Movements in Spanish America-Radical Words: Latin American Women and the Struggle for Livable Worlds (4 Credits)

When your world is on fire, what can words do? This course explores how Latin American women intellectuals, dissidents and cultural revolutionaries (20th and early 21st centuries) have confronted unlivable realities and imagined radical alternatives. Students read works crafted on the front lines of social upheaval and in the face of ecological catastrophe, analyzing different modes of representation: testimonial, memoir, experimental fiction, visual narrative, and political manifestos. They will also gain understanding of social forces shaping the cultural imaginaries of the time: Black and Queer liberation and Indigenous sovereignty movements, struggles against state violence, and ecological, anarchist and revolutionary feminisms. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {F}{L}

Fall, Variable

WLT 100cw Introduction to World Literatures-Cannibals, Witches, Virgins (4 Credits)

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *No Telephone to Heaven*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L}

Fall, Spring, Variable

WLT 204qq Topics: Writings and Rewritings-Queering Don Quixote (4 Credits)

Don Quixote de la Mancha (1605–15) is allegedly the first and most influential modern novel. We approach this hilarious masterpiece by Cervantes through a "queering" focus, i.e., as a text that exposes binary oppositions (literary, sexual, social, religious and ethnic) such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role of *Don Quixote* in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism). SPN 356 optional corequisite. {L}

Fall, Spring, Variable

WLT 205 Contemporary African Literature and Film (4 Credits)

A study of the major writers and diverse literary traditions of Africa, with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term "African literature" a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngugi, Dangarembga, Bâ, Ndebele and Aidoo. Films: *Tsotsi*, *Softie* and *Blood Diamond*. {L}

Fall, Spring, Variable

WLT 230 "Unnatural" Women: Mothers Who Kill their Children (4 Credits)

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—As monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? We focus on literary texts but also consider representations in other media, especially cinema. Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Christa Wolff, Christopher Durang, Alice Walker, Toni Morrison and others. {L}

Fall, Spring, Variable

WLT 270 Colloquium: Health and Illness: Literary Explorations (4 Credits)

From medieval Chinese tales to memoirs about SARS and COVID-19, this cross-cultural literary inquiry explores how conceptions of selfhood and belonging inform ideas about well-being, disease, intervention and healing. How do languages, social norms and economic contexts shape experiences of health and illness? From depression and plague to aging, disability and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope.

Enrollment limited to 20. {L}

Fall, Spring, Variable

WLT 276 #MeToo: Sex, Gender and Power Across Cultures (4 Credits)

When it comes to sex and gender, how do power dynamics promote or thwart freedom, belonging and love? As #MeToo and other movements challenge cultures of oppression, how do such struggles relate to the ecological, capitalist, and humanitarian crises that threaten life as we know it? Learning from feminisms, this course questions persistent structural binaries: mind/body, human/animal, man/woman, culture/nature. Drawing on literature, philosophy and journalism, we examine how social constructions of gender, class, race, and disability coalesce with material bodies, spaces, and conditions to form habits of subjectivity and patterns of life. {L}

Fall, Spring, Alternate Years

WRT 118lg Colloquium: Topics in Writing-Language and Gender (4 Credits)

How people speak – the words they choose, the way they structure their sentences, the pitch of their voices, even their gender while speaking – is constantly judged by those around them. Examining the interaction of gender and language leads to questions, such as how does gender shape the way people use language, how does gender affect others' perceptions of speech (both written and verbal), what variation occurs across cultures with regards to gender and language? This course uses the topic of language and gender to expand upon and improve rhetorical and writing skills. Enrollment limited to 15. WI

Fall, Spring, Variable

Goals for Majors in the Study of Women and Gender

Not every course that is crosslisted in the program or taught by SWG faculty will address all of these goals for the major in the study of women and gender, but we expect that every graduating senior will have engaged these concepts and ways of thinking more than once during the course of the major. The goals of the major are to:

- Analyze forms of representation and discourse as they shape experience and shape our understanding of ourselves and of the world.
 - Approach problems and questions from a variety of disciplinary perspectives.
 - Engage in systemic analysis with attention to institutional and economic structures of power.
 - Understand theories of transnational, postcolonial and diasporic studies.
 - Understand feminist pedagogy and ethics of knowledge production.
- Understand the social construction of familiar or naturalized categories, while also acknowledging that these social constructions have real effects in subordinating groups and in marking bodies.
 - Understand and be able to apply the concept of intersectionality— a dynamic analysis of how the intersections of gender, race, class, sexuality, nationality, and other aspects of identity mutually and simultaneously constitute structures, social processes, ideologies and representations in the complex, multidimensional power hierarchies of society.
 - Analyze social change and understand agency and resistance.
 - Engage theory, read and write about theoretical texts, and recognize that theory emerges from different disciplinary locations.
 - Examine historical periods and beliefs different from the current moment.

Theatre

Department website (<https://www.smith.edu/academics/theatre/>)
Smith offers theatre students extraordinary opportunities both on and off the stage. The theatre department features some 35 courses in acting, directing, design, playwriting, literature, history and dramatic theory. The department presents an adventurous mix of plays from a variety of cultures, periods and genres on its two stages, and Smith students participate as actors, designers, directors, and more. The department also sponsors guest workshops, lectures and presentations by top professional performers, playwrights, technicians and designers. The Five College theatre program multiplies students' options in coursework and practical experience.

Faculty

Leonard Berkman, D.F.A., Anne Hesselstine Hoyt Professorship of Theatre
Edward M. Check, M.F.A., Senior Lecturer
Naveen Choudhury, M.F.A., Assistant Professor
Kiki Gounaridou, Ph.D., Professor
Daniel Elihu Kramer, M.F.A., Professor
Monica Lopez Orozco, M.F.A., Assistant Professor
Kiki Smith, M.F.A., Professor
Nan Zhang, M.F.A., Senior Lecturer

Lecturers and Visiting Faculty, 2023-24

Norma Lisbeth Noel, B.A., Lecturer
Tara Franklin, M.F.A., Lecturer

Major and Minor Advisers

Leonard Berkman, Edward Check, Kiki Gounaridou, Daniel Elihu Kramer, Monica Lopez Orozco, Kiki Smith, Nan Zhang

Graduate Program Director

Leonard Berkman

Honors Director

Leonard Berkman

Study Abroad Adviser

Daniel Elihu Kramer

Theatre Major

Requirements

Eleven semester courses

1. Two courses in history and culture: THE 198 and THE 199
2. Two courses from history, literature or criticism: THE 213, THE 217, THE 218, THE 220, THE 236, THE 312ld, THE 312vd, THE 312ya, THE 313ts or THE 316
3. One acting course: THE 141
4. One design course: THE 100, THE 252, THE 253 or THE 254
5. One course in writing or directing: THE 261 or THE 344
6. Four credits of THE 200 (to count as a single semester course)
7. Three THE electives: At least 8 credits must be beyond introductory level in performance (acting or directing), playwriting or design.

Additional Guidelines

- Consult with your adviser regarding which study away credits, if any, can be applied to the major requirements. No more than 16 credits from study away can ever be applied to the major requirements.
- Separate from study away, no more than eight credits from outside the department (whether at another Smith department or at another of the Five Colleges) can be applied to the major requirements.
- All majors are encouraged to include courses in art and music in their programs as well as dramatic literature in any of the language departments.

Honors

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

Theatre Minor

Requirements

Six semester courses

1. Theatre history and culture: THE 198 and THE 199
2. Three courses, with one course approved by the minor adviser in each of the following divisions:
 - a. History, literature and criticism: THE 213, THE 217, THE 218, THE 220, THE 236, THE 312ld, THE 312vd, THE 312ya, THE 313ts or THE 316
 - b. Acting, directing or playwriting: THE 141, THE 142, THE 261 or THE 344
 - c. Design: THE 100, THE 252, THE 253 or THE 254
3. One four-credit elective or four credits of THE 200

Master of Fine Arts in Playwriting

The Master of Fine Arts in Playwriting program, offered by the Department of Theatre, provides specialized training to candidates who have demonstrated professional promise in playwriting. The department places great emphasis on collaborative work among designers, performers, directors and writers, offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels. For more information, please refer to the MFA in Playwriting website (<https://www.smith.edu/academics/theatre/mfa/>).

Requirements

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence, a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above.

To count toward the degree, all work must receive a grade of at least B-minus, but the degree will not be awarded to a student who has no grade above this minimum.

Courses

- THE 512: Advanced Studies in Acting, Speech and Movement (4 credits)
- THE 513: Advanced Studies in Design (4 credits)
- THE 515: Advanced Studies in Dramatic Literature, History, Criticism and Playwriting (4 credits)
- THE 580: Special Studies (4 credits)

- THE 590: Research and Thesis Production Project (4 credits)
- THE 590D: Research and Thesis Production Project (full-year course; 4 credits)

Elective graduate course options include all undergraduate theatre courses at the 300 level and above that are taken on a graduate level of achievement, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/technical courses. Students are also encouraged to take liberal arts courses outside of the theatre department and in the Five Colleges that are of particular interest to them and may inform their work.

Interested students may consult the graduate adviser, Leonard Berkman, 413-585-3206; email: lberkman@smith.edu.

Courses

THE 100 The Art of Theatre Design (4 Credits)

The course is designed to explore the nature of design in theatre and the visual arts. Students study the elements of set, costume, lighting and sound design while looking at the work of some of the most influential designers, past and present. Especially designed for those with a limited background in theatre, it involves discussions about assigned plays and projects, as appropriate to the topic. It is open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 16. {A}

Fall, Spring, Annually

THE 141 Acting I: Fundamentals of Acting (4 Credits)

Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 14. {A}

Fall, Spring

THE 142 Voice for Actors (4 Credits)

An introduction to the study of voice, exploring the connections between thought, feeling and vocalization through exercises that strengthen and enhance an actor's (or speaker's) understanding and command of vocal expression. Enrollment limited to 15. {A}

Spring

THE 153 Play with Light: An Introduction to the Culture of Light (4 Credits)

This course explores the culture of light as an illuminating, form-giving and artistic medium. Students study the physics of light and the history of lighting. The course examines the leap from representation of light in paintings where light is portrayed through imitation, to reality of light as an agent giving meaning in contemporary light art. The course approaches some of the theatre designers who transformed the look of the modern stage and goes beyond theatre to investigate ways in which light continues to capture and spur human imagination in creative fields such as cinematography, architecture and digital graphics. Enrollment limited to 18. {A}

Fall, Spring, Variable

THE 154 "Reading" Dress: Archival Study of Clothing (4 Credits)

How do we "read" clothing? How accurate is our interpretation? What clues do we miss or misread, especially in dress from an era unfamiliar to us? What information can we look for to "explain" the significance or meaning of the garment? This course is an introduction to a methodology for the study of dress as material culture, examining physical structure, terminology, technology of production and some of the historical, social and cultural variables shaping- and shaped by- these objects. It is a class using objects from the Smith College Historic Clothing Collection. Each student will study several similar garments, identifying common features as well as distinctions that may reflect different classes, aesthetic choices and industrial influences.. Enrollment limited to 20 students. {H}

Fall

THE 198 Theatre History and Culture: Ancient Greece to English Restoration (4 Credits)

This course surveys the history of theatre, drama and performance from Ancient Greece to the 18th century. The main focus is on the theatres of Europe and their relationship to their respective cultures. Non-Western issues in regards to Asian theatres are also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration. {A}{H}{L}

Fall

THE 199 Theatre History and Culture: 18th Century to the Present (4 Credits)

This course surveys the history of theatre, drama and performance from the 18th century to the present. The main focus is on the theatres of Europe and the United States and their relationship to their respective cultures. Non-Western issues in regards to African, Australian and South American theaters are also discussed. Lectures and discussions are complemented by video screenings of recent productions of some of the plays under consideration. {A}{H}{L}

Spring

THE 200 Theatre Production (1 Credit)

This is a studio course which gives one credit for participation in a Theatre Department production. Most positions are designed for people with no previous experience. Offerings within the course cover all areas of theatre production, on stage and off, including positions as stage crew, light and sound board operators, dressers, stage managers, design assistants, box office assistants, props charges, electricians or actors. May be taken four times for credit, with a maximum of two credits per semester. There is one general meeting at the beginning of the semester. Attendance is mandatory. Attendance at weekly production meetings may be required for some assignments. S/U only.

Fall, Spring

THE 201 Theatre Production (1 Credit)

Same description as THE 200. There is one general meeting. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. S/U only.

Fall, Spring

THE 213 American Theatre and Drama (4 Credits)

This course discusses issues relevant to theatre history and practices, as well as dramatic literature, theories and criticism in 18th-, 19th- 20th- and 21st centuries United States of America, including African American, Native American, Hispanic American and Latinx, Asian American, LGBTQ +, the American musical, political, feminist and contemporary theatre and performance. Lectures, discussions and presentations are complemented by video screenings of recent productions of some of the plays under discussion. {A}{H}{L}

Spring

THE 217 Modern European Drama 1870s–1930s (4 Credits)

The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. A leap from Büchner to Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky onwards to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances.

Fall, Spring, Alternate Years

THE 218 Modern European Drama 1930s–present (4 Credits)

Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied may include later Brecht, Camus, Sartre, Anouilh, Gombrowicz, Carr, Kirkwood, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Schimmelpfennig, Page, Mrozek, Loher and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance may be required at selected performances. {A}{H}{L}

Fall, Spring, Alternate Years

THE 220 Colloquium: Asian American Drama (4 Credits)

In this course, students survey plays written by American writers of East Asian, South Asian and Southeast Asian descent, starting with the first wave of Asian American playwrights in the 1960s to more contemporary work. Students will learn the fundamentals and vocabulary of dramaturgical analysis and employ these skills in class discussion and written assignments. Intersectional identities are emphasized and readings include work by biracial, queer and transgender writers. While the focus is on reading plays, students also explore the socio-historical context of each work via reading assignments that will include critical essays, writings on the history of immigration to the U.S. from Asia and writings on the representation of Asian Americans on stage. Enrollment limited to 18. (E) {A}{L}

Fall, Variable

THE 224 Digital Theatre Workshop (4 Credits)

Students will produce Shakespeare's Julius Caesar in a digital format that includes live and taped performance, along with elements of design (costume, set, lights, animation), editing on virtual platforms, and music. Working together with directors, design faculty and production staff, students will engage in intensive study of Julius Caesar, collaborate on all aspects of the production, with each student performing a selected role (acting, directing, designing, editing) to form a cohesive company, and develop performance that combines digital presentation and live performance. The interterm intensive course culminates in a short-form version of the play, recorded for broadcast. {A}

Fall, Spring, Variable

THE 236 Colloquium: Anti-Racist Theatre (4 Credits)

In this course we look at the practice, the history and the future of theatre as an anti-racist activity. We seek to define and understand the concept of anti-racism and to look at how theatre—through performance, through structure, through training, and in other ways—can be racist or anti-racist. We look most of all at contemporary thinking, writing, organization and making around this topic. Learning together, we seek to explore and imagine how theatre—in professional, educational and other settings—can be part of the work of anti-racism. Prerequisite: One previous course in the Theatre Department. (E) {A}

Fall, Spring, Variable

THE 242ad Acting II: Acting and Directing Actors for the Camera (4 Credits)

What is the particular nature of acting for the camera? This course examines film and television production, and develops an acting approach suited for work in film and television. Students act on camera and examine the results of their work. We work with particular emphasis on the building of a performance through the process of the shoot. A limited number of students can, with instructor approval, take the course with an emphasis on directing for the camera. Prerequisite: THE 141 or FMS 280. Enrollment limited to 12. {A}

Fall, Spring, Variable

THE 242im Topics in Acting II: Improv for Actors (4 Credits)

In this class, students will learn and build upon the principles and rules of theatrical improvisation. Through theatre games and improvisational experiences, students will work towards freeing themselves physically, vocally, emotionally, and mentally, to stimulate spontaneity, creativity, imagination, self-expression and the collaborative spirit. Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 12. {A}

Fall, Spring, Variable

THE 242pt Acting II: Physical Theatre (4 Credits)

This course explores significant points of access to Physical Theatre for actors and directors, including experiential research and practice in the Method of Physical Actions, Viewpoints, Composition, Laban Movement Analysis and Authentic Movement. Additionally, we explore the demands and expressive potentials of physically distinct styles of performance (commedia dell'arte, melodrama, corporeal mime). Prerequisites: one semester of acting or one semester of dance. Enrollment limited to 16. {A}

Fall, Spring, Variable

THE 242ss Topics in Acting II-Scene Study (4 Credits)

An in-depth exploration of selected scenes from a range of theatrical works. The course will cover character development and relationships through examination, analysis, and lab based performance exercises. Prerequisite: THE 141. Enrollment limited to 16. (E)

Fall, Spring, Alternate Years

THE 242va Acting II: Verse (4 Credits)

This is a course in performance, focusing on poetic expression and heightened language in the works of Shakespeare and his contemporaries. Students research, analyze and compare selected works with particular attention to top unifying themes, rhetorical strategies and historical perspectives, attempting to understand the requisites of performance. The class has a studio component designed to develop skills in textual analysis, physical and vocal expressiveness and theatrical imagination. The course will culminate in a publicly presented production. Prerequisite: THE 141. Enrollment limited to 12. {A}

Fall, Variable

THE 252 Introduction to Set Design (4 Credits)

The course develops overall design skills for designing sets for the theatre. After reading assigned plays, students learn to develop their designs by concentrating on character analysis and visualizing the action of the play. Visual research, sketches, basic drafting skills and model building are some of the areas in which students learn to develop their ideas. This course also emphasizes the importance of collaborating with every member of the creative team. Enrollment limited to 12. {A}

Fall, Spring, Annually

THE 253 Introduction to Lighting Design (4 Credits)

This course introduces students to the theory and practice of stage lighting design. Over the semester, the course cultivates sensitivity towards the expressiveness of light and the relationship between light, form and space, eventually learning to manipulate light to articulate ideas. Through script analyses and design projects, students learn to understand the power of light in enhancing stage presentations, acquire skills in illuminating the drama and apply such skills to collaboration with the production team at large. Through hands-on exercises in the lab and in the theatres, students also become familiar with the mechanical aspects of lighting: instrumentation, control systems and safe electrical practice. Enrollment limited to 12. {A}

Spring

THE 254 Intro to Costume Design (4 Credits)

The elements of line, texture and color, and their application to design and character delineation. Research of clothing styles of various cultures and eras. Enrollment limited to 15. {A}

Fall, Spring

THE 261 Writing for the Theatre I (4 Credits)

The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Weekly and biweekly exercises in writing for various media. Goal for beginning playwrights: to draft a one-act play by the end of the semester. Plays by students are considered for staging. Writing sample and instructor permission required. {A}

Fall, Spring

THE 262 Writing for the Theatre II (4 Credits)

Intermediate and advanced script projects. Prerequisite: THE 261. Writing sample and instructor permission required. {A}

Fall, Spring

THE 312ld Topics: Masters and Movements in Performance:**Contemporary Latine Drama (4 Credits)**

From Chavez Ravine in LA to a Brechtian telenovela set in Mexico, Contemporary Latine Drama explores Latine stories as told through the lens of dramatic performance. Readings and discussions will engage with different forms of theatre; from standard plays and one-person shows to a radio play and more. This course will cover a variety of subject matter from recent history up to the present. Spotlight writers include; Karen Zacarías, Octavio Solís, Isaac Gomez, Culture Clash, María Irene Fornés, Tanya Saracho, Luis Alfaro, Eduardo Machado, y más. (E) {A}{L}

Fall, Spring, Variable

THE 312vd Topics in Masters and Movements: Performance-Verbatim Documentary Theatre (4 Credits)

This course explores—through reading, viewing and making—theatre created using documentary sources, including interviews, found texts, historical documents and other sources. Students explore the dramatic, social and political implications of this work, while considering notions of authenticity and authority derived from direct testimony, documentary sources and community involvement. Students also explore the tension between maintaining truth and creating dramatic shape, theatricality and audience engagement. Readings and viewings will include the work of theatre-makers such as Anna Devere Smith, Moises Kaufman and many others. Students in the course also create original work. {A}

Fall, Spring, Variable

THE 312ya Topics in Masters and Movements in Performance: Theatre for Young Audiences (4 Credits)

In this class, students will work with a variety of teaching styles focused on introducing elementary and middle school-aged children to the creative and collaborative process of theater. Through games, improvisation and the fundamentals of theatrical storytelling, classmates will also have the opportunity to adapt, design, rehearse and perform an original script appropriate for elementary through high school-aged students. Diversity, inclusion and Equity will be incorporated as students navigate the ways in which these principles become part of both a storytelling curriculum and a theatrical setting. Enrollment limited to 16. Prerequisite: Any course in Theatre or Education. (E) {A}

Fall, Spring, Alternate Years

THE 313ts Masters and Movements in Drama: Contemporary Dramatizations of Teacher-Student Dynamics (4 Credits)

Educational dynamics in teacher/student relationships as dramatized on stage from the mid-20th century to the present. Discussions of race, gender, social class and cultural differences constitute central points of exploration and intersection. Plays by BIPOC playwrights occupy a significant portion of the syllabus. e.g. Marie-Irene Fornes, Adrienne Kennedy, Dominique Morisseau, Anna Deaver Smith, Eleanor Burgess, Nilaja Sun, Idris Goodwin and Julia Cho. {A}

Fall, Spring, Annually

THE 316 Contemporary Canadian Drama (4 Credits)

Michel Tremblay and contemporary Canadian playwrights. Emphasis on plays by and about women, within the context of political and personal issues of gender, class, race, sexuality and cultural identity in English Canadian and French Canadian and Native Canadian drama of the past five decades. Other playwrights explored are Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, Tomson Highway, Hannah Moscovitch and Sharon Pollock. {A}{L}

Fall, Spring, Alternate Years

THE 344 Directing I (4 Credits)

This course focuses upon interpretative approaches to dramatic texts and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: THE 141 or FMS 280. Enrollment limited to 12. Instructor permission required. {A}
Spring

THE 352 Set Design II (4 Credits)

This course looks at the advanced challenges when designing sets for ballet, music theatre and opera. What must the set designer consider when live music is added to each of these performing arts? Students have the opportunity to pick which ballet, music theatre and opera they want to design for from a list of productions provided by the instructor. The syllabus can also be customized to address a specific interest of a student with the instructor's permission. The objective of this course is to build a portfolio of set designs showing the specific needs in all of the performing arts. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Alternate Years

THE 353 Lighting Design II (4 Credits)

This course further explores light as a tool to illuminate, sculpt and articulate ideas and their execution on and off stage. We examine various contemporary approaches to designing for a diverse range of performing arts such as drama, dance, concert and opera. We also probe light as an expressive medium in creative realms beyond theatrical venues, and investigate its role in cinematography, digital animation, architecture, interior design, industrial design, etc. Students design lighting for the annual Spring Dance Concert and develop research and creative projects under the instructor's individual guidance. Interdisciplinary projects are strongly encouraged. Can be repeated once for credit. Prerequisite: THE 253. Enrollment limited to 12. Instructor permission required. {A}
Spring

THE 354 Costume Design II (4 Credits)

The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques and rendering. Production work may be required outside of the class meeting time. Prerequisites: THE 254. Instructor permission required. {A}
Spring

THE 360 Production Design for Film (4 Credits)

Filmmaking is storytelling. This story can be told by the actors or by its visuals. Every film employs a production designer who, with the director and cinematographer, is in charge of the visual design of the film. In this class we learn how a production designer breaks down a script to determine which scenes should be shot on location and which should be built as sets. Each student makes design choices for the entire script. Whether picking out locations or creating sets to be shot on a soundstage, this class examines what makes one design choice better than another. Students also learn the basic skills to communicate their designs through storyboards, photo research and drafting. Enrollment limited to 12. Instructor permission required. {A}

Fall, Spring, Alternate Years

THE 361 Screenwriting I (4 Credits)

The means and methods of the writer for television and the cinema. Analysis of the structure and dialogue of a few selected films. Prerequisite: THE 261 or THE 262 or equivalent. Enrollment limited to 12. Writing sample required. {A}

Fall, Spring, Variable

THE 362 Screenwriting II (4 Credits)

Intermediate and advanced script projects. Prerequisite: THE 361. Enrollment limited to 12. Instructor permission required. {A}
Fall, Spring, Variable

THE 400 Special Studies (1-4 Credits)

For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department.

Fall, Spring

THE 430D Honors Project (4 Credits)

This is a full-year course.

Fall, Spring, Variable

THE 431 Honors Project (8 Credits)

Fall, Spring, Annually

THE 432D Honors Project (6-12 Credits)

This is a full-year course. Please consult the director of honors or the departmental website for specific requirements and application procedures.

Fall, Spring, Annually

THE 512 Advanced Studies in Acting, Speech and Movement (4 Credits)

Fall, Spring

THE 515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting (4 Credits)

Fall, Spring

THE 580 Special Studies (4 Credits)

Fall, Spring

THE 590 Research and Thesis Production Project (4 Credits)

Fall, Spring, Annually

THE 590D Research and Thesis Production Project (4 Credits)

This is a full-year course.

Fall, Spring, Annually

Crosslisted Courses

FYS 119 Performance and Film Criticism (4 Credits)

An introduction to the elements, history and functions of criticism. How do reviewers form their critical responses to theatre and dance performances as well as to films? This course explores different critical perspectives. The students attend live performances and film and video screenings, and write their own reviews and critical responses. This course counts toward the theatre major. Enrollment limited to 16 first-years. WI {A}{L}

Fall, Spring, Variable

Goals for Majors in Theatre

- Collaboration: producing work—creating meaning—together, that we could not produce alone.
- Competence in one or more areas:
 - Dramaturgy (history, literature, criticism)
 - Design and tech
 - Performance (acting, directing)
 - Playwriting
- Describe, analyze, interpret and evaluate performative, visual and written texts.

- Contextualize and interpret diverse theatrical works, practices and traditions.
- Creative investigation: Engage intuitively, creatively and imaginatively in investigations and research across disciplines.
- Develop, articulate and defend informed choices and judgments. Write and speak clearly and conceptually about theatre.
- Apply discipline and process to enhance and increase students' capacities.

Translation Studies Concentration

Department website (<https://www.smith.edu/academics/translation-studies-concentration/>)

The translation studies concentration offers students of a second or third language and culture an opportunity to refine their knowledge of them through translation. A student who wants to create a bridge between two majors, one of which is normally in a second or third language and the other in a different discipline, will also find the concentration to be an important curricular bridge. Student concentrators may not only be drawn to literary translation; we welcome students from the sciences. Our students may, for instance, translate governmental or legal documents, interpret for migrant or refugee communities, or translate scientific papers.

The languages taught at Smith are central to our concentration. The Boutelle-Day Poetry Center, the Five College Center for East Asian Studies, and the Five College journal *Metamorphoses: A Journal of Literary Translation*, provide opportunities for student internships. Other resources include courses taught at the Five Colleges, in particular at the Five College Center for the Study of World Languages (<https://www.fivecolleges.edu/languages/>), the UMass Translation Center and the Translation and Interpretive Program at UMass Comparative Literature.

The requirements for the concentration are flexible to allow students to pursue the translation practice that suits their interests or needs—from literary to technical translation to studying the ethical complexities that arise in interpretation and translation.

Faculty

Translation Studies Committee

Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and Comparative Literature

Dawn Fulton, Ph.D., Professor of French Studies

Bosiljka Glumac, Ph.D., Dwight W. Morrow Professor of Geosciences

Kiki Gounaridou, Ph.D., Professor of Theatre

Marguerite I. Harrison, Ph.D., Professor of Spanish & Portuguese

Kimberly Kono, Ph.D., Professor of East Asian Languages & Cultures

Reyes Lázaro, Ph.D., Associate Professor of Spanish and Portuguese, *Director*

Jessica D. Moyer, Ph.D., Associate Professor of East Asian Languages & Cultures

Thalia A. Pandiri, Ph.D., Professor of Classical Languages & Literatures and Comparative Literature

Thomas Lee Roberts, Ph.D., Assistant Professor of Russian, East European & Eurasian Studies

Carolyn Shread, Ph.D., Senior Lecturer in French, Mount Holyoke College

Maria Succi-Hempstead, M.A., Senior Lecturer in Italian Studies

Sujane Wu, Ph.D., Professor of East Asian Languages & Cultures

Advisers for the Concentration

Members of the committee

Translation Studies Concentration

Requirements

1. Gateway course: WLT 150
2. Four electives:
 - a. One course with a focus on translation (theory or practice) (4 credits).
 - b. Two courses in the language, literature or culture of the language from which the student translates. Students whose native language is not English may take courses in English language, literature or culture to satisfy this requirement (8 credits).
 - c. One elective in a specific language or language in general (4 credits).
3. E-portfolio containing self-assessments of growth in the language and in translation.
4. Two practical experiences: Typically, one semester abroad and one 100-hour internship
5. Capstone seminar: TSX 330/ WLT 330
6. Demonstrated achievement at the 300 level or above in the language from which the student translates.

Additional Guidelines

- Students may not count more than three academic courses for both the concentration and major.
- Courses may be taken within the Five Colleges or abroad.

Courses

TSX 330/ WLT 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners' reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

Crosslisted Courses

CHI 350 Advanced Chinese through Film and Literature (4 Credits)

Development of advanced proficiency in four skills through the study and discussion of selected modern Chinese literary and cinematic texts. Students explore literary and formal expression in original works, including fiction, short stories, prose, novellas and screenplays. With the instructor's permission, advanced language courses may be repeated when the content changes. Prerequisite: CHI 302 or by placement test. {F}

Fall, Spring, Variable

EAL 233 Chinese Travel Writing (4 Credits)

Who travels in China and for what reasons? What does a traveler write about—the scenery of a particular location or the experience of a journey itself; the homesickness or the joy of traveling; the philosophical and spiritual insights or the political implications? Much of Chinese literature is composed from the perspective of one who is, or has been, on the road: whether as exile, pilgrim, soldier, pleasure traveler, or even shaman. Through close reading of selected poems, diary entries, essays, and fictional writings, and visual images selected from across the centuries, we explore how various writers define such notions as "place" and "home." All readings are in English translation. {L}

Fall, Spring, Variable

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity (4 Credits)

This course considers the shifting borders of Portuguese as a local, national and global language. The course explores language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. The course examines how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and addresses multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole and Indigenous languages in Brazil and Africa. Throughout, students consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or equivalent. {F}{L}

Fall, Spring, Variable

SPN 178/ WLT 178 Naughty Fictional Translators (4 Credits)

Offered as WLT 178 and SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L}

Fall, Spring, Alternate Years

TSX 330/ WLT 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners' reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

WLT 150 The Art of Translation: Poetics, Politics, Practice (2 Credits)

Translations are everywhere: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. The course explores translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language is useful but not required. S/U only. Can be taken concurrently with FRN 295. {L}

Spring

Urban Studies

Department website (<https://www.smith.edu/academics/urban-studies/>)
 Cities are physical environments—they are social settings, economic phenomena and political arenas. An understanding of these complex social structures can come only from an analysis that transcends the narrow perspective of any single discipline. The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires one to experience at least three different disciplinary approaches.

Faculty

Urban Studies Committee

Reid Bertone-Johnson, Ed.M., M.L.A., Senior Lecturer in Landscape Studies
 Rick Fantasia, Ph.D., Barbara Richmond 1940 Professor in the Social Sciences and Professor of Sociology
 Efadul Huq, Ph.D., Assistant Professor, Environmental Science and Policy

Samuel M. Intrator, Ph.D., Elizabeth A. Woodson 1922 Professor of Education & Child Study
 Caroline Melly, Ph.D., Associate Professor of Anthropology
 Steven T. Moga, Ph.D., Associate Professor of Landscape Studies, *Chair*

Minor Advisers

Members of the committee

Urban Studies Minor

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires them to experience at least three different disciplinary approaches.

Requirements

Six courses from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers. A sample listing of approved Smith courses can be found on this page under the Courses tab. However, each student will craft their own minor with the help of the minor adviser and may include courses not on this list. Please consult home departments for the year and semester each course is offered.

Crosslisted Courses

ANT 257 Urban Anthropology (4 Credits)

This course considers the city as both a setting for anthropological research and as an ethnographic object of study in itself. We aim to think critically about the theoretical and methodological possibilities, challenges and limitations that are posed by urban anthropology. We consider concepts and themes such as urbanization and migration; urban space and mobility; gender, race and ethnicity; technology and virtual space; markets and economies; citizenship and belonging; and production and consumption. {S}

Fall, Spring, Alternate Years

ARH 212 Ancient Cities and Sanctuaries (4 Credits)

This course explores many different aspects of life in the cities and sanctuaries of the ancient Near East, Egypt, Greece, Etruria and Rome. Recurrent themes include urbanism, landscapes and patterns of worship, including initiation, sacrifice and pilgrimage. The class probes how modern notions of the secular and the sacred influence interpretation and how sometimes the seemingly most anomalous features of the worship of Isis or of the juxtaposition of commercial and domestic space within a city can potentially prove to be the most revealing about life in another place and time. Counts for ARU. {A}{H}

Fall, Spring, Variable

ARH 285pm Topics: Great Cities-Pompeii (4 Credits)

A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freed people as patrons of the arts are emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th-, and 20th-century art is discussed. No prerequisite. {A}{H}

Fall, Spring, Variable

ARH 285rm Topics: Great Cities-Rome (4 Credits)

Urban and architectural history of the Eternal City, comprising seven famous hills whose summits and slopes (and the valleys in between) are a cradle of Western civilization. Extensive readings in primary sources and the analysis of works of art of all types will help us understand why Rome has constituted such an indispensable and inexhaustible point of emulative reference from the traditional date of its founding (21 April 753 BCE) to the fascist era and beyond. Considered as well is the relationship between city and country as expressed in the design of villas and gardens through the ages. {A}{H}

Fall, Spring, Variable

EDC 200 Critical Perspectives in the City (4 Credits)

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

Fall

EDC 336rm Seminar: Topics in Education-Research Methods in Education (4 Credits)

Students will be provided an introduction to educational research methods through two main activities in this weekly seminar: They will (1) discuss texts pertaining to analytical approaches and theoretical models in educational research inspired by constructivist and sociocultural theories, and (2) participate in research projects guided by Campus School teachers' inquiries about learning. Students will be paired with teachers as research teams and regularly engage in providing and receiving feedback on their collaborative projects. Student research teams will support their teacher collaborators by constructing research plans, and observing, documenting, analyzing, and reporting on aspects of classroom learning throughout the semester. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Fall, Alternate Years

HST 267 United States, 1877-1945: Race, Capitalism, Justice (4 Credits)

Survey of the major economic, political and social changes of this period, primarily through the lens of race, class and gender, to understand the role of ordinary people in shaping defining events, including industrial capitalism, colonialism, imperialism, mass immigration and migration, urbanization, the rise of mass culture, nationalism, war, feminism, labor radicalism, civil rights and other liberatory movements for social justice. Enrollment limited to 40. {H}

Fall, Spring, Variable

SOC 218 Urban Sociology (4 Credits)

A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. Prerequisite: SOC 101. Enrollment limited to 35. {S}

Fall, Spring, Alternate Years

World Literatures

Department website (<https://www.smith.edu/academics/world-literatures/>)

The Program in World Literatures is an interdisciplinary field which allows students to engage with literatures and cultures across national and linguistic borders as well as other disciplines. Students who graduate with a major in world literatures should be conversant with a variety of literary and cultural traditions. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the world and from beyond the European/American mainstream.

Faculty

Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and of Comparative Literature

Sabina Knight, Ph.D., Professor of Chinese and of Comparative Literature

Katwiwa Mule, Ph.D., Professor of Comparative Literature

Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of Comparative Literature

Lectures and Visiting Faculty, 2023-24

Carolyn Shread, Ph.D., Senior Lecturer of French Studies, Mount Holyoke College

World Literatures Committee

Justin Daniel Cammy, Ph.D., Professor of Jewish Studies and World Literatures

Craig R. Davis, Ph.D., Professor of English Language and Literature, *Chair*

Dawn Fulton, Ph.D., Professor of French Studies

Lily Gurton-Wachter, Ph.D., Associate Professor, English Language and Literature

Sabina Knight, Ph.D., Professor of Chinese and of World Literatures

Reyes Lázaro, Ph.D., Associate Professor of Spanish and Portuguese

Malcolm Kenneth McNee, Ph.D., Associate Professor of Spanish and Portuguese

Katwiwa Mule, Ph.D., Professor of World Literatures

Thalia A. Pandiri, Ph.D., Professor of Classical Languages and Literatures and of World Literatures

Thomas Lee Roberts, Ph.D., Assistant Professor of Russian

Joel P. Westerdale, Ph.D., Associate Professor of German Studies

Major and Minor Advisers

Justin Cammy, Craig Davis, Dawn Fulton, Lily Gurton-Wachter, Sabina Knight, Reyes Lázaro, Malcolm McNee, Katwiwa Mule, Thalia Pandiri, Joel Westerdale

Honors Director

Craig Davis

Study Abroad Adviser

Thalia Pandiri

World Literatures Major

Comparative World Literatures Track

This track enables students to learn languages and engage with at least two literary and cultural traditions studied in their original language. Students pursuing this track are encouraged to take advantage of the various opportunities that study abroad provides for them to study languages and cultures.

Requirements

Ten semester courses plus WLT 150 (42 credits)

1. Basis (10 credits)
 - a. WLT 150
 - b. Two courses from the following options: WLT 100 (topics), WLT 177 (topics), WLT 202/ ENG 202, WLT 203/ ENG 203
2. Electives (24 credits)
 - a. Three courses in non-English-language literature. For literatures in which Smith offers few or no courses taught in the original language, majors may fulfill this requirement by taking courses in English translation while reading some course texts in the original language.
 - b. Three related courses in either an additional literature, which may be in translation, or a common literary theme or genre chosen with the adviser's approval.
3. Capstone (8 credits)
 - a. WLT 300
 - b. WLT 330/ TSX 330 or WLT 340 (topics)

Students who graduate with a major track of comparative world literatures should have studied both modern and/or pre-modern literatures written in more than one genre. They should also have taken courses in literatures from geographically or ethnically distinct cultures from across the globe and from beyond the European/American mainstream.

World Literatures in Translation Track

The major in world literatures in translation is intended for students who love to read and think about literature. It focuses on literatures from around the world read in translation. We encourage students pursuing this track to take a broad range of courses in different literatures from across the globe.

Requirements

Ten semester courses plus WLT 150 (42 credits)

1. Basis (10 credits)
 - a. WLT 150
 - b. Two courses from the following options: WLT 100 (topics), WLT 177 (topics), WLT 202/ ENG 202, WLT 203/ ENG 203
2. Electives (24 credits)
 - a. Three WLT literature courses
 - b. Three literature courses selected from other offerings with a primary listing in or crosslisted in WLT. Students pursuing this track may also take courses in other language and literature departments with approval of the major adviser.
3. Capstone (8 credits)
 - a. WLT 300
 - b. WLT 330/ TSX 330 or WLT 340 (topic)

Students who graduate with a major track in world literatures in translation should be conversant with a variety of literary and cultural traditions. They should also have taken courses in literatures in from geographically or ethnically distinct cultures from across the world and from beyond the European/American mainstream.

Honors

Requirements are the same as those for the major, with the addition of a thesis WLT 430D, to be written in both semesters of the senior year. Please consult the director of honors or the program website for specific requirements, application procedures and deadlines.

World Literatures Minor

Requirements

Five courses

1. Basis. Two courses from the following options: WLT 100 (topics), WLT 177 (topics), WLT 202/ ENG 202, WLT 203/ ENG 203
2. Literature electives. Two courses (eight credits) from: courses in WLT, courses crosslisted in WLT or related courses chosen with minor adviser's approval
3. Capstone: WLT 300 or WLT 340 (topics)

Courses

WLT 100cw Introduction to World Literatures-Cannibals, Witches, Virgins (4 Credits)

An examination of the rewritings and adaptations of the three iconic figures of Shakespeare's *The Tempest*—Caliban the demi-devil savage other, Sycorax the devil-whore, and Miranda the virgin-goddess—by writers from different geographies, time periods and ideological persuasions. Using texts such as Aimé Césaire's *A Tempest*, Rachel Ingalls' *Mrs. Caliban*, Lemuel Johnson's *Highlife for Caliban*, Gloria Naylor's *Mama Day* and Michelle Cliff's *No Telephone to Heaven*, we seek to understand how postcolonial, feminist and postmodern rewritings of *The Tempest* transpose its language and characters into critiques of colonialism, nationhood, race, gender and difference. {L}

Fall, Spring, Variable

WLT 150 The Art of Translation: Poetics, Politics, Practice (2 Credits)

Translations are everywhere: on television news, in radio interviews, in movie subtitles, in international bestsellers. But translations don't shift texts transparently from one language to another. Rather, they revise, censor and rewrite original works, to challenge the past and to speak to new readers. The course explores translation in a range of contexts by hearing lectures by experts in the history, theory and practice of translation. Knowledge of a foreign language is useful but not required. S/U only. Can be taken concurrently with FRN 295. {L}

Spring

WLT 177dp Colloquium: Topics in World Literatures-Dwelling Poetically (4 Credits)

To introduce the pleasures of poetry, this course travels through poems on themes of journeying and dwelling, voyage and return, travel and home, wandering, war and immigration. Reading ancient Chinese songs and Greek epic to contemporary docupoetry and rap, we explore key elements of poetic art (voice, metre, tropes, image and suggestion). Students encounter less concrete effects too as they confront ambiguity, develop interpretive imagination, and surmise poetry's powers and stakes. What is a poem? How and when does poetry affect our worlds? We also consider the art, ethics and politics of translation, and students compose and translate short poems. {L}

Fall, Spring, Variable

WLT 177gs Colloquium: Topics in World Literatures- The Global Short Story (4 Credits)

This course focuses on the short story as a genre in a number of texts from around the globe, analyzing the function of literary elements through close reading, and critical and creative writing. The course cultivates skills in textual analysis through engagement with students' own critical and creative writing processes. Students have opportunities to rewrite a short story and write their own. Attention is given to the ways in which cultural context influences the representation of human experience and the effects that cultural, historical, gendered, racial, socio-political and economic factors have on a text and its interpretation(s). (E) {L}

Fall, Spring, Variable

WLT 178/ SPN 178 Naughty Fictional Translators (4 Credits)

Offered as WLT 178 and SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L}

Fall, Spring, Alternate Years

WLT 202/ ENG 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Dante's *Divine Comedy*. Enrollment limited to 20. WI {L}

Fall

WLT 203/ ENG 203 Western Classics in Translation II: Renaissance to Modern (4 Credits)

Offered as WLT 203 and ENG 203. Considers works of literature from different linguistic and cultural traditions that have had a significant influence over time. May include Shakespeare, Cervantes, Goethe, Balzac, Tolstoy, Ibsen and others. Enrollment limited to 20. WI {L}

Spring

WLT 204fl Topics: Writings and Rewritings-Running with the Devil: The Faust Legend (4 Credits)

What is a soul and what is it worth? Why are humans fascinated by the forbidden? What would a person be willing to sacrifice to unlock the secrets of the universe? For over five hundred years writers have returned to the story of Faust, the scholar-magician-charlatan who sold his soul to the devil, to explore such questions. Each retelling provides a window into the struggles and ambitions of its age, revealing what it means to be human in turbulent times. This course examines the Faust legend in a variety of forms (novels, short stories, poetry, dramas, films) from a variety of periods, ranging from 1587 to 2020. Works from Marlowe, Calderón, Goethe, Berlioz, Turgenev, Alcott and more. Not open to students who have taken FYS 187. Enrollment limited to 30. (E) {L}

Fall, Spring, Variable

WLT 204qq Topics: Writings and Rewritings-Queering Don Quixote (4 Credits)

Don Quixote de la Mancha (1605–15) is allegedly the first and most influential modern novel. We approach this hilarious masterpiece by Cervantes through a “queering” focus, i.e., as a text that exposes binary oppositions (literary, sexual, social, religious and ethnic) such as: high-low, tradition vs. individual creativity, historical vs. literary truth, man vs. woman, authenticity vs. performance, Moor vs. Christian, humorous vs. tragic. The course also covers the crucial role of Don Quixote in the development of modern and postmodern novelistic concepts (multiple narrators, fictional authors, palimpsest, dialogism). SPN 356 optional corequisite. {L}

Fall, Spring, Variable

WLT 205 Contemporary African Literature and Film (4 Credits)

A study of the major writers and diverse literary traditions of Africa, with emphasis on the historical, political, social and cultural contexts of the emergence of writing, reception and consumption. We pay particular attention to several questions: in what contexts did modern African literature emerge? Is the term “African literature” a useful category? How do African writers challenge Western representations of Africa? How do they articulate the crisis of postcoloniality? How do women writers reshape our understanding of gender and the politics of resistance? Writers include Achebe, Ngugi, Dangarembga, Bâ, Ndebele and Aidoo. Films: Tsotsi, Softie and Blood Diamond. {L}

Fall, Spring, Variable

WLT 212/ POR 212 Author, Authority, Authoritarianism: Writing and Resistance in the Portuguese-Speaking World (4 Credits)

Introducing translated works by celebrated Portuguese-language writers, this course explores themes of resistance, including resistance to dictatorship, patriarchy, slavery, racism and colonialism, but also more ambivalent postures of resistance toward authority assumed within particular forms of expertise and knowledge production and deployment. Discussing fiction by Machado de Assis and Clarice Lispector (Brazil), Mia Couto and Paulina Chiziane (Mozambique), Grada Kilomba (Portugal/Germany), and Nobel laureate José Saramago (Portugal), students consider historical contexts, how their work resonates with our contemporary world, literature and fictionality as sites of resistance and the sometimes fraught dynamics they reveal between authorship and authority. {L}

Fall, Spring, Variable

WLT 218 Holocaust Literature (4 Credits)

What is a Holocaust story? How does literature written in extremis in ghettos, death camps or in hiding differ from the vast post-war literature about the Holocaust? How to balance competing claims of individual and collective experience, the rights of the imagination and the pressures for historical accuracy? Selections from a variety of genres (diary, reportage, poetry, novel, graphic novel, memoir, film, monuments, museums) and critical theories of representation. All readings in translation. No prerequisites. {H}{L}

Fall, Spring, Alternate Years

WLT 230 “Unnatural” Women: Mothers Who Kill their Children (4 Credits)

Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—As monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society’s assumptions and values? What difference does it make if the author is a woman? We focus on literary texts but also consider representations in other media, especially cinema. Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Christa Wolff, Christopher Durang, Alice Walker, Toni Morrison and others. {L}

Fall, Spring, Variable

WLT 232/ EAL 232 Modern Chinese Literature (4 Credits)

Offered as WLT 232 and EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L}

Fall, Spring, Alternate Years

WLT 239/ EAL 239 Intimacy in Contemporary Chinese Women’s Fiction (4 Credits)

Offered as EAL 239 and WLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L}

Fall, Spring, Variable

WLT 240 Imagining Black Freedom: African, Caribbean and African American Literature (4 Credits)

An examination of race, identity, and resistance in African, Caribbean, and African American literatures through the lens of coming-of-age novels. This course will enable students to critically engage the political and aesthetic imperatives of black writing by interrogating the thematics and legacies of slavery, colonialism, and racism. How do writers of Africa and the African diaspora appropriate the Bildungsroman as a literary form in their constructions of identity, freedom, and citizenship? What makes this genre particularly useful for the liberatory project of black imagination? Writers include Ngugi, Dangarembga, Wicomb, Cliff, Kincaid, Morrison and Wright. {L}

Fall, Spring, Variable

WLT 260/ CLS 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation (4 Credits)

Offered as CLS 260 and WLT 260. Whose work are you reading when you encounter a text in translation? How is the author’s voice modulated through the translator’s? What constitutes a “faithful” or a “good” translation? How do the translator’s language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. WLT 150 recommended. Enrollment limited to 20.

Fall, Spring, Alternate Years

WLT 264/ RES 264 Dostoevsky (4 Credits)

Offered as RES 264 and WLT 264. Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we'll trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. {L}

Fall, Spring, Variable

WLT 266md Colloquium: Topics in South African Literature and Film (4 Credits)

A study of South African literature and film with a focus on adaptation of literary texts to the screen. The course pays particular attention to the ways in which the political, economic and cultural forces of colonialism and apartheid have shaped contemporary South African literature and film: for what purposes do South African filmmakers adapt novels, biographies and memoirs to the screen? How do these adaptations help us visualize the relationship between power and violence in apartheid and post-apartheid South Africa? How do race, class, gender, sexuality and ethnicity complicate our understanding racial, political and gender-based violence in South Africa? Enrollment limited to 18. {L}

Fall, Spring, Variable

WLT 266ss Colloquium: Topics in South African Literature and Film- Saints, Saviors and Traitors: The Private and Public Lives of Nelson and Winnie Mandela (4 Credits)

The private and public lives of Winnie and Nelson Mandela as icons the struggle against apartheid transformed them into symbols of the dreams and aspirations of an entire nation. Adored as beloved father/mother of a nation, they were/are revered and reviled, loved and hated, adored and vilified, in equal measure. This course looks at the enduring, shifting, and often contradictory (self) representations of the Mandelas in memoirs, (auto)biographies, films and documentaries. We focus on how their lives became emblematic of the black South African experience during the apartheid and post-apartheid years and the ways in which gender complicated the legacies of both. Enrollment limited to 18. {L}

Fall, Spring, Variable

WLT 270 Colloquium: Health and Illness: Literary Explorations (4 Credits)

From medieval Chinese tales to memoirs about SARS and COVID-19, this cross-cultural literary inquiry explores how conceptions of selfhood and belonging inform ideas about well-being, disease, intervention and healing. How do languages, social norms and economic contexts shape experiences of health and illness? From depression and plague to aging, disability and death, how do sufferers and their caregivers adapt in the face of infirmity or trauma? Our study will also consider how stories and other genres can help develop resilience, compassion and hope. Enrollment limited to 20. {L}

Fall, Spring, Variable

WLT 271 Writing in Translation: Bilingualism in the Postcolonial Novel (4 Credits)

A study of bilingualism as a legacy of colonialism, as an expression of exile, and as a means of political and artistic transformation in recent texts from Africa and the Americas. We consider how such writers as Ngugi wa Thiong'o (Kenya), Assia Djebar (Algeria), Patrick Chamoiseau (Martinique) and Edwidge Danticat (Haiti/U.S.) assess the personal and political consequences of writing in the language of a former colonial power, and how they attempt to capture the esthetic and cultural tensions of bilingualism in their work. {L}

Fall, Spring, Variable

WLT 272/ ENG 171 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

WLT 273/ RES 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context (4 Credits)

Offered as RES 273 and WLT 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. Enrollment limited to 40. {A}{H}{L}

Fall, Spring, Variable

WLT 276 #MeToo: Sex, Gender and Power Across Cultures (4 Credits)

When it comes to sex and gender, how do power dynamics promote or thwart freedom, belonging and love? As #MeToo and other movements challenge cultures of oppression, how do such struggles relate to the ecological, capitalist, and humanitarian crises that threaten life as we know it? Learning from feminisms, this course questions persistent structural binaries: mind/body, human/animal, man/woman, culture/nature. Drawing on literature, philosophy and journalism, we examine how social constructions of gender, class, race, and disability coalesce with material bodies, spaces, and conditions to form habits of subjectivity and patterns of life. {L}

Fall, Spring, Alternate Years

WLT 280/ ENG 280 Historical Memory and the Global Novel (4 Credits)

Offered as ENG 280 and WLT 280. This course explores the relationship between history and memory in a series of post-WW2 "global" novels, texts that somehow straddle or transcend national traditions and marketplaces. This course interrogates how art might ethically engage with—or seek refuge from—historical "events" such as colonial and post-colonial violence, total/nuclear war, authoritarian military coups, global terrorism, trans-Atlantic slavery and the Holocaust. Major course themes include the relationship between the personal and the historical, the national and the global, the generational transfer of trauma, feelings of guilt and complicity, and the idea of historical memory itself. {L}

Fall, Spring, Alternate Years

WLT 300 Foundations in Contemporary Literature Theory (4 Credits)

This course presents a variety of practices and positions within the field of literary theory. Approaches include structuralism, poststructuralism, psychoanalysis, Marxism, gender and queer studies, cultural studies and postcolonial studies. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Levi-Strauss, Barthes, Derrida, Foucault, Bakhtin, Gramsci, Bhabha, Butler, Said, Ngugi wa Thiong'o, Zizek. The class is of interest to all students who wish to explore a range of approaches and methodologies within the humanities as well to students who plan to go to graduate school in literature programs. Enrollment limited to 25. {L}

Fall

WLT 330/ TSX 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners' reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

WLT 340md Seminar in World Literatures: Media of Dissent (4 Credits)

What is the art of dissent? How have dissident writers, musicians, artists and activists pursued justice and repair? How do social movements use artistic media to voice resistance and make demands? To confront violence, exploitation and existential risks, the class looks at art, fiction, poetry, film, music and social media. Students practice visual analysis, close reading, historicization, scholarly research and debate, public writing and making their own media of dissent. Works from China and France, Russia, the United States and beyond. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Fall, Spring, Variable

WLT 400 Special Studies (1-4 Credits)

Readings in the original language (or in certain cases translations) of literary texts read in or closely related to a course taken with a faculty member appointed in comparative literature. Admission by permission of the instructor and the program director. Students are encouraged to contact the instructor during the prior semester, and proposals must be submitted in writing to the director by the end of the first week of classes.

Fall, Spring

WLT 430D Honors Project (4-8 Credits)

Requirements: The same as those for the major, with the addition of a thesis to be written in both semesters of the senior year. A full draft of the thesis is due the first Friday of March. The final draft is due mid-April, to be followed by an oral presentation and discussion of the thesis. For more detailed requirements, see the WLT website, at the end of the list of courses.

Fall, Spring, Annually

Crosslisted Courses**CLS 233 Gender and Sexuality in Greco-Roman Culture (4 Credits)**

The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. {H}{L}

Fall, Spring, Alternate Years

CLS 260/ WLT 260 Colloquium: Transformations of a Text: Shape-Shifting and the Role of Translation (4 Credits)

Offered as CLS 260 and WLT 260. Whose work are you reading when you encounter a text in translation? How is the author's voice modulated through the translator's? What constitutes a "faithful" or a "good" translation? How do the translator's language and culture, the expectations of the target audience, and the marketplace determine what gets translated and how? We consider different translations of the same text, including rogue translations, adaptations and translations into other forms (opera, musicals, film). Students produce their own translations or adaptations. WLT 150 recommended. Enrollment limited to 20.

Fall, Spring, Alternate Years

EAL 232/ WLT 232 Modern Chinese Literature (4 Credits)

Offered as WLT 232 and EAL 232. Can literature inspire personal and social transformation? How have modern Chinese writers pursued freedom, fulfillment, memory and social justice? From short stories and novels to drama and film, we explore class, gender and the cultures of China, Taiwan, Tibet and the Chinese diaspora. Readings are in English translation and no background in China or Chinese is required. Open to students at all levels. {L}

Fall, Spring, Alternate Years

EAL 239/ WLT 239 Intimacy in Contemporary Chinese Women's Fiction (4 Credits)

Offered as EAL 239 and WLT 239. How do stories about love, romance and desire (including extramarital affairs, serial relationships and love between women) challenge our assumptions about identity? How do pursuits, successes and failures of intimacy lead to personal and social change? An exploration of major themes through close readings of contemporary fiction by women from China, Taiwan and Chinese diasporas. Readings are in English translation and no background in China or Chinese is required. {L}

Fall, Spring, Variable

ENG 171/ WLT 272 Composing a Self: Chinese and English Voices (4 Credits)

Offered as ENG 171 and WLT 272. Is the self a story? How do we translate ourselves into multiple personas in different locations and contexts? How do we speak to others with diverse beliefs or ourselves at new times? To learn, students read and compose short texts in Chinese, translate them into English, and consider the art and politics of translation. Working in public-facing genres (memoir, narrative nonfiction, journalism, short stories, social media and multimedia projects), students develop their creative writing in both Chinese and English, as well as understandings of Chinese cultures and of literary and cultural translation. Discussion in Chinese and English. Chinese fluency required. One WI course highly recommended. Enrollment limited to 16. {F}{L}

Fall, Spring, Alternate Years

ENG 202/ WLT 202 Western Classics in Translation I: Homer to Dante (4 Credits)

Offered as ENG 202 and WLT 202. Considers works of literature, mostly from the ancient world, that have had a significant influence over time. May include: epics by Homer and Virgil; tragedies by Aeschylus, Sophocles and Euripides; Plato's Symposium; Dante's Divine Comedy." Enrollment limited to 20. WI {L}

Fall

ENG 203/ WLT 203 Western Classics in Translation II: Renaissance to Modern (4 Credits)

Offered as WLT 203 and ENG 203. Considers works of literature from different linguistic and cultural traditions that have had a significant influence over time. May include Shakespeare, Cervantes, Goethe, Balzac, Tolstoy, Ibsen and others. Enrollment limited to 20. WI {L}

Spring

ENG 207/ HSC 207 The Technology of Reading and Writing (4 Credits)

Offered as ENG 207 and HSC 207. An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. The main interest is in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Discussions to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; and the fundamentally transformative effects of electronic communication. {L}

Fall, Spring, Alternate Years

ENG 225 Hybrid Genres: Experiments in Literary Form (4 Credits)

This literature course explores texts that experiment with the boundaries of genre and form, or with combining different genres, from documentary poetics to the essay film to the graphic novel memoir. Upsetting the conventional distinctions between word and image, fact and fiction, and poetry and history, these hybrid texts ask us to rethink how form and genre work, and what students might learn from their undoing. Students will respond to the readings with their own hybrid essays. Readings will include texts by Alison Bechdel, William Blake, Theresa Hak Kyung Cha, Jamaica Kincaid, Maggie Nelson, M. NourbeSe Philip, and Claudia Rankine. {L}

Fall, Spring, Alternate Years

ENG 230/ JUD 230 American Jewish Literature (4 Credits)

Offered as JUD 230 and ENG 230. Explores the significant contributions and challenges of Jewish writers and critics to American literature, broadly defined. Topics include the American dream and its discontents; immigrant fiction; literary multilingualism; ethnic satire and humor; crises of the left involving 60s radicalism and Black-Jewish relations; after-effects of the Holocaust. Must Jewish writing remain on the margins, too ethnic for the mainstream yet insufficient for contemporary gatekeepers of diversity? No prerequisites. {H}{L}

Fall, Spring, Variable

ENG 237 Colloquium: Environmental Poetry and Ecological Thought (4 Credits)

This course considers how literature represents environmental change and crisis, and shapes our understanding of the natural world. How can poetry provide new ways for thinking through extinction, conservation, and environmental justice? We explore these issues by reading a selection of environmental poetry in conversation with key texts from the environmental humanities. Central to the discussions: the sublime and the aesthetics of landscape and wilderness; garbage and the poetics of waste; the ethics of representing animal and plant life; the relation between landscape, labor, and power; and how eco-poetry intervenes in debates about climate change. {L}

Fall, Spring, Variable

ENG 241 The Empire Writes Back: Postcolonial Literature (4 Credits)

Introduction to Anglophone fiction, poetry, drama and memoir from Africa, the Caribbean and South Asia in the aftermath of the British empire. Concerns include the cultural and political work of literature in response to histories of colonial and racial dominance; writers' ambivalence towards English linguistic, literary and cultural legacies; ways literature can (re)construct national identities and histories and address dominant notions of race, class, gender and sexuality; women writers' distinctiveness and modes of contesting patriarchal and colonial ideologies; and global diasporas, migration, globalization and U.S. imperialism. Readings include Achebe, Adichie, Aidoo, Dangarembga, Walcott, Cliff, Rushdie, Ghosh, Lahiri, Hamid and others. {L}

Fall, Spring, Variable

ENG 271/ GER 271 Imagining Evil (4 Credits)

Offered as GER 271 and ENG 271. This course explores how artists and thinkers over the centuries have grappled with the presence of evil—how to account for its perpetual recurrence, its ominous power, its mysterious allure. Standing at the junction of literature, philosophy, and religion, the notion of evil reveals much about the development of the autonomous individual, the intersection of morality, freedom and identity, and the confrontation of literary and historical evil. Readings include literary works from Milton, Goethe, Blake, Kleist, E.T.A. Hoffmann, Tolkien, Le Guin; theoretical texts from Augustine, Luther, Nietzsche, Freud, Arendt. Conducted in English. {L}

Fall, Spring, Variable

ENG 274 The Pleasures of Not Thinking: Romanticism and the Irrational (4 Credits)

Romantic writers were obsessed with uncertainty, ignorance and the irrational, unthinking mind. Concerned with the unusual ideas that surface when one is sleeping or spaced out, absorbed or intoxicated, Romanticism embraced reason's alternatives: forgetting, fragmentation, stupidity and spontaneous, uncontrollable emotion. From Wordsworth's suggestion that children are wiser than adults, to Keats's claim that great writers are capable of remaining uncertain without reaching for fact or reason, Romantic poets and novelists suggested that one has something to learn from not thinking. Students read texts by Austen, Blake, Burke, Coleridge, Cowper, De Quincey, Freud, Kant, Keats, Locke and Rousseau. {L}

Fall, Spring, Variable

ENG 280/ WLT 280 Historical Memory and the Global Novel (4 Credits)

Offered as ENG 280 and WLT 280. This course explores the relationship between history and memory in a series of post-WW2 "global" novels, texts that somehow straddle or transcend national traditions and marketplaces. This course interrogates how art might ethically engage with—or seek refuge from—historical "events" such as colonial and post-colonial violence, total/nuclear war, authoritarian military coups, global terrorism, trans-Atlantic slavery and the Holocaust. Major course themes include the relationship between the personal and the historical, the national and the global, the generational transfer of trauma, feelings of guilt and complicity, and the idea of historical memory itself. {L}

Fall, Spring, Alternate Years

FYS 107 Women of the Odyssey (4 Credits)

Homer's *Odyssey* presents a gallery of memorable women: Penelope above all, but also Nausicaa, Calypso and Circe. Helen plays a cameo role, while Clytemnestra is regularly invoked as a negative example. Together these women define a spectrum of female roles and possibilities: the faithful wife, the bride-to-be, the temptress, the adulteress, the murderer. The course begins with a careful reading of the *Odyssey*, then studies the afterlife of its female characters in the Western literary tradition. Readings are drawn from authors both ancient (Homer, Aeschylus, Sophocles, Euripides, Ovid) and modern (H.D., Robert Graves, Louise Glück, Margaret Drabble). This course counts toward the classics, classical studies and study of women and gender majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

FYS 165 Childhood in African Literature (4 Credits)

A study of childhood as an experience in the present and as a transition into adulthood, and of the ways in which it is intimately tied to social, political and cultural histories, and to questions of self and national identity. How does the violence of colonialism and decolonization reframe our understanding of childhood innocence? How do African childhood narratives represent such crises as cultural alienation, loss of language, exile and memory? How do competing national and cultural ideologies shape narratives of childhood? Texts include Tsitsi Dangarembga's *Nervous Conditions*, Zoë Wicomb's *You Can't Get Lost in Cape Town*, Ngugi wa Thiong'o's *Weep Not Child* and Tahar Ben Jelloun's *The Sand Child*. Enrollment limited to 16 first-years. WI {L}

Fall, Spring, Variable

FYS 167 Viking Diaspora (4 Credits)

The Norse colonies of Iceland and Greenland and the attempted settlement of Vinland in North America were the first European societies of the New World, revealing patterns of cultural conflict and adaptation that anticipated British colonization of the mid-Atlantic seaboard seven centuries later. This course compares the strengths and weaknesses of the medieval Icelandic Commonwealth, founded in 930, with the 1787 Constitution of the United States, both political systems facing serious crises within two generations. Sources for these experimental communities are the oral memories of founding families preserved in the later *Íslendingasögur* (Sagas of Icelanders) of the 13th century. This course counts toward the world literatures, English and medieval studies majors. Enrollment limited to 16 first-years. WI

Fall, Spring, Variable

GER 231wc Topics in German Cinema-Weimar Cinema (4 Credits)

During the brief period between the fall of the Kaiser and the rise of the Nazis, Germany was a hotbed of artistic and intellectual innovation, giving rise to an internationally celebrated film industry. With an eye to industrial, political, and cultural forces, this course explores the aesthetic experience of modernity and modernization through formal, narrative, and stylistic analyses of feature films from the "Golden Age" of German cinema. Films by Wiene, Lange, Murnau, Pabst, Ruttman, Sternberg, Sagan and Riefenstahl. Conducted in English. {A}{H}

Fall, Spring, Variable

GER 269tr Colloquium: Topics in Transnational German Studies-Transatlantic Romantic (4 Credits)

This course explores cultural exchange between German and the US in the nineteenth century. The class reads Margaret Fuller on Bettina von Arnim, explores the under-examined influence of Emerson on Nietzsche, follows in the footsteps of Thoreau and Goethe. Discussions are driven by student readings and research projects. As the class follows the Romantics' explorations of nature, the environment, identity, death, gender and the unconscious, students delve into what it means to be human in the modern age and discover why the Romantic moment is still their own. In English, with readings in German available for students of German. Enrollment limited to 18. (E) {H}{L}

Spring, Annually

JUD 260 Colloquium: Yiddish Literature and Culture (4 Credits)

Why did Yiddish, the everyday language of Jews in east Europe and beyond, so often find itself at the bloody crossroads of art and politics? From dybbuks and shlemiels to radicals and revolutionaries, the course explores Yiddish stories, drama, and film as sites for social activism, ethnic and gender performance, and artistic experimentation in Europe, the Soviet Union, and the Americas. How did post-Holocaust engagements with Yiddish memorialize a lost civilization and forge an imagined homeland defined by language and culture rather than borders? All texts in translation. No prerequisites. Enrollment limited to 18. {L}

Fall, Spring, Alternate Years

JUD 263 Colloquium: The Jewish Graphic Novel (4 Credits)

Traces the history of major antecedents to the graphic novel and related works, including illustrated books, journalistic cartoons, and comics and sequential art. Topics include Jewish secularism; Yiddish theatre and literature; comic strips; comic books; editorial and magazine cartoons; book, magazine, and other forms of illustration; and a range of Jewish graphic novels, primarily from the United States, Canada, and Israel, with some consideration of creators and publications from Europe and the Middle East. {A}{L}

Spring

JUD 362yl Seminar: Topics in Jewish Studies-Yiddishland (4 Credits)

Explores the relationship between East European Jewish history and post-Holocaust and post-Communist memory through the prism of Yiddishland, the dream of a transnational homeland defined by language and culture rather than borders. The seminar includes a course field trip to Poland over March break. Enrollment limited to 15. Juniors and seniors only. Instructor permission required. {H}{L}

Spring, Variable

POR 233 Borderlands of Portuguese: Multilingualism, Language Policy and Identity (4 Credits)

This course considers the shifting borders of Portuguese as a local, national and global language. The course explores language diversity within and across Lusophone countries and communities, noting differences in pronunciation and vocabulary and ways in which some varieties are esteemed and others stigmatized. Th course examines how different institutions have promoted and shaped Portuguese within and beyond officially Portuguese-speaking nations, and addresses multilingualism and ways in which Portuguese interacts with English, Spanish, Cape Verdean Creole and Indigenous languages in Brazil and Africa. Throughout, students consider views of writers and musicians as they reflect upon the language of their creative expression and what it means to be Lusophone in the world today. Course taught in Portuguese. Prerequisite: POR 125 or POR 200, or equivalent. {F}{L}

Fall, Spring, Variable

POR 381di Seminar: Topics in Portuguese and Brazilian Studies- Decolonial Imaginaries and Aesthetics (4 Credits)

In this seminar we will explore some of the entangled and contested colonial and postcolonial histories of diverse Portuguese-language communities, through the work of writers, visual artists, filmmakers, and musicians from Africa, Europe, and the Americas. We will discuss colonialism and its legacies, migratory and diasporic flows, contemporary contours of a Portuguese-language transnationalism, and decolonization as a concept encompassing a range of social activism and as expressed or envisioned in different forms of cultural production. Course conducted in Portuguese. Prerequisite: 200-level course in Brazilian or comparative Lusophone culture and society taught in Portuguese. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {A}{F}{L}

Fall, Spring, Variable

RES 126 Nineteenth-Century Russian Literature: Madmen, Conmen and Government Clerks (4 Credits)

Populated with many unique and eccentric characters—from revolutionary socialists to runaway human noses—nineteenth-century Russian literature displays a startling experimentation and innovation that advanced Russia to the vanguard of Western literature. Encompassing poetry, fiction and journalism, this survey explores how authors such as Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov positioned literature at the center of public discourse, as a venue for addressing important philosophical, political, religious and social issues, including gender and class relations; personal and national identity; and the role of the writer in public life. Conducted in English. No previous knowledge of Russian is required. {L}

Fall, Spring, Annually

RES 127 Manuscripts Don't Burn: Literature and Dissent Under Stalin (4 Credits)

Explores how Russian literary culture responded to the tumult and upheaval of the twentieth century, an epoch encompassing the Bolshevik Revolution, two World Wars, the ascent of Stalin, and the decline and collapse of the Soviet Union, as well as unprecedented aesthetic innovations. While spanning key artistic movements of the period (including the avant-garde and other modernist tendencies, Socialist Realism, conceptualism, and postmodernism), the survey focuses on Stalinism and its aftermath, considering how Soviet writers developed strategies of dissent and protest in literature. Conducted in English, no previous knowledge of Russian required.

Fall, Spring, Alternate Years

RES 264/ WLT 264 Dostoevsky (4 Credits)

Offered as RES 264 and WLT 264. Focuses on close reading of the major novels, short fiction, and journalism of Dostoevsky, one of the greatest writers in modern literature. Combining penetrating psychological insight with the excitement of crime fiction, Dostoevsky's works explore profound political, philosophical, and religious issues, in a Russia populated by students and civil servants, saints and revolutionaries, writers and madmen. In our close reading of his fiction and nonfiction, we'll trace the development of Dostoevsky's style and ideas, considering how these texts engage with issues specific to nineteenth-century Russia, as well as the broader traditions of European literature and intellectual history. In translation. {L}

Fall, Spring, Variable

RES 273/ WLT 273 Cosmic Cold War: Russian and Western Science Fiction in Political Context (4 Credits)

Offered as RES 273 and WLT 273. How did the "final frontier" of space become a "front" in the Cold War? As the US and USSR competed in the Space Race, science fiction reflected political discourses in literature, film, visual art and popular culture. This course explores Russian and Western science fiction in the contexts of twentieth-century geopolitics and artistic modernism (and postmodernism), examining works by Bogdanov, Kubrick, Tarkovsky, Butler, Haraway, Pelevin and others. The survey considers science fiction's utopian content and political function, as well as critical and dystopian modes of the genre. No prerequisites or knowledge of Russian required; first-year students are welcome to enroll. Enrollment limited to 40. {A}{H}{L}

Fall, Spring, Variable

RES 275 Avant-Garde as Lifestyle: Cinema and Socialism in the Soviet Union and Eastern Europe (4 Credits)

Explores the avant-garde film traditions of Eastern and Central Europe, including works from the Soviet Union, Poland, Hungary, Czechoslovakia and Yugoslavia. The course focuses on how avant-garde filmmakers engaged with the socialist project in the USSR and Eastern Bloc, and its call for new forms, sites and life practices. The course investigates how avant-garde cinema represents everyday life amidst the public and private spaces of socialism. In approaching the relationship between cinema and space, students consider examples of architecture (Constructivist, Functionalist, Brutalist), as well as theoretical writings by and about the avant-garde. Conducted in English, no prerequisites. {A}{H}{S}

Fall, Spring, Variable

SPN 178/ WLT 178 Naughty Fictional Translators (4 Credits)

Offered as WLT 178 and SPN 178. This course focuses on fictional portraits of iconoclastic translators and/or interpreters. The first two months are devoted to a (relatively) "slow reading" of Don Quijote as a pioneer text in terms of attributing a central role to a fictional translator. The third month is devoted to international films and short stories—largely, but not exclusively, from the Spanish-speaking world, which has experienced a remarkable upsurge of "transfictions" (i.e., fictions about translators) since the '90s. Taught in English. {L}

Fall, Spring, Alternate Years

SPN 260dl Topics in Latin American Cultural History-Decolonizing Latin American Literature (4 Credits)

This course offers critical perspectives on colonialism, literatures of conquest and narratives of cultural resistance in the Americas and the Caribbean. Decolonial theories of violence, writing and representation in the colonial context inform the study of literary and cultural production of this period. Readings explore several themes including indigenous knowledge, land and the natural world; orality, literacy and visual cultures; race, rebellion and liberation; slavery, piracy and power; and the coloniality of gender. Prerequisite: SPN 220 or equivalent. Enrollment limited to 19. {F}{H}{L}

Fall, Spring, Variable

SPN 372sb Seminar: Topics in Latin American and Iberian Studies- Blackness in Spain (4 Credits)

We investigate the lives of Spaniards of African origin or individuals who lived in Spain such as: painter Juan de Pareja (Velazquez's slave) in the 17th century, whose unique portrait by Velazquez hangs at the New York Metropolitan Museum; volunteers of the Lincoln Brigade in the Spanish Civil War in the 1930s, for example poet Langston Hughes, and nurse Salaria Kea; migrant workers; Smith alumna Lori L. Tharp, author of a travel memoir of her Junior Year Abroad, *Kinky Gazpacho* (2008), which she describes as a "racial coming of age." The ultimate goal is to gain understanding of racial relations in Spain and to explore the geology of Western racism. Enrollment limited to 14. Juniors and seniors only. Instructor permission required. {A}{F}

Fall, Spring, Variable

TSX 330/ WLT 330 Capstone Seminar in Translation Studies (4 Credits)

Offered as WLT 330 and TSX 330. The capstone seminar brings together a cohort of concentrators to discuss a final translation project that each student undertakes with the guidance of their adviser in the concentration and to situate the project within the framework of larger questions that the work of translation elicits. The readings focus on renowned practitioners' reflections on the challenges, beauties and discoveries of translating. Students compare how translations transform the original novel and question the concept of original text as it interacts with the culture and the language into which it is translated. Open to students in the Concentration in Translation Studies and World Literatures. Prerequisite: WLT 150. Enrollment limited to 12. Juniors and seniors only. Instructor permission required. {L}

Spring

Goals for Majors in World Literatures

Students will become sophisticated readers of texts whether literary or not. As such they will be able to:

- Identify rhetorical devices from the highly ornate to the "dormant" metaphor
- Identify the tone of a work—satiric, epic, tragic, etc.
- Distinguish levels of meaning within a work

Students will be able to think comparatively and express their thoughts in cogent prose. As such they will be able to:

- Compare literary passages by identifying their formal features
- Situate a given text in its historical and comparative context
- Build a coherent argument
- Use theoretical writings to underpin their readings of a text
- Reflect on what literature is and compare it to other type of discourses
- Correctly cite sources

Foreign Language Literacy

All world literatures students are expected to achieve a level of literacy in their second language commensurate with the resources available in the Five Colleges. Their ability in a non-English language will prepare them to:

- Engage with a variety of texts in the original language
- Develop a sensitivity to issues of translation in working with works in translation
- Have a practical familiarity with appropriate language resources in their second language
- Develop their awareness of and sensitivity to different cultural contexts

Research

As dedicated readers, students will be able to:

- Formulate a research question
- Identify authoritative editions of primary texts and know how to cite them
- Be able to locate and evaluate print and digital scholarly resources

Writing and Public Discourse

Writing and public discourse (WRT) courses are writing courses of an academic, creative or journalistic nature taught by experienced teachers of writing who are also active practitioners of their craft. The offerings complement those of the English department, with whom the courses are sometimes dual prefixed. WRT courses are typically limited to sections of 15 or 16 students, usually entail one-on-one conferences with the instructor and are often topics courses. In these courses, students develop a variety of capacities, including critical thinking skills, close observation and interview techniques, and digital writing strategies. The overarching goal of all the courses is to teach students to write skillfully, thoughtfully and deeply for a variety of mediums and audiences (expert, academic, public). The instructors are actively engaged in helping interested students submit their work for publication in a Smith or truly public venue. Some courses in academic writing are specifically designated for multilingual writers (i.e. those for whom English is not a first language or who are bilingual).

Faculty

Julio Alves, Ph.D., Director of the Jacobson Center for Writing, Teaching and Learning, *Co-Director*

Sara Eddy, Ph.D., Jacobson Center Assistant Director and Lecturer in Writing & Public Discourse

Miranda McCarvel, Ph.D., Lecturer in Writing & Public Discourse and in Education & Child Study

Naila Moreira, Ph.D., Jacobson Center Lecturer in Writing & Public Discourse

Jonathan Ruseski, M.F.A., Jacobson Center Lecturer in Writing & Public Discourse

Peter Sapira, M.F.A., Jacobson Center Lecturer in Writing & Public Discourse

MJ Wraga, Ph.D., Professor of Psychology, *Co-Director*

Writing and Public Discourse Committee

Julio Alves, Ph.D., Director of the Jacobson Center for Writing, Teaching and Learning, *Co-Director*

Jeff Ahlman, Ph.D., Associate Professor of History

Sara Eddy, Ph.D., Jacobson Center Assistant Director and Lecturer in Writing & Public Discourse

Travis Grandy, M.A., Associate Director of Learning, Research and Technology

Elizabeth A. Klarich, Ph.D., Associate Professor, Chair

James D. Lowenthal, Ph.D., Mary Elizabeth Moses Professor of Astronomy

Jane Stangl, Ph.D., Dean of the First-Year Class, Lecturer in Exercise & Sport Studies

Camille Washington-Ottombre, Ph.D., Associate Professor of Environmental Science & Policy

MJ Wraga, Ph.D., Professor of Psychology, *Co-Director*

Courses

WRT 110 Writers on Writing: An Introduction to the Craft and Business of Writing Narratives (1 Credit)

In a series of seven lectures, writers-creative nonfiction authors, playwrights, novelists, screenwriters, documentarians and short story writers-provide an overview of the practice of creating narratives from specific disciplinary perspectives. Editors, publishers, agents and producers reflect on the publication and production process. Speakers discuss researching, revising, publishing and producing texts and read from their work to provide examples. They also explore questions of style, voice and genre. S/U only. Only meets during the first half of the semester. {A}

Spring

WRT 118hm Colloquium: Topics in Writing-No, Seriously...What's So Funny? Writing about Humor (4 Credits)

Nietzsche called maturity the rediscovered seriousness of a child at play. What is the meaning of comedy in light of this "seriousness of the child at play?" Why do people laugh, at what and in what way? How does one distinguish silly comedy from serious comedy? This course examines such questions on comic platforms including film, music, videos, short stories and cartoons. Students explore the "structure" of the comic moment as viewer or listener encounters surprise, transgression or enchantment, especially in 20th-century comedy, and the affectivity of the comic encounter from pure "clowning" to savage social commentary. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118lf Colloquium in Writing: Liberating the Future (4 Credits)

In the era of rapid climate change, global migration, enormous income disparities driven by capitalism's greed for profit and a pandemic that disproportionately affects Black, Brown and low-income people, the future has become an urgent concern. Although media reports can feel apocalyptic, this concern has also inspired visions of a world free from capitalism, police and injustice. This course delves into innovative, liberating responses to this moment of crisis, including Black feminist lessons from marine mammals and Indigenous peoples' restorative responses to climate change. Our readings foreground African American, Indigenous and LGBTQ+ voices in various nonfiction genres. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118lg Colloquium: Topics in Writing-Language and Gender (4 Credits)

How people speak – the words they choose, the way they structure their sentences, the pitch of their voices, even their gender while speaking – is constantly judged by those around them. Examining the interaction of gender and language leads to questions, such as how does gender shape the way people use language, how does gender affect others' perceptions of speech (both written and verbal), what variation occurs across cultures with regards to gender and language? This course uses the topic of language and gender to expand upon and improve rhetorical and writing skills. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118nw Colloquium: Topics in Writing-Nature and Wilderness: Science, Meaning and Space (4 Credits)

The human relationship with nature is one of the most important questions in the world. Are we part of nature? Are we destroying it? Can we save it? Can it save us? And what is nature, anyway? Is it the opposite of “human” or is it the truth at our core? This course delves into these philosophical and practical questions, entering into ongoing conversations in the humanities, science, literature, and activism on topics ranging from the value of “wilderness” to controversies around GMOs and the question of what harm humans may do by “colonizing” uninhabited planets. Enrollment limited to 15. (E) WI

Fall

WRT 118rw Colloquium: Topics in Writing-Riding the Wave (4 Credits)

Reading and writing about the women’s movement of the late 1960s and 1970s, often called Second Wave Feminism. Readings will include primary documents, secondary sources and statistical data. Writing will include scholarly essays, biography and mixed genres. Regular library research and oral presentations. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118st Colloquium: Topics in Writing-The Art of the Steal: Remixing, Originality and Identity (4 Credits)

This class explores the contemporary “remix culture” to ask pressing questions about creativity, originality and identity. Students explore the remix as a necessary tool for cultural transformation and look at their own experience of race, gender, sexual orientation, class and ability as an opportunity to reimagine and transform old ideas. Students make a case for the remix as a place for critical updates to the culture and discuss the possibilities of how remixing contributes to a richer production of cultural ideas. The work combines academic writing with multimedia “remix” projects and class discussion. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 118wt Colloquium: Topics in Writing-Water:Science & Politics (4 Credits)

The management of global water resources presents a major challenge for the 21st century. Water defines the boundaries of the livable world. It’s crucial for drinking, energy, travel, irrigation and food. But water can also transmit disease, flood homes and spread contamination. Students in this course hone their science-writing skills while exploring contemporary problems related to water. They focus on presenting scientific data, reasoning and controversies in accurate but lively language, while learning and writing about the politics surrounding water use. Sources include scientific research papers, government reports, newspaper articles, and op-ed pieces. May be repeated once for credit with a different instructor. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 119lm Colloquium: Writing Roundtable Topics-Language Myths (4 Credits)

People have all kinds of beliefs about language: Women talk more than men. Sign languages aren’t real languages. Texting ruins people’s spelling. Termed “linguistic folk beliefs” or “language myths,” these beliefs are not informed by linguistic research yet are frequently and widely accepted. They even appear in the media and can perpetuate harmful cultural stereotypes. However, most of them are false. This course uses the writing process to investigate popular language myths. Students explore common language myths, examine past and current linguistic research on these myths and develop a stronger understanding of how language actually works. Restricted to multilingual students, students who are bilingual from childhood or speak/write a language other than English as their first language. Enrollment limited to 15. Instructor permission required. (E) WI

Spring

WRT 119wf Colloquium: Topics Writing Roundtable-What’s for Dinner? Writing about Food (4 Credits)

Michael Pollan writes in *Omnivore’s Dilemma* that the U.S. suffers from a “national eating disorder”—that essentially, we don’t know what to eat. This course examines that confusion, considering which of the many diets available to us—vegan, slow food, locavore—is truly healthy; what roles ethnicity, gender and class play in our choices; and how pervasive hunger is in the United States. Students read from the spectrum of food writing and hone their own writing in a variety of genres ranging from academic essays to restaurant reviews. Prerequisite: One WI course or permission of the instructor. Enrollment limited to 15. WI

Fall, Spring, Variable

WRT 135oi/ ENG 135oi Topics: Introduction to Writing Creative Nonfiction-Outside-In: Finding Story Through Shape (4 Credits)

Offered as ENG 135oi and WRT 135oi. Inspiration is the first question any writer faces. What moves the writer to face the blank page and inspires them to make art out of language? Does a piece of creative nonfiction start with an idea, a question, a story, a sentence? It can be any of those things, but sometimes the most surprising writing comes when one approaches a project a bit sideways, starting not with language or feeling but with shape. This course explores various ways that nonfiction writing can begin with structure—in borrowed forms, as research containers and with deeper structural choices—with reading serving to expand ideas for the possibility of students’ own work. This course is also an introduction to the tools and frameworks of the writing class, offering new approaches to generating and refining creative work and building creative community. Prerequisite: One WI course. Enrollment limited to 16. (E)

Spring

WRT 135pt/ ENG 135pt Topics: Introduction to Writing Creative Nonfiction-Writing about Travel, Place and Time (4 Credits)

Writing and reading assignments in this creative nonfiction course will draw from the linked themes of place and travel. You don’t have to be a seasoned traveler to join the course; you can write about any place at all, including home. We’ll also use the Smith campus and Northampton to create travel narratives, and will often work with images and creative walking exercises (“performance writing”) in our assignments. You should be prepared to write frequently in class and out, read well, participate in class discussion, and be ready to explore your world with new eyes. Prerequisite: One WI course. Enrollment limited to 16.

Spring, Variable

WRT 135wp/ ENG 135wp Topics: Introduction to Writing Creative Nonfiction-Writing in Words and Pictures (4 Credits)

Offered as ENG 135wp and WRT 135wp. In the 20th century, as literacy rates rose, images disappeared from literature. Pictures were relegated to children's books; only words were fit for adults. But the situation is changing. The internet and new printing technologies have allowed serious stories to again be told with words and images. This course examines creative nonfiction in graphic novels, hybrid and artist's books, art labels, zines, digital platforms and more. Students need not be an artist to take this class! Students create word-image memoirs and research-based essays using photos, photocopies, digital images and hand-drawn art. This is a writing course with a visual twist. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

WRT 135ws/ ENG 135ws Topics: Introduction to Writing Creative Nonfiction-Writing about the Senses (4 Credits)

Offered as ENG 135ws and WRT 135ws. Sight, sound, touch, smell, taste: Everything humans know is reached through their senses. Humans share a world filtered through a million sensibilities - finding the words to convey what is heard, seen, smelled, tasted and felt is one of the most fundamental skills a writer can develop. In this class, students hone their descriptive powers to go beyond the obvious and uncover language that delights and surprises. Students learn to use one sense to write about another, combine them in powerful metaphors and explore how senses shape the narratives that drive us. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

WRT 136/ ENG 136 Journalism: Principles and Practice (4 Credits)

Offered as WRT 136 and ENG 136. In this intellectually rigorous writing class, students learn how to craft compelling "true stories" using the journalist's tools. They research, report, write, revise, source and share their work—and, through interviewing subjects firsthand, understand how other people see the world. The course considers multiple styles and mediums of journalism, including digital storytelling. Students should focus their attention and effort on academic exposition and argumentation before learning other forms of writing. Prerequisite: One WI course. Enrollment limited to 16.

Fall, Spring, Variable

WRT 145 Process, Prose and Pedagogy (1 Credit)

This class will help students become effective peer writing tutors. They will explore the theoretical and practical relationships among writing, learning and thinking by reading in the fields of composition studies, rhetoric, literacy studies, cognitive psychology and education. After completing the course, they will have gained the skills necessary for helping others with writing: they will learn to draw on pedagogical techniques; become aware of the diverse ways in which other students write, learn and think; and have a broader understanding of the conventions and expectations for writing in a range of disciplines. S/U only. Instructor permission required.

Fall

WRT 291 Colloquium: Lakes Writing Workshop (4 Credits)

Topics Course. An intermediate-level workshop in which writers develop their skills through intensive reading, writing, revising, and critique. Topic changes annually. Emphasis on narrative writing, broadly defined to include a variety of genres, depending on the interests of the current holder of the Lakes writing residency. Enrollment limited to 12. {L}

Fall, Spring, Variable

WRT 291wb Topics: Lakes Writing Workshop- Writing, Because (4 Credits)

The world we inhabit is volatile, contingent, unsettled. Many of the hegemonic certitudes and convictions we took for granted (or were resigned to accept) have been overturned or are under erasure. In the wake of such radical change, how do we process and write the present? How can we create vivid documents of contemporary life that will resonate across cultural, spatial and temporal limits? Participants will engage these questions in a series of think pieces and conversations organized around essays by paradigmatic and heterodox writers. A selection of these writers will also give talks either in person, or via Zoom. Enrollment limited to 12. Instructor permission required. {L}

Spring

WRT 350/ JNX 350 Journalism in the Field (4 Credits)

This course provides students an opportunity to produce an extended reported project while exploring and critiquing contemporary forces shaping the media landscape. Required for senior journalism concentrators and open to all juniors and seniors, this course allows students to synthesize their previous journalistic experience. Students investigate contemporary journalism and methods and how these themes might influence their rhetorical, practical and ethical choices for their work in progress. Enrollment limited to 12. Juniors and seniors only. Instructor permission required.

Annually

Five College Academic Departments, Majors and Certificate Programs

African Studies Certificate Program

Please see www.fivecolleges.edu/african (<http://www.fivecolleges.edu/african/>) for requirements, courses and other information about the **Five College African Studies Certificate Program**.

Asian/Pacific/American Studies Certificate Program

Please see www.fivecolleges.edu/apastudies (<http://www.fivecolleges.edu/apastudies/>) for requirements, courses and other information about the **Five College Asian/Pacific/American Studies Certificate Program**.

Biomathematical Sciences Certificate Program

This certificate program is designed to provide students with coursework and research experiences that bridge the life sciences and analytical and quantitative tools. Please visit the **Five College Biomathematical Sciences Certificate Program** website www.fivecolleges.edu/biomathematics (<http://www.fivecolleges.edu/biomathematics/>) for more information about the program.

Buddhist Studies Certificate Program

Please see www.fivecolleges.edu/buddhism (<http://www.fivecolleges.edu/buddhism/>) for requirements, courses and other information about the **Five College Buddhist Studies Certificate Program**.

Coastal and Marine Sciences Certificate Program

Please see www.fivecolleges.edu/marine (<http://www.fivecolleges.edu/marine/>) for requirements, courses and other information about the **Five College Coastal and Marine Sciences Certificate**.

Cognitive Neuroscience Certificate Program

Please see www.fivecolleges.edu/cogneuro (<http://www.fivecolleges.edu/cogneuro/>) for requirements, courses and other information about the **Five College Certificate in Cognitive Neuroscience**.

Culture, Health and Science Certificate Program

Please see www.fivecolleges.edu/chs (<http://www.fivecolleges.edu/chs/>) for requirements, courses and other information about the **Five College Certificate in Culture, Health and Science**.

Ethnomusicology Certificate Program

Please see www.fivecolleges.edu/ethnomusicology (<http://www.fivecolleges.edu/ethnomusicology/>) for requirements, courses and other information about the **Five College Ethnomusicology Program**.

Film Studies Major

Please see www.fivecolleges.edu/film (<http://www.fivecolleges.edu/film/>) for requirements, courses and other information about the **Five College film studies major**.

International Relations Certificate Program

Please see www.fivecolleges.edu/international (<http://www.fivecolleges.edu/international/>) for requirements, courses and other information about the **Five College International Relations Program**.

Latin American Studies Certificate Program

Please see www.fivecolleges.edu/latinamericanstudies (<http://www.fivecolleges.edu/latinamericanstudies/>) for requirements, courses and other information about the **Five College Certificate in Latin American, Caribbean and Latino Studies**.

Logic Certificate Program

Please see www.fivecolleges.edu/logic (<http://www.fivecolleges.edu/logic/>) for requirements, courses and other information about the **Five College Logic Certificate Program**.

Middle East Studies Certificate Program

Please see www.fivecolleges.edu/middleeast (<http://www.fivecolleges.edu/middleeast/>) for requirements, courses and other information about the **Five College Certificate Program in Middle Eastern Studies**.

Native American and Indigenous Studies Certificate Program

Please see www.fivecolleges.edu/natam (<http://www.fivecolleges.edu/natam/>) for requirements, courses and other information about the **Five College Certificate in Native American and Indigenous Studies**.

Queer, Trans and Sexuality Studies

Please see www.fivecolleges.edu/queerstudies (<http://www.fivecolleges.edu/queerstudies/>) for requirements, courses and other information about the **Five College Certificate in Queer, Trans and Sexuality Studies**.

Reproductive Health, Rights and Justice Certificate Program

Please visit www.fivecolleges.edu/reproductive-health-rights-justice (<http://www.fivecolleges.edu/reproductive-health-rights-justice/>) for requirements, courses and other information about the **Five College Reproductive Health, Rights and Justice Program**.

Russian, East European and Eurasian Studies Certificate Program

Please see www.fivecolleges.edu/rees (<http://www.fivecolleges.edu/rees/>) for requirements, courses and other information about the **Russian, East European and Eurasian Studies Certificate Program**.

Languages

Five College Center for the Study of World Languages

The **Five College Center for the Study of World Languages** encourages students to embark on language study during their first year of college so that they can achieve the fluency needed to use the language for work in their major field. The center offers courses in Less-Commonly Taught Languages (LCTLs) to undergraduate and graduate students at Amherst, Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts Amherst. The center offers multiple programs with varying pacing options for students who are interested in independent language study.

Courses offered through the **Mentored Language Program** cover all four primary language skills: speaking, listening, reading and writing. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. The format includes guided individual study along with one-on-one tutorials and small group conversation sessions. **Independent Plus** courses combine independent study with small group conversation sessions and one-on-one peer-tutoring. These courses emphasize speaking, listening and basic literacy in the language; reading and writing practice reinforces developing oral skills. Students are required to complete a standard syllabus during the semester and demonstrate competencies through regular attendance and participation in conversation and peer-tutoring sessions, a homework portfolio (with both video and written submissions), and a final oral evaluation with an external evaluator conducted at the end of the course. The **Supervised Independent Language Program (FCSILP)** offers independent study courses in many less-commonly studied languages. The courses emphasize speaking and listening skills. Students study independently following a program syllabus, meet once a week with a native speaker of the language for conversation practice and complete an oral evaluation with an outside evaluator at the end of the course.

Current and recent offerings include Afrikaans, Amharic, Bangla/Bengali, Bulgarian, Czech, Dari, Filipino, Georgian, Modern Greek, Haitian Creole, Hungarian, Malay, Mongolian, Nepali, Norwegian, Pashto, Romanian, Shona, Thai, Twi (Ghana), Ukrainian, Vietnamese, Wolof (Senegal), Xhosa (South Africa), Zulu (South Africa).

Interested students should visit www.fivecolleges.edu/fclang (<http://www.fivecolleges.edu/fclang/>) for complete course plan details, syllabi and application instructions. To make an appointment at the center, email fclang@fivecolleges.edu or call 413-542-5264.

Notice of Nondiscrimination

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

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, gender identity and expression, genetic information, age, disability, or service in the military or other uniformed services.

Smith's admission policies and practices are guided by the same principle, concerning applicants to the undergraduate program who identify as women, and all applicants to the graduate programs.

For more information, please contact the adviser for equity complaints, College Hall 302, 413-585-2141, or visit smith.edu/diversity (<http://smith.edu/diversity/>).

Campus Safety Disclosures

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

The college is required by law to publish an annual report with information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual report are available from:

Campus Safety
126 West Street
Smith College
Northampton, Massachusetts 01063

Please direct all questions regarding these matters to the director for campus safety at 413-585-2491.

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