

Bryn Mawr College

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2008

### Bryn Mawr College Undergraduate Catalog 2008-09

Bryn Mawr College

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**BRYN MAWR COLLEGE  
UNDERGRADUATE CATALOG  
2008-09**

# BRYN MAWR COLLEGE

*UNDERGRADUATE CATALOG*

*2008-09*



VOLUME 101, NUMBER 1, SEPTEMBER 2008

<http://www.brynmawr.edu>



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## The Mission of Bryn Mawr College

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

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

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



# Academic Calendars

## 2008-09

### 2008

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

### 2009

	<b>Second Semester</b>
January 20	Classes begin
March 6	Spring vacation begins after last class
March 16	Spring vacation ends at 8 a.m.
May 1	Last day of classes
May 2-5	Review period
May 6-16	Examination period
May 17	Commencement

## 2009-10

### 2009

	<b>First Semester</b>
August 31	Classes begin
October 9	Fall break begins after last class
October 19	Fall break ends at 8 a.m.
November 25	Thanksgiving vacation begins after last class
November 30	Thanksgiving vacation ends at 8 a.m.
December 10	Last day of classes
December 11-12	Review period
December 13-18	Examination period

### 2010

	<b>Second Semester</b>
January 19	Classes begin
March 5	Spring vacation begins after last class
March 15	Spring vacation ends at 8 a.m.
April 30	Last day of classes
May 1-4	Review period
May 5-14	Examination period
May 16	Commencement

## Contact and Web Site Information

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

**Switchboard:** 610-526-5000

**College Web site:** <http://www.brynmawr.edu>

An online version of the **Catalog** can be found on the College Web site at <http://www.brynmawr.edu/catalog>. In addition to the academic information printed in this publication, the online version presents information about the history of the college, research facilities, scholarship funds, student life and more.

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

For information regarding entrance exams, advance placement or admissions, visit the **Admissions Office** Web site at <http://www.brynmawr.edu/admissions>.

For information about athletics, physical education, recreation and wellness, visit the **Department of Athletics and Physical Education** Web site at <http://www.brynmawr.edu/athletics>.

For information about career development services, including pre-law advising and the Externship Program, visit the **Career Development Office** Web site at <http://www.brynmawr.edu/cdo>.

For information about student billing, refunds and student loans, visit the **Comptroller's Office** Web site at <http://www.brynmawr.edu/comptroller>.

For information about computers, labs and technological resources, visit the **Computing Services** Web site at <http://www.brynmawr.edu/computing>.

For information regarding academic programs and regulations, academic advising, study abroad, the curriculum and special academic programs, visit the **Dean's Office** Web site at <http://www.brynmawr.edu/deans>.

For information about meal plans and dining halls, visit the **Dining Services** Web site at <http://www.brynmawr.edu/dining>.

For information about applying for financial aid or continuing financial aid, visit the **Financial Aid Office** Web site at <http://www.brynmawr.edu/financialaid>.

For information about the Health Center and health insurance, visit the **Health Center** Web site at <http://www.brynmawr.edu/healthcenter>.

For information about the libraries and their special collections, visit the **Libraries** Web site at <http://www.brynmawr.edu/library>.

For information about parking and campus safety, visit the **Public Safety** Web site at <http://www.brynmawr.edu/safety>.

For information regarding course schedules, registration, procedures, exams and student records, visit the **Registrar's Office** Web site at <http://www.brynmawr.edu/registrar>.

For information about residential life, visit the **Student Life Office** Web site at <http://www.brynmawr.edu/residentiaallife>.

*Web pages for individual academic departments and programs may be accessed from the following Web site: <http://www.brynmawr.edu/academics>.*

# Student Responsibilities and Rights

## THE HONOR CODE

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

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

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

## PRIVACY OF STUDENT RECORDS

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

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Undergraduate Dean's Office. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Undergraduate Dean's Office.

## DIRECTORY INFORMATION

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

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

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

## CAMPUS SECURITY INFORMATION

As part of its compliance with Pennsylvania’s College and University Security Information Act, Bryn Mawr provides to all students and all applicants for admission a brochure describing the College’s security policies and procedures. The College also makes available to all students and applicants the crime report required by the Commonwealth of Pennsylvania for the most recent three-year period.

## RIGHT-TO-KNOW ACT

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

### Class entering fall 2002 (Class of 2006)

Size at entrance	307
Graduated after 3 years	2.3%
after 4 years	81.1%
after 5 years	84.4%
after 6 years	86%

### **EQUALITY OF OPPORTUNITY**

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

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

### **ACCESS SERVICES**

Bryn Mawr welcomes the full participation of individuals with disabilities in all aspects of campus life and is committed to providing equal access for all qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students who have access needs because of a learning, physical, or psychological disability are encouraged to contact the coordinator of Access Services as early as possible to discuss their concerns and to obtain information about our eligibility criteria, documentation requirements, and procedures for requesting accommodations. Disclosure of a disability is voluntary, and the information will be maintained on a confidential basis.

# Fees and Refunds

## COSTS OF EDUCATION

The tuition fee in 2008-09 for all undergraduate students, resident and nonresident, is \$48,060 a year.

### Summary of Fees and Expenses for 2008-09

Tuition	\$35,700
Residence (room and board)	\$11,520
College fee	\$600
Self-Government Association Dues	\$240
Other Fees	
Laboratory fee (per lab per semester)	\$40
Continuing enrollment fee (per semester)	\$305

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

## SCHEDULE OF PAYMENTS

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

As a convenience to parents and students, the College currently offers a payment plan administered by an outside organization that enables monthly payment of all or part of annual fees in installments without interest charges. Payments for the plan commence prior to the beginning of the academic year. Information about the payment plan is available from the Comptroller's Office.

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

A fee of \$305 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence

## 14 Fees and Refunds

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during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of \$500. This charge is billed to the student's account.

All entering students are required to make a deposit of \$200. This deposit is applied to the student's tuition account.

### REFUND POLICY

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

For a student withdrawing from the College or embarking on a medical or psychological leave of absence on or after the first day of classes, refunds of tuition, room and board occur according to the following schedule. Fall and spring breaks are not included in the calculation of refund weeks. Note that Student Government Association dues are non-refundable.

- 0-6 day of class 95%
- 7-13 day of class 90%
- 14-20 day of class 85%
- 21-27 day of class 80%
- 28-34 day of class 75%
- 35-41 day of class 70%
- 42-48 day of class 65%
- 49-55 day of class 60%

The date the student began the withdrawal process by contacting the Dean's Office orally or in writing is considered the date of withdrawal for College refunds and for the return of Title IV funds. When a student continues to attend classes or other academically related activity after beginning the withdrawal process, the College may choose to use the student's last date of documented attendance at an academically related activity as the date of withdrawal. For a student who leaves the College without notifying the College of her intent to withdraw, the College normally uses the student's last date of documented attendance at an academically related activity as the date of withdrawal. If that date cannot be ascertained, the College will consider the midpoint of the enrollment period to be the date the student withdrew.

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

This policy applies to all students receiving Federal Pell Grants, Federal Stafford Loans, Federal PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Perkins Loans, Federal Academic Competitive Grants (ACG), Federal National Science and Mathematics Access to Retain Talent Grants (National SMART Grants), and in some cases, state grants.



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

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

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

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

The order of return of Title IV funds is:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal Academic Competitiveness Grant
- Federal National SMART Grant
- Federal Supplemental Education Opportunity Grants (FSEOG)
- Other Title IV assistance

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

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

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

The calculation of the Title IV refund will be done by the Financial Aid Office in consultation with the Comptroller's Office.

### *Deadlines for Returning Title IV Funds*

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

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

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

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

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

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

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

## **FINANCIAL AID**

For general information about financial aid and how to apply for financial aid, consult the Financial Aid Office Web site at <http://www.brynmawr.edu/financialaid>. To obtain more information about the financial aid application and renewal process, types of aid available and regulations governing the disbursement of funds from grant and loan programs, contact the Financial Aid Office to request a copy of the Financial Aid Handbook, which is updated and published every year.

# The Academic Program

## THE CURRICULUM

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

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

## REQUIREMENTS FOR THE A.B. DEGREE

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

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

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

### *College Seminar Requirement*

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

Students who matriculate in the fall of 2004 or thereafter must complete one College Seminar in the fall of their first year. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

### *Foreign Language Requirement*

Bryn Mawr recognizes the inherent intellectual value and fundamental societal importance of acquiring a level of proficiency in the use of one or more foreign languages. The study of foreign languages serves a number of convergent curricular and student interests, including the appreciation of cultural differences, a global perspective across academic disciplines, cognitive insights into the workings of language systems, and alternative models of perceiving and processing human experience.

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

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

### *Quantitative Requirement*

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

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

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

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

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

### *Divisional Requirements*

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

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

The goal of the divisional requirements is to increase the breadth and variety of the student’s intellectual experience at the College. The divisions represented in these requirements describe not only different aspects of human experience, but also characteristic methods of approach. Although any division of knowledge is imperfect, the current divisions—the social sciences, the natural sciences and mathematics, and the humanities—have the advantage of being specific while still broad enough to allow the student a good deal of flexibility in planning her coursework.

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

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

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

Knowledge of the physical world is a fundamental part of human experience; understanding the workings of nature is essential to our lives. To achieve this understanding, the student should be familiar with the concepts and techniques of the natural sciences as well as

mathematics, the language of science. This understanding must go beyond a knowledge of scientific facts to include a facility with the scientific method and the techniques of scientific inquiry, logical reasoning and clear exposition of results.

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

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

### *The Major*

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

The following is a list of major subjects.

- Anthropology
- Astronomy (Haverford College)
- Biology
- Chemistry
- Classical and Near Eastern Archaeology
- Classical Culture and Society
- Classical Languages
- Comparative Literature
- Computer Science
- East Asian Studies
- Economics
- English
- Fine Arts (Haverford College)
- French and Francophone Studies
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- History
- History of Art
- Italian
- Latin

Linguistics (Swarthmore College)  
Mathematics  
Music (Haverford College)  
Philosophy  
Physics  
Political Science  
Psychology  
Religion (Haverford College)  
Romance Languages  
Russian  
Sociology  
Spanish

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

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

A student may double major with the consent of both major departments and of her dean, but she should expect to complete all requirements for both major subjects. Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan.

Students may choose to major in any department at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Similarly, students may major in Linguistics at Swarthmore College by meeting the major requirements of Swarthmore College and the degree requirements of Bryn Mawr College.

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

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Committee on Academic Standing and may be required to change her major. If, at the end of her junior year, a student has a major-subject grade point average below 2.0, she must change her major. If she has no alternative major, she will be

excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade point average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

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

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

### *The Independent Major Program*

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental or interdepartmental major. An independent major is a rigorous, coherent and structured plan of study involving courses from the introductory through the advanced level in a recognized field within the liberal arts. Independent majors must be constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

The following is a list of some recent independent majors:

- Dance
- Feminist and Gender Studies
- Medieval Studies
- Peace and Conflict Studies
- Theater

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

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



The application for an independent major consists of:

- A proposal developed with the advice of the sponsors describing the student's reasons for designing the independent major, explaining why her interests cannot be accommodated by a related departmental or interdepartmental major, identifying the key intellectual questions her major will address, and explaining how each proposed course contributes to the exploration of those questions.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).
- Supporting letters from the two faculty sponsors, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript.

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

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

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

### *Physical Education Requirement*

Throughout its history, the College has been committed to developing excellence. The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities to promote self-awareness, confidence and the development of

skills and habits that contribute to a healthy lifestyle. The College's comprehensive program includes competitive intercollegiate athletics, diverse physical education and wellness curricula, and leisure and recreational programs designed to enhance the quality of life for the broader campus community.

Before the start of the senior year, all students must have completed eight credits in physical education and successfully complete a swim-proficiency test. In addition, all students must take the Wellness Issues class in the fall of their first year. Semester and half-semester courses are offered in dance, aquatics, individual sports, team sports, outdoor recreation, wellness and fitness. Physical-education credit is awarded for participation on intercollegiate teams, rugby, equestrian and ultimate frisbee club teams. Students may earn up to two credits in physical education for pre-approved independent study. Students are encouraged to complete the requirement by the conclusion of their sophomore year.

### *Residency Requirement*

Each student must complete six full-time semesters and earn a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Seven of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

### *Exceptions*

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

## **ACADEMIC REGULATIONS**

### *Registration*

Each semester all Bryn Mawr students preregister for the next semester's courses in consultation with their deans. Failure to do so results in a \$15 fine. Once a student has selected a major, she must also consult her major adviser about her program each semester. Students must then confirm their registration with the deans and submit their final programs to the registrar on the announced days at the beginning of each semester. Failure to confirm registration results in a \$25 fine.

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

### *Credit/No Credit Option*

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

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

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

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

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

Students may not take any courses in their major subject under the CR/NC option, but they may use it to take courses towards the College Seminar, Quantitative, Divisional or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement.

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

### *Course Options*

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

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

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

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

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

No student may withdraw from a course after confirmation of registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student’s ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control.

### *Cooperation with Neighboring Institutions*

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

Students register for Haverford courses in exactly the same manner as they do for Bryn Mawr courses, and throughout most of the semester will follow Bryn Mawr procedures. If extensions beyond the deadline for written work or beyond the exam period are necessary, a Bryn Mawr dean will consult a Haverford dean to make sure a student is in compliance with Haverford regulations.

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

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

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

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

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

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

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

### *Conduct of Courses*

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

### *Quizzes, Examinations and Extensions*

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

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

A student may have an examination deferred by her dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

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

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

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

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

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

If a student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Seniors must submit all written work at least 48 hours before the time senior grades are due in the Registrar's Office. Extensions beyond that date cannot be granted to any senior who expects to graduate that year.

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

### *Grading and Academic Record*

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

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

The Merit Rule requires that a student attain grades of 2.0 or higher in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major requires that every student working for an A.B. degree maintain grades of 2.0 or higher in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

A student receiving a grade below 2.0 in any course in her major subject (including a course taken at another institution) is reported to the Committee on Academic Standing and may be required to change her major.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

The Committee on Academic Standing (CAS) reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the CAS when she has incurred a failure or NC following a previous failure or NC, or when her work has failed to meet either the general standards embodied in the Merit Rule or the Standard of Work in the Major. The CAS also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the CAS receives an official report from the Committee which specifies the standards she must meet by the end of the following semester or before returning to the College. The student's parent(s) or guardian(s) receive a copy of this letter. The student also receives a letter from her dean. A student whose record has been reviewed by the committee is put on probation the following semester, or the semester of her return if she has been asked to withdraw. She will be required to meet regularly with her dean during her probation. Faculty members are requested to submit mid-semester reports for students whose work has been unsatisfactory. Students who meet the standards specified by the committee during the semester on probation are then no longer on probation.

Any student whose record is reviewed by the CAS may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The CAS may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.



### *Cumulative Grade Point Averages*

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

### *Distinctions*

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

#### *Cum laude*

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

#### *Magna cum laude*

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

#### *Summa cum laude*

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

### *Credit for Work Done Elsewhere*

All requests for transfer credit must be approved by the Transfer Credit Committee. Credit may be transferred for liberal-arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Credit will not be transferred for a course taken by correspondence or distance learning, even if it is sponsored by an accredited four-year institution. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the Transfer Credit Committee considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the College Seminar, quantitative or divisional requirements) with courses taken elsewhere must obtain approval from her dean or the registrar. In some cases, the student may be asked to obtain the approval of the appropriate department. Note that the foreign language requirement cannot generally be satisfied via transfer credit.

One unit of credit at Bryn Mawr is equivalent to four credits (or four “semester hours”) at most schools on the semester system. One unit of credit at Bryn Mawr is also equivalent to six credits (or six “quarter hours”) at most schools on the quarter system. Students taking a semester or year of coursework away from Bryn Mawr must take the normal full-time course load at the institution they are attending in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually 15 or 16 semester hours, or between 22 and 24 quarter hours, are the equivalent of four units at Bryn Mawr; between 30 and 32 semester hours, or 45 and 48 quarter hours, are the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States should have the institution and her program approved in advance by her dean, major adviser and other appropriate departments. A student who plans foreign study needs the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student’s transfer application.

Students may use work that is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C- grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school, provided that these courses were taught at the college level and not in the high school and were not counted toward secondary school graduation requirements. These courses may include those taken at a community college. In all other respects, requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

### *Departure from the College prior to Graduation*

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

#### **Personal Leaves of Absence**

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

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

#### **Medical Leaves of Absence**

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to take a leave of absence for reasons of health if, in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return from a medical leave is granted when the College’s Health Center receives satisfactory evidence of recovery (see below, “Readmission following a Psychological or Medical Leave of Absence”).

#### **Psychological Leaves of Absence**

Occasionally a student experiences psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this choice as restorative, not punitive. With evidence of improvement in health, Bryn Mawr welcomes the student’s return. The College believes that time away for psychological reasons should, in most cases, be for an entire academic year to allow sufficient time for growth, reflection and meaningful therapy. Students who hurry back prematurely tend to risk a second failure. Therefore, leaves of absence for psychological reasons are granted for a period of one year except in unusual situations (see below, “Readmission following a Psychological or Medical Leave of Absence”).

#### **Readmission following a Psychological or Medical Leave of Absence**

When a student is ready to apply to return following a psychological or medical leave of absence, she must apply for readmission. She should contact her dean and request an application for readmission from the Admissions Office. In addition, her readmission also requires the approval of Bryn Mawr’s medical director or the appropriate member of the College’s counseling staff. The student should ask the physician or counselor with whom

she has worked while on leave to contact the appropriate person at the College's Health Center. Students who want to return in September must submit all readmission materials by June 1. Those who want to return in January must submit all readmission materials by November 1.

### **Voluntary Withdrawals**

A student in good standing who leaves the College in the following circumstances will be categorized as "withdrawn" rather than on leave and will need to apply for readmission (see below, "Readmission After Withdrawal"):

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

### **Required Withdrawals**

Any student may be required to withdraw from the College because she fails to meet the academic standards of the College (page 30, Committee on Academic Standing), because of an infraction of the Honor Code or other community norm (page 10, "The Honor Code"), or because she is not healthy enough to meet her academic commitments (see above).

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

### *Readmission After Withdrawal*

Students who withdraw, whether by choice or as a result of the above procedures, must apply for readmission if they wish to return. Students who wish to return from withdrawal should request an application for readmission from their dean. Students must submit their readmission application and all supporting documents no later than June 1 (for return in the fall) or November 1 (for return in the spring).

## **ACADEMIC OPPORTUNITIES**

### *Minors and Concentrations*

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken

under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

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

*Africana Studies*

Anthropology

Astronomy (at Haverford)

Biology

Chemistry

Classical and Near Eastern Archaeology

Classical Culture and Society

Comparative Literature

*Computational Methods*

Computer Science

*Creative Writing*

*Dance*

East Asian Studies

Economics

*Education*

English

*Film Studies*

French and Francophone Studies

*Gender and Sexuality*

Geology

German and German Studies

Greek

Growth and Structure of Cities

History

History of Art

*International Studies*

Italian

Latin

Linguistics (at Haverford)

Mathematics

Music (at Haverford)

Philosophy

Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
*Theater Studies*

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

Environmental Studies (with a major in Anthropology, Biology, Chemistry, Economics, English, Geology, Growth and Structure of Cities, or Political Science)  
Gender and Sexuality  
Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)  
Hispanic and Hispanic-American Studies  
Neural and Behavioral Sciences (with a major in Biology or Psychology)  
Peace and Conflict Studies

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

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing her bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are offered the unique opportunity to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear at [http://www.brynmawr.edu/deans/design\\_ind\\_mjr.shtml](http://www.brynmawr.edu/deans/design_ind_mjr.shtml).

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

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

In her three years at Bryn Mawr, the student must complete the College Seminar, quantitative, foreign language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing the program have had majors at Bryn Mawr in Mathematics, Physics, and Chemistry.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recom-

mentation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by Bryn Mawr and a minimum of one year each of chemistry, mathematics (including multivariable calculus and differential equations) and physics. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Cal Tech program to complete the major requirements at Bryn Mawr.

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

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

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

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

Bryn Mawr and Haverford students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may choose to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their junior year.

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

More information about the secondary education and elementary education master's programs are available on the GSE Web site: [http://www.gse.upenn.edu/degrees\\_programs](http://www.gse.upenn.edu/degrees_programs).

### *Collaboration with the Graduate School of Social Work and Social Research*

Bryn Mawr undergraduates have the opportunity to enroll in certain graduate-level courses offered by the faculty of Bryn Mawr's Graduate School of Social Work and Social Research. An undergraduate must meet the appropriate prerequisites and should obtain departmental approval in advance if she wishes to have a Social Work course count towards her major.

### *Summer Language Programs*

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

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

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

Bryn Mawr offers a six-week summer program of intensive study in Pisa, Italy. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to stay at a hotel conveniently located in the center of Pisa and close to where classes are held. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Roberta Ricci (x5048) in the Department of Italian.

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) in Moscow, St. Petersburg and other sites in Russia. These overseas programs are based at several leading Russian universities and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of



work in advanced Russian language and culture. Many Bryn Mawr students also take part in the semester (4 units) or academic year (8 units) programs in Russia as well. For further information about the A.C.T.R. programs, students should consult the Department of Russian or ACTR at <http://www.actr.org>

### *Study Abroad in the Junior Year*

Bryn Mawr encourages eligible students to consider studying abroad for a semester as a part of their undergraduate education, subject to the requirements of their majors and enrollment at the College. Study abroad can enhance students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved about 70 programs in colleges and universities in other countries. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. Last year students studied in Argentina, Australia, Chile, China, Costa Rica, Czech Republic, Denmark, Egypt, France, Germany, Greece, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Mexico, New Zealand, South Africa, Spain, Taiwan, and the United Kingdom.

The Foreign Studies Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the academic program, and faculty recommendations. An applicant must have a declared major and a strong academic record, as well as meet the language requirements set forth by the overseas program where she intends to study. Students with a grade point average below 3.0 should consult the Director of International Programs regarding eligibility. Most non-English speaking programs expect students to meet at least intermediate proficiency level before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

Only foreign language majors may receive a full year of credit for study abroad. In exceptional circumstances, for example, study at Oxford or Cambridge, the Foreign Studies Committee may consider proposals from students in other majors who can demonstrate compelling academic reasons for studying abroad for more than one semester.

All students interested in study abroad in their junior year must declare their major(s) and complete the Bryn Mawr applications by February 11 of their sophomore year. Study abroad students continue to pay Bryn Mawr tuition and pay the overseas programs directly for housing and food. The College, in turn, pays the program tuition and academic related fees directly to the institution abroad. Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years. If the study abroad budget is not able to support all of those on aid who plan to study abroad, priority will be given to those for whom it is most appropriate academically and to those who have had the least international experience. For details, see the *Study Abroad Guide*, which is updated and published every year.

### *Preparation for Careers in Architecture*

Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program (see page 195). Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Studies and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the Growth and Structure of Cities Program.

### *Preparation for Careers in the Health Professions*

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, veterinary medicine and public health. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics; however, several medical schools and dental schools do require one additional semester of upper-level coursework in biology as well as math courses. Schools of veterinary medicine usually require upper-level coursework in biology as well as extensive experience working with a diversity of animal species. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. The Health Professions Advising Office publishes the *Guide for First- and Second-Year Students Interested in the Health Professions*. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. More information about preparing for careers in the health professions, including the *Guide for First- and Second-Year Students*, is also available at the Health Professions Advising Office Web site, <http://www.brynmawr.edu/healthpro>.

### *Preparation for Careers in Law*

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of “pre-law” courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr’s well established student self-government process, “shadowing” alumnae/i lawyers through the Career Development Office’s externship program, attending law career panels

and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process may consult with the College's pre-law adviser, Jane Finkle, at the Career Development Office.

### *Teacher Certification*

Students majoring in biology, chemistry, English, French, history, Latin, mathematics, physics, political science, Spanish and a number of other fields that are typically taught in secondary school, may get certified to teach in public secondary high schools in Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by most other states as well. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of her major department early in her college career so that she may make appropriate curricular plans. Students may also choose to get certified to teach after they graduate through Bryn Mawr's Continuing Education Program. For further information, see the Education Program, page 135.

### *AFROTC—Air Force Reserve Officer Training Corps*

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through an agreement with Saint Joseph's University (SJU). All AFROTC Aerospace Studies courses are held on the SJU campus. This program enables a Bryn Mawr student to earn a commission as an Air Force officer while concurrently satisfying her baccalaureate degree requirements.

The Department of Aerospace Studies at Saint Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the first and second years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the third and fourth years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a six-week summer training program and then enters the POC in the third year.

The subject matter of the first and second years is developed from a historical perspective and focuses on the scope, structure and history of the military with an emphasis on the development of air power. During the third and fourth years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security issues in contemporary American society.

In addition to the academic portion of the curriculum, each student participates in a two-hour Leadership Laboratory each week. During this period, the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

The AFROTC program offers scholarships on a competitive basis to qualified applicants. All scholarships include tuition, lab fees, a flat-rate allowance for books and a tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the tax-free monthly stipend plus additional support for those POC not on scholarship.

Degree credit allowed toward the Bryn Mawr A.B. for AFROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det 750, Saint Joseph's University, 5600 City Avenue, Philadelphia, PA, 19131 or by phone at (610) 660-3190 or via e-mail at [rotc@sju.edu](mailto:rotc@sju.edu). Interested students should also consult their deans.

### *Continuing Education Program*

The Continuing Education Program provides highly qualified women, men and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men 60 years of age and older are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, go to [http://www.brynmawr.edu/academics/continuing\\_ed.shtml](http://www.brynmawr.edu/academics/continuing_ed.shtml), contact the Continuing Education Program office at (610) 526-6515 or send a request to Continuing Education, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, Pa., 19010-2899.

### *Katharine E. McBride Scholars Program*

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

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information or an application, visit the McBride Program Web site at <http://www.brynmawr.edu/mcbride>, send an e-mail to [mcbrides@brynmawr.edu](mailto:mcbrides@brynmawr.edu) or call (610) 526-5375.

### *Postbaccalaureate Premedical Program*

Women and men who hold bachelor's degrees but need introductory science courses before making initial application to schools of medicine, dentistry and veterinary medicine may apply to the Postbaccalaureate Premedical Program. The Postbac Program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and who have not previously completed the premedical requirements. Applications are considered for admission in the summer or fall only. Applications should be submitted as early as possible because decisions are made on a rolling admissions basis. The Postbac Program is highly selective. Please visit <http://www.brynmawr.edu/postbac> for more information.

Students enrolled in the Postbac Program may elect to apply early for provisional admission to an outstanding group of medical schools with which Bryn Mawr has a “consortial” arrangement. Students who are accepted at a medical school through the consortial process enter medical school in the September immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's “consortial” medical schools:

- Brown University School of Medicine
- Dartmouth Medical School
- Drexel University College of Medicine
- George Washington University School of Medicine and Health Sciences
- Jefferson Medical College of Thomas Jefferson University
- SUNY Downstate College of Medicine
- SUNY at Stony Brook School of Medicine Health Sciences Center
- Temple University School of Medicine
- Tulane University School of Medicine
- University of Chicago Pritzker School of Medicine
- University of Medicine and Dentistry of New Jersey—Robert Wood Johnson Medical School
- University of Pennsylvania School of Medicine
- University of Pittsburgh School of Medicine
- University of Rochester School of Medicine

### *Summer Courses*

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

### *Centers for 21st Century Inquiry*

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

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

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

The *Center for International Studies* brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The center sponsors the minor in International Studies (see page 224) and supports collaborative, cross-disciplinary research, preparing students for life and work in the highly interdependent world and global economy of the 21st century.

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

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

### *Praxis Program*

The Praxis Program is part of the Civic Engagement Office and is located in Dolwen on Cambrian Row. Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork, enhances student learning and builds citizenship skills. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. The three designated types of Praxis courses—departmental courses, interdepartmental seminars and independent studies—are described on below and at <http://www.brynmawr.edu/praxis>.

Praxis courses on all levels are distinguished by genuine collaboration with fieldsite organizations. A dynamic process of reflection incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The nature of fieldwork assignments and projects varies according to the learning objectives for the course and according to the needs of the organization.

The role of the Praxis Office is to assist faculty in identifying, establishing and supporting field placements and to develop ongoing partnerships with community organizations, such as social service agencies, schools, government offices and museums. Field supervisors orient the student to the fieldsite, identify placement objectives and oversee the work of the student at the site. Field supervisors frequently visit the classroom as guest presenters and co-teachers. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

There are three levels of Praxis courses (see below), which require increasing amounts of fieldwork but do not need to be taken successively: departmental courses (Praxis I), interdepartmental seminars (Praxis II) and independent study (Praxis III). Praxis courses may be offered in any department and students may enroll in more than one Praxis course at a time. Students enrolled in more than one Praxis course are sometimes able to use the same field placement to meet the requirements of both courses. Praxis-style courses taken at other institutions are subject to prior approval by the Praxis Office and faculty supervisor.

Praxis I Departmental Course uses fieldwork as a form of experiential learning to enrich the study and understanding of a single disciplinary topic. Fieldwork typically constitutes 25 percent of total coursework assigned. Students typically complete one, two- to three-hour fieldsite visit a week. Students are eligible for Praxis I courses according to departmental guidelines.

Praxis II Interdepartmental Seminar is a multidisciplinary course combining more substantial fieldwork with an academic focus on a central topic (e.g., geographic location, historical period, social issue, etc.) studied from several disciplinary perspectives. Fieldwork

typically constitutes 50 percent of total coursework assigned. Students typically complete two, two- to three-hour fieldsite visits a week. Praxis II courses are available to sophomore and higher-level students who are in good academic standing.

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

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

Praxis III fieldwork typically constitutes 75 percent of total coursework assigned, with students typically completing two, four- to five-hour fieldsite visits per week. Praxis III courses are available to sophomore and higher-level students who are in good academic standing. No student may take more than two Praxis III courses during her time at Bryn Mawr.



## College Seminars

### Director

Gail Hemmeter, Department of English

### Steering Committee:

Jody Cohen, Education Program

Gail Hemmeter, English

Stephen Salkever, Political Science

Linda Caruso-Haviland, Dance Program

Kimberly Wright Cassidy, Provost

Michelle Francl, Chemistry

E. Jane Hedley, English

Karen Tidmarsh, Dean of the Undergraduate College (*ex officio*)

The College Seminars are discussion-oriented, reading- and writing-intensive courses for first-year students. All students are required to take a College Seminar during the first semester of their first year. Topics vary from year to year, but all seminars are designed to engage broad, fundamental issues and questions, ones that are not defined by the boundaries of any academic discipline. The purpose of the seminars is to help students become better close readers and interpretive writers. Course materials are chosen to elicit nuanced thinking and lively discussion, and may include, in addition to books and essays, films, material objects, social practices, scientific observations and experiments. Seminars offered in recent years include the following:

### The City

In this course we will investigate life in the contemporary city. What makes urban life so compelling and also so complex? How do diverse people experience and express their experiences of the city? We will look at how life in cities is represented in essays, novels and drama, as well as in photographs and film. We will read texts such as Nella Larsen's *Passing* and Jonathan Kozol's *Savage Inequalities*; we will view films such as *Crash* and Anna Deveare Smith's *Fires in the Mirror*. We will also consider the city of Philadelphia, exploring and writing about this shared site.

### Classical Mythology and the Contemporary Imagination

The myths of the Greeks and Romans have provided an inexhaustible imaginative source for artists throughout the history of Western civilization, and each age has rewritten these myths (by translating them or adapting them) to reflect its own interests and anxieties. Writers have superimposed their visions upon the source myth, and in turn these visions have been examined by literary criticism, creating a kind of archaeology of interpretation on three levels. In the tension between the source myth and its reinterpretations lies the interest and the challenge for us as critics and as writers.

### **Performance and Self**

When we use the word “self,” what do we mean? Are we coherent, authentic, natural selves, or is what we call “self” a role we’ve taken on and can discard at will? What does it mean to perform ourselves—in life, on stage, in film, in dance, in texts? We will examine the ways we perform ourselves in daily life at the intersections of gender, race and class. We will look at the ways artists and writers construct performances that convey these social and political aspects of identity. Our texts are drawn from philosophy, psychology, theater, dance, fiction, poetry and film.

### **Dance of the Spheres: The Interplay Between the Arts and the Sciences in the Search for Knowledge**

Using readings, models, and experiences from the sciences, arts, and literature, this course explores the varied and often unexpected interplay of different ways of knowing that have come to characterize the Western intellectual tradition. Among questions to be considered are these: How do we grow in our knowledge of ourselves and the universe? How do the ways of knowing that we construct affect what we know? Are all ways of knowing created equal? Readings include *Dr. Faustus* (Marlowe), *Gulliver’s Travels*, Part III (Swift), *Herland* (Gilman), *Discourse on Method* (Descartes), *Body Art* (Byatt), *Frankenstein* (Shelley), and *Copenhagen* (Frayn).

### **Reading Culture: Poverty in the United States**

The subject of poverty forces us to think critically about how we define and understand the concept of culture. Through a selective, critical examination of fiction and nonfiction works addressing the theme of poverty in America, this course will explore key methods for studying and writing about culture. It will look at how poverty and poor people have been discussed and represented in the United States at various points during the last 125 years, and it will provide an opportunity to explore the many ways “poverty” and “culture” intersect and interact, each term affecting the meaning of the other.

## Academic Awards and Prizes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The McPherson Fund for Excellence* was established through the generous response of alumnae/i, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic distinction and community service accomplishments. The fund provides support for an internship or other special project.

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

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

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

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

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

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

*The Alexandra Peschka Prize* was established in memory of Alexandra Peschka '64 by gifts from her family and friends. The prize is awarded annually to a member of the first-year or sophomore class and writer of the best piece of imaginative writing in prose. (1969)

*The Jeanne Quistgaard Memorial Prize* was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in Economics. (1938)

*The Laura Estabrook Romine '39 Fellowship in Economics* was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine '39. The fellowship is given annually to a graduating senior or alumna, regardless of undergraduate major, who has received admission to a graduate program in Economics. (1996)

*The Barbara Rubin Award Fund* was established by the Amicus Foundation in memory of Barbara Rubin '47. The fund provides summer support for students undertaking internships in nonprofit or research settings appropriate to their career goals, or study abroad. (1989)

*The Gail Ann Schweiter Prize Fund* was established in memory of Gail Ann Schweiter '79 by her family. The prize is to be awarded to a science or Mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. (1993)

*The Charlotte Angas Scott Prize in Mathematics* is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics 1885 to 1924. (1960)

*The Elizabeth S. Shippen Scholarship in Foreign Language* was founded under the will of Elizabeth S. Shippen of Philadelphia. It is awarded to a junior whose major is in French, German, Greek, Italian, Latin, Russian or Spanish for excellence in the study of foreign languages. (1915)

*The Elizabeth S. Shippen Scholarship in Science* was founded under the will of Elizabeth S. Shippen of Philadelphia and is awarded to a junior whose major is in Biology, Chemistry, Geology or Physics for excellence in the study of sciences. (1915)

*The Gertrude Slaughter Fellowship* was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

*The Ariadne Solter Fund* was established in memory of Ariadne Solter '91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

*The Katherine Stains Prize Fund in Classical Literature* was established by Katherine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

*The M. Carey Thomas Essay Prize* is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh '20. (1943)

*The Emma Osborn Thompson Prize in Geology* was established by a bequest of Emma Osborn Thompson '04. From the income of the bequest, a prize is to be awarded from time to time to a student in Geology. (1963)

*The Laura van Straaten Fund* was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

*The Esther Walker Award* was founded by a bequest from William John Walker in memory of his sister, Esther Walker '10. It is given from time to time to support the study of living conditions of northern African Americans. (1940)

*The Anna Pell Wheeler Prize in Mathematics* is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, Professor of Mathematics from 1918 until her death in 1966. (1960)

*The Thomas Raeburn White Scholarships* were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

*The Anne Kirschbaum Winkelman Prize*, established by the children of Anne Kirschbaum Winkelman '48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

### **SCHOLARSHIPS FOR MEDICAL STUDY**

The following scholarships may be awarded to seniors or graduates of Bryn Mawr intending to study medicine, after their acceptance by a medical school. The premedical adviser will send applications for the scholarship to medical school applicants during the spring preceding the academic year in which the scholarship is to be held.

*The Linda B. Lange Fund* was founded by bequest under the will of Linda B. Lange, A.B. 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

*The Hannah E. Longshore Memorial Medical Scholarship* was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to a student who has been accepted by a medical school. (1921)

*The Jane V. Myers Medical Scholarship Fund* was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to a student who has been accepted by a medical school. (1921)



## Areas of Study

### DEFINITIONS

#### *Major*

In order to ensure that a student's education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, she must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. The following is a list of major subjects:

Anthropology  
 Astronomy (at Haverford College)  
 Biology  
 Chemistry  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society (see "Greek, Latin and Classical Studies")  
 Classical Languages (see "Greek, Latin and Classical Studies")  
 Comparative Literature  
 Computer Science  
 East Asian Studies  
 Economics  
 English  
 Fine Arts (at Haverford College)  
 French and Francophone Studies  
 Geology  
 German and German Studies  
 Greek (see "Greek, Latin and Classical Studies")  
 Growth and Structure of Cities  
 History  
 History of Art  
 Italian  
 Latin (see "Greek, Latin and Classical Studies")  
 Linguistics (at Swarthmore College)

Mathematics  
 Music (at Haverford College)  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religion (at Haverford College)  
 Romance Languages  
 Russian  
 Sociology  
 Spanish

#### *Minor*

The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

*Africana Studies*  
 Anthropology  
 Astronomy (at Haverford College)  
 Biology  
 Chemistry  
 Classical and Near Eastern Archaeology  
 Classical Culture and Society (see "Greek, Latin and Classical Studies")  
 Comparative Literature  
*Computational Methods*  
 Computer Science  
*Creative Writing*  
*Dance*  
 East Asian Studies  
 Economics  
*Education*  
 English  
*Film Studies*  
 French and Francophone Studies  
*Gender and Sexuality*

Geology  
German and German Studies  
Greek (see “Greek, Latin and Classical Studies”)  
Growth and Structure of Cities  
History  
History of Art  
*International Studies*  
Italian  
Latin (see “Greek, Latin and Classical Studies”)  
Linguistics (at Haverford College)  
Mathematics  
Music (at Haverford College)  
Philosophy  
Physics  
Political Science  
Psychology  
Russian  
Sociology  
Spanish  
*Theater Studies*

### *Concentration*

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

- Environmental Studies (with a major in Anthropology, Biology, Chemistry, Economics, English, Geology, Growth and Structure of Cities, or Political Science)
- Gender and Sexuality
- Geoarchaeology (with major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Hispanic and Hispanic-American Studies
- Neural and Behavioral Sciences (with a major in Biology or Psychology)
- Peace and Conflict Studies

### *Key to Course Letters*

ANTH	Anthropology
ARAB	Arabic
ARTA	Arts in Education
ASTR	Astronomy
BIOL	Biology
CHEM	Chemistry
CNSE	Chinese
ARCH	Classical and Near Eastern Archaeology
CSTS	Classical Culture and Society
COML	Comparative Literature
CMSC	Computer Science
ARTW	Creative Writing
ARTD	Dance
EAST	East Asian Studies
ECON	Economics
EDUC	Education
ENGL	English
ARTS	Fine Arts
FREN	French and Francophone Studies
GNST	General Studies
GEOL	Geology
GERM	German and German Studies
GREK	Greek
CITY	Growth and Structure of Cities
HEBR	Hebrew and Judaic Studies
HIST	History
HART	History of Art
ITAL	Italian
JNSE	Japanese
LATN	Latin
LING	Linguistics
MATH	Mathematics
MUSC	Music
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PSYC	Psychology
RELG	Religion
RUSS	Russian

SOCL Sociology  
 SPAN Spanish  
 ARTT Theater

### *Key to Course Numbers*

001-099

These course numbers are used by only a few departments. They refer to introductory courses that are not counted towards the major.

100-199

Introductory courses, generally taken in the first and second years.

200-299

Introductory and intermediate-level courses, generally taken in the first two years.

300-399

Advanced courses.

400-499

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

Some courses listed together are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Full-year courses are indicated by the phrase “both semesters are required for credit” in the course description. Other courses listed together are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course usually carries one unit of credit. Students should check the course guide for unit listing. One unit equals four semester hours or six quarter hours.

### *Key to Requirement Indicators*

Quantitative Skills: Indicates courses that meet the requirement for work in Quantitative Skills.

Division I: Indicates courses that meet part of the divisional requirement for work in the social sciences.

Division III: Indicates courses that meet the laboratory science part of the divisional requirement for work in the natural sciences and mathematics.

Division II: Indicates courses that meet part of the divisional requirement for work in the natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

Division III: Indicates courses that meet part of the divisional requirement for work in the humanities.

Division I or III, II or III, etc.: Indicates courses that can be used to meet part of the divisional requirement for work in either division, but not both.

### *Neighboring College Courses*

Selected Haverford College courses are listed in this catalog when applicable to Bryn Mawr programs. Consult the Haverford catalog for full course descriptions. Students should consult their deans or major advisers for information about Swarthmore College, University of Pennsylvania and Villanova University courses pertinent to their studies. Catalogs and course guides for Swarthmore are available through the *Tri-Co Course Guide*. Catalogs and course guides for Penn and Villanova are available through each institution’s Web site.

### *Course Descriptions*

In parentheses following the description are the name(s) of the instructor(s), the College requirements that the course meets, if any, and information on cross-listing. Information on prerequisite courses may be included in the descriptions or in the prefatory material on each department. Descriptions for cross-listed courses are listed once in the home department of the cross-listed course.

At the time of this printing, the course offerings and descriptions that follow were accurate. Whenever possible, courses that will not be offered in the current year are so noted. There may be courses offered in the current year for which information was not available at the time of this catalog printing. **For the most up-to-date and complete information regarding course offerings, faculty, status and divisional requirements, please consult the *Tri-Co Course Guide*, which can be found on the College Web site at <http://www.trico.haverford.edu>.**

## **AFRICANA STUDIES**

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*Students may complete a minor in Africana Studies.*

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### *Coordinators*

Kalala Ngalamulume, at Bryn Mawr  
Susanna Wing, at Haverford College

### *Affiliated Faculty*

Michael H. Allen, Political Science  
Linda-Susan Beard, English  
Francis Higginson, French and  
Francophone Studies (on leave semester I)  
Philip L. Kilbride, Anthropology  
Elaine Mshomba, University of  
Pennsylvania  
Kalala Ngalamulume, Africana Studies  
and History  
Mary Osirim, Sociology  
Diala Touré, History of Art  
Robert Washington, Sociology

The Africana Studies Program brings a global outlook to the study of Africa and the African diaspora. Drawing on analytical perspectives from anthropology, history, literary studies, political science and sociology, the program focuses on African people and African cultures within the context of increasing globalization and dramatic social, economic and political changes.

Bryn Mawr's Africana Studies Program participates in a U.S. Department of Education-supported consortium with Haverford and Swarthmore Colleges and the University of Pennsylvania. Through this consortium, Bryn Mawr students have an

opportunity to take a broad range of courses beyond those offered in our program by enrolling in courses offered by the three other participating institutions. Also, Bryn Mawr's Africana Studies Program sponsors a study abroad semester at the University of Nairobi, Kenya, and participates in other study abroad programs offered by its consortium partners in Zimbabwe, Ghana and Senegal.

Students are encouraged to begin their work in the Africana Studies Program by taking Introduction to Africana Studies (GNST 101). This introductory level course, which provides students with a common intellectual experience as well as the foundation for subsequent courses in Africana Studies, should be completed by the end of the student's junior year.

### *Minor Requirements*

The requirements for a minor in Africana Studies are the following:

1. One-semester interdisciplinary course Bryn Mawr GNST 101: Introduction to Africana Studies (ICPR 101 at Haverford).
2. Six semester courses from an approved list of courses in Africana studies.
3. A senior thesis or seminar-length essay in an area of Africana studies.

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

1. Regional or area studies; for example, focusing on blacks in Latin America, the English-speaking Caribbean or North America.

2. Thematic emphases; for example, exploring class politics, ethnic conflicts and/or economic development in West and East Africa.
3. Comparative emphases; for example, problems of development, governance, public health or family and gender.

The final requirement for the Africana studies minor is a senior thesis or its equivalent. If the department in which the student is majoring requires a thesis, she can satisfy the Africana studies requirement by writing on a topic that is approved by her department and the Africana Studies Program coordinator. If the major department does not require a thesis, an equivalent written exercise—that is, a seminar-length essay—is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by both the instructor in question and the Africana Studies Program coordinator.

Africana Studies courses currently offered at Bryn Mawr include:

- ANTH B200/HIST B200 The Atlantic World 1492-1800: Indians, Europeans and Africans
- ANTH B253 Childhood in the African Experience
- ARCH B101 Introduction to Egyptian and Near Eastern Archaeology
- CITY B266/EDUC B266/SOCL B266 Schools in American Cities
- EDUC B200 Critical Issues in Education
- ENGL B234 Postcolonial Literature in English
- ENGL B263 Toni Morrison and the Art of Narrative Conjure

- ENGL B362 African American Literature  
GNST B103 Introduction to Swahili  
Language and Culture I  
GNST B105 Introduction to Swahili  
Language and Culture II  
HART B282 Arts of Sub-Saharan Africa  
HART B362 The African Art Collection  
HIST B102 Introduction to Africana  
Civilizations  
HIST B125 The Discovery of Europe  
HIST B237 Themes in Modern African  
History: Urbanization in Africa  
HIST B336 Topics in African History:  
Social and Cultural History of  
Medicine  
POLS B243 African and Caribbean  
Perspectives in World Politics  
SOCL B175 Environment and Society:  
History, Place and Problems  
SOCL B215 Challenges and Dilemmas of  
Diversity  
SOCL B229 Black America in Sociological  
Perspective
- Africana studies courses currently offered at  
Haverford include:
- ANTH H247 Anthropology and  
Literature: Ethnography of Black  
South African Writing 1888-1988  
ANTH H327 Ritual, Performance and  
Symbolic Practice  
ARTS H217 The History of African-  
American Art from 1619 to the  
Present  
ENGL H265 African American Literature  
ENGL H270 Portraits in Black: The  
Influence of an Emergent African-  
American Culture  
ENGL H363 The Awful Rehearsal:  
Traumas of Freedom in U.S.  
Literature  
FREN H312 L'Art du ridicule de Rabelais  
a Voltaire  
FREN H312 La Revolution Haitienne:  
Histoire et Imaginaire  
HIST H243 African American Political  
and Social Thought: Black  
Modernism, 1895-  
HIST H343 Black Paris—Art and Ideology  
in a Modernist Diaspora, 1925-1975  
MUSC H227 Jazz and the Politics of  
Culture  
PHIL H233 Philosophy and Race  
POLS H123 American Politics: Difference  
and Discrimination  
POLS H235 African Politics  
POLS H340 Postcolonialism and the  
Politics of Nation-building  
POLS H345 Islam, Democracy and  
Development  
RELG H132 Varieties of African American  
Religious Experience  
RELG H169 Black Religion and Liberation  
Thought: An Introduction  
RELG H214 Prophetic Imaginations in the  
American Tradition  
RELG H242 The Religious Writings of  
James Baldwin  
RELG H330 Seminar in the Religious  
History of African-American Women  
RELG H347 Souls of Black Folk: W.E.B.  
Du Bois and the Problem of Religion  
SOCL H235 Class, Race, and Education

## ANTHROPOLOGY

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*Students may complete a major or a minor in Anthropology. Within the major, students may complete a concentration in environmental studies or geoarchaeology.*

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### *Faculty*

Richard S. Davis, Professor, Chair

Philip L. Kilbride, Professor

Tamara Neuman, Visiting Assistant  
Professor (on leave semester I)

Melissa J. Pashigian, Assistant Professor

Jill Rhodes, Visiting Assistant Professor

Ayumi Takenaka, Assistant Professor

Amanda Weidman, Assistant Professor

Gina Velasco, Andrew W. Mellon  
Foundation Predoctoral Fellow in the  
Humanities

Anthropology is a holistic study of the human condition in both the past and the present. The anthropological lens can bring into focus the social, cultural, biological and linguistic variations that characterize the diversity of humankind throughout time and space. The frontiers of anthropology can encompass many directions: the search for early human fossils in Africa, the excavations of prehistoric societies and ancient civilizations, the analysis of language use and other expressive forms of culture, or the examination of the significance of culture in the context of social life.

### *Major Requirements*

Requirements for the major are ANTH 101, 102, 303, 398, 399, an ethnographic area course that focuses on the cultures of

a single region, and four additional 200- or 300-level courses in anthropology. Students are encouraged to select courses from each of four subfields of anthropology: archaeology, bioanthropology, linguistics or socio-cultural.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include ANTH 101, 102, 303, 398 and 399.

### *Honors*

Qualified students may earn departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399). Units of independent work may be taken with the approval of the instructor in the department.

### *Minor Requirements*

Requirements for a minor in anthropology are ANTH 101, 102, 303, one ethnographic area course and two additional 200- or 300-level courses in anthropology.

### *Concentration in Environmental Studies*

The Department of Anthropology participates with other departments in offering a concentration within the major in environmental studies (see page 156).

### *Concentration in Geoarchaeology*

The Department of Anthropology participates with other departments in offering a concentration within the major in geoarchaeology (see page 102).

**ANTH B101 Introduction to Anthropology**

An introduction to the place of humans in nature, primates, the fossil record for human evolution, human variation and the issue of race, and the archaeological investigation of culture change from the Old Stone Age to the rise of early civilizations in the Americas, Eurasia and Africa. In addition to the lecture/discussion classes, there is a one-hour weekly lab. (Davis, Rhodes, Division I)

**ANTH B102 Introduction to Cultural Anthropology**

An introduction to the methods and theories of cultural anthropology in order to understand and explain cultural similarities and differences among contemporary societies. (Kilbride, Weidman, Division I)

**ANTH B111 Introduction to Peace and Conflict Studies**

(Neuman, Division I; cross-listed as POLS B111)

**ANTH B185 Urban Culture and Society**

(Arbona, McDonogh, Division I; cross-listed as CITY B185)

**ANTH B190 The Form of the City: Urban Form from Antiquity to the Present**

(Cohen, Hein, Sandler, Division I or III; cross-listed as CITY B190 and HART B190)

**ANTH B200 The Atlantic World 1492-1800: Indians, Europeans and Africans**

(Gallup-Diaz, Division I or III; cross-listed as HIST B200)

**ANTH B203 Human Ecology**

The relationship of humans with their environment; culture as an adaptive mechanism and a dynamic component in ecological systems. Human ecological perspectives are compared with other theoretical orientations in anthropology. Prerequisites: ANTH 101, 102 or permission of instructor. (Davis, Division I)

**ANTH B204 North American Archaeology**

For millennia, the North American continent has been home to a vast diversity of Native Americans. From the initial migration of big game hunters who spread throughout the continent more than 12,000 years ago to the high civilizations of the Maya, Teotihuacan and Aztec, there remains a rich archaeological record that reflects the ways of life of these cultures. This course will introduce the culture history of North America as well as explanations for culture change and diversification. The class will include laboratory study of North American archaeological and ethnographic artifacts from the College's Art and Archaeology collections. (Davis, Division I)

**ANTH B206 Conflict and Conflict Management: A Cross-Cultural Approach**

(Ross, Division I; cross-listed as POLS B206) *Not offered in 2008-09.*

**ANTH B208 Human Biology**

A traditional focus in physical anthropology, human biology encompasses an overview of how humans, as individuals and populations, are similar and different in their biology, and how this can be studied and understood. We consider the relationships between human populations and



their environment, integrating aspects of human physiology, demographic ecology and human genetics, both at the molecular and population levels. Prerequisite: ANTH 101 or permission of instructor. (staff, Division I) *Not offered in 2008-09.*

#### **ANTH B209 Human Evolution**

The position of humans among the primates, processes of biocultural evolution, the fossil record and contemporary human variation. Prerequisite: ANTH 101 or permission of instructor. (Rhodes, Division I)

#### **ANTH B210 Medical Anthropology**

This course examines the relationships between culture, society, disease and illness. It considers a broad range of health-related experiences, discourses, knowledge and practice among different cultures and among individuals and groups in different positions of power. Topics covered include sorcery, herbal remedies, healing rituals, folk illnesses, modern disease, scientific medical perceptions, clinical technique, epidemiology and political economy of medicine. Prerequisite: ANTH 102 or permission of instructor. (Pashigian, Division I; cross-listed as CITY B209)

#### **ANTH B220 Methods and Theory in Archaeology**

An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples. Theoretical debates current in American archaeology are reviewed and the place of archaeology in the general field

of anthropology is discussed. Prerequisite: ANTH 101 or permission of instructor. (Davis, Division I) *Not offered in 2008-09.*

#### **ANTH B225 Paleolithic Archaeology**

A study of the Paleolithic archaeological record from Europe, Asia and Africa, focusing on the dynamics of cultural evolution; cultural and natural transformations leading to the Neolithic Revolution are also examined. Laboratory work with prehistoric materials is included. Prerequisite: ANTH 101 or permission of instructor. (Davis, Division I) *Not offered in 2008-09.*

#### **ANTH B227 Ragas to Rap: Music and Performance in South Asia**

Examines contemporary music scenes of South Asia and the South Asian diaspora. Approaches music and performance anthropologically, examining the historical, social and cultural contexts of different genres including north and south Indian art musics, film songs, experimental fusion music, bhangra and rap through a combination of written material, sound recordings, live performances and films. Prerequisite: one course in music, dance or anthropology or consent of the instructor. (Weidman) *Not offered in 2008-09.*

#### **ANTH B229 Comparative Urbanism**

(McDonogh, Division I; cross-listed as CITY B229 and EAST B229) *Not offered in 2008-09.*

#### **ANTH B231 Cultural Profiles in Modern Exile**

(Seyhan, Division III; cross-listed as COML B231 and GERM B231) *Not offered in 2008-09.*

**ANTH B232 Nutritional Anthropology**

This course will explore the complex nature of human experiences in satisfying needs for food and nourishment. The approach is biocultural, exploring both the biological basis of human food choices and the cultural context that influences food acquisition and choice. Material covered will primarily be from an evolutionary and cross-cultural perspective. Also included will be a discussion of popular culture in the United States and our current obsession with food, such as dietary fads. (Rhodes, Division I)

**ANTH B235 Transitional Justice in Post-Conflict Societies**

This course explores the successes, challenges, and future of transitional justice, where post-conflict societies use formal institutions to address the legacy of political violence to build sustainable peace. Case studies of countries which have used a variety of approaches will help us consider concepts like human rights, justice, reconciliation and peace, and how these principles might be achieved through initiatives such as UN-directed tribunals, national courts, truth commissions and/or locally-based systems deriving from ritual or customary law. Prerequisite: One course in Anthropology, Political Science or Peace and Conflict Studies. (Doughty, Division I; cross-listed as POLS B235)

**ANTH B234 Forensic Anthropology**

Introduces the forensic subfield of biological anthropology, which applies techniques of osteology and biomechanics to questions of forensic science, with practical applications for criminal justice. Examines the challenges of human skeletal identification and trauma analysis, as well as the broader ethical considerations and implications of

the field. Topics will include: human osteology; crime scene investigation; search and recovery of human remains; taphonomy; postmortem interval; trauma analysis; the development and application of innovative and specialized techniques; and the analysis and review of current forensic case studies and media representations. (staff, Division I) *Not offered in 2008-09.*

**ANTH B236 Evolution**

(Gardiner, Saunders; cross-listed as BIOL B236 and GEOL B236)

**ANTH B240 Traditional and Pre-Industrial Technology**

An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor. (Davis, Division I)

**ANTH B242 Urban Field Research Methods**

(Takenaka, Division I; cross-listed as CITY B242 and SOCL B242) *Not offered in 2008-09.*

**ANTH B243 Culture of Technology: Aesthetics, Senses and the Body**

Examines the impact of technologies such as photography, film, sound recording and the internet on ideas of authenticity and cultural value. Using readings on Western and non-Western contexts, considers how such technologies affect notions of space and time, the conceptualization of the

body and the definition and status of the “human” itself. Prerequisite: ANTH 102 or permission of the instructor. (Weidman, Division I) *Not offered in 2008-09.*

**ANTH B249 Asian American Communities**

(Takenaka, Division I; cross-listed as CITY B249 and SOCL B249)

**ANTH B253 Childhood in the African Experience**

An overview of cultural contexts and indigenous literatures concerning the richly varied experience and interpretation of infancy and childhood in selected regions of Africa. Cultural practices such as pregnancy customs, naming ceremonies, puberty rituals, sibling relationships and gender identity are included. Modern concerns such as child abuse, street children and other social problems of recent origin involving children are considered in terms of theoretical approaches current in the social sciences. Prerequisites: anthropology major, any social sciences introductory course, Africana studies concentration, or permission of instructor. (Kilbride, Division I)

**ANTH B256 Applied Anthropology**

An introduction to the application of anthropological knowledge in the contemporary world. Applied anthropologists work in government, NGO and corporate settings around the world and advise and implement development projects, commercial ventures and mediate cultural relations. Ethical implications of this work will be discussed and new applications of anthropology explored. Prerequisite: ANTH B102 or permission of the instructor. (staff, Division I) *Not offered in 2008-09.*

**ANTH B258 Immigrant Experiences**

(Takenaka, Division I; cross-listed as SOCL B246)

**ANTH B261 Palestine and Israeli Society**

Considers the legacy of Palestine and the centrality of the Israeli-Palestinian conflict as key in the formation of Israeli society, shaped by ongoing political conflict. New ethnographic writings disclose themes like Zionism, Holocaust, immigration, religion, Palestinian citizenry, Middle Eastern Jews and military occupation and resulting emerging debates among different social sectors and populations. Also considers constitution of ethnographic fields and the shaping of anthropological investigations by arenas of conflict. Prerequisites: sophomore standing and POLS B111 or ANTH B101 or B102 or permission of the instructor. (Neuman, Division I; cross-listed as HEBR B261 and HIST B261) *Not offered in 2008-09.*

**ANTH B262 South Asian Ethnography**

Recent anthropological work on South Asia has been motivated by a concern for issues of ethnographic representation and a heightened awareness of the relationship between power, whether colonial or state power, and the production of knowledge. This stems from historiographical discussions that call for a critical examination of categories such as “tradition,” “modernity,” “community” and “nation.” This course will focus on the ways in which such critiques have been taken up as inspirations for ethnographic research in contemporary South Asia. Topics may include the legacy of colonialist ideas about tradition and modernity or the constructions of gender, community and nation. (Weidman, Division I) *Not offered in 2008-09.*

**ANTH B266 Dancing Desire in Bollywood Films**

(Chakravorty, Division I or III; cross-listed as ARTD B266) *Not offered in 2008-09.*

**ANTH B267 The Development of the Modern Japanese Nation**

(Takenaka, Division I; cross-listed as EAST B267 and SOCL B267) *Not offered in 2008-09.*

**ANTH B270 Geoarchaeology**

(Barber, Magee; cross-listed as ARCH B270 and GEOL B270) *Not offered in 2008-09.*

**ANTH B272 Conflict and Inequality in Latin America**

An overview of Latin America focusing on social conflict and inequality through consideration of the construction and operation of ethnic boundaries, the “neo-colonial” role of the United States, and the ecological, social, economic and political problems in the region. Studies the dynamics of contemporary Latin American societies and the nature of their inequality and power relations. Prerequisite: ANTH B102 or permission of instructor. (staff, Division I) *Not offered in 2008-09.*

**ANTH B273 Incas and Their Ancestors**

An introduction to the pre-Columbian cultures of the Central Andes, from the initial peopling of the New World through the conquest of the Incas and the aftermath of the Spanish conquest. Integrates the four-fields of anthropology in its specific examination of the Central Andes while exploring themes that are broadly anthropological, such as the origin of civilization, power, ideology, cosmology and ritual, the role of art and iconography, warfare and resistance, death and ancestor worship. Prerequisite:

ANTH B101. (staff, Division I) *Not offered in 2008-09.*

**ANTH B275 Cultures and Societies of the Middle East**

Through a close reading of ethnographic, historical and literary materials, this course will introduce students to some of the key conceptual issues and regional distinctions that have emerged from classic and contemporary studies of culture and society in the Middle East. The course will survey the following themes: orientalism; gender and patriarchy; democracy and state-formation; political Islam; oil and Western dominance; media and religion; violence and nationalism; identity and diaspora. Prerequisite: Introduction to Anthropology or equivalent. No knowledge of the Middle East is assumed. (Neuman, Division I) *Not offered in 2008-09.*

**ANTH B281 Language in Social Context**

Studies of language in society have moved from the idea that language reflects social position/identity to the idea that language plays an active role in shaping and negotiating social position, identity and experience. This course will explore the implications of this shift by providing an introduction to the fields of sociolinguistics and linguistic anthropology. We will be particularly concerned with the ways in which language is implicated in the social construction of gender, race, class and cultural/national identity. The course will develop students' skills in the ethnographic analysis of communication through several short ethnographic projects. (Weidman, Division I; cross-listed as LING B281)

**ANTH B282 Native American Literature**

(staff, Division III) *Not offered in 2008-09.*

**ANTH B286 Cultural Perspectives on Ethnic Identity in the Post Famine Irish Diaspora**

Theoretical perspectives and case studies on exclusion and assimilation in the social construction of Irish ethnic identity in the United States and elsewhere in the Irish diaspora. Symbolic expressions of Irish ethnicity such as St. Patrick's Day celebrations will consider race and gender. A colonial model in various nations will be considered concerning Irish adjustment in Africa and elsewhere. Racism and benevolence in the Irish experience will highlight a cultural perspective through use of ethnographies, personal biographies and literary products such as novels and films. Prerequisite: introductory course in social science or permission of instructor. (Kilbride, Division I) *Not offered in 2008-09.*

**ANTH B303 History of Anthropological Theory**

A consideration of the history of anthropological theories and the discipline of anthropology as an academic discipline that seeks to understand and explain society and culture as its subjects of study. Several vantage points on the history of anthropological theory are engaged to enact an historically charged anthropology of a disciplinary history. Anthropological theories are considered not only as a series of models, paradigms or orientations, but as configurations of thought, technique, knowledge and power that reflect the ever-changing relationships among the societies and cultures of the world. Prerequisite: at least one additional anthropology course at the 200 or 300 level. (Kilbride, Division I)

**ANTH B312 Anthropology of Reproduction**

An examination of social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its meaning in Western and non-Western cultures. The influence of competing interests within households, communities, states and institutions on reproduction is considered. Prerequisite: at least one 200-level ethnographic area course or permission of instructor. (Pashigian, Division I)

**ANTH B327 American Colonial History: Indians of the Americas**

(Gallup-Diaz; cross-listed as HIST B327) *Not offered in 2008-09.*

**ANTH B333 Anthropological Demography**

Anthropological demography examines human population structure and dynamics through the understanding of birth, death and migration processes. It includes study of the individual's life history. Population dynamics in small- and large-scale societies, the history of human populations and policy implications of demographic processes in the developed and developing world will be discussed through a cross-cultural perspective. (Davis, Division I) *Not offered in 2008-09.*

**ANTH B335 Mass Media and the City**

(McDonogh, Division I; cross-listed as CITY B335) *Not offered in 2008-09.*

**ANTH B342 Middle Eastern Diasporas**

Focuses on Middle Eastern diasporas, particularly Arab, especially Palestinian, Turkish, Iranian and Jewish communities living outside the Middle East or to the trans-

national communities within the region. Examines the range of experiences covered by the term “diaspora.” Seeks to understand how ethnic identities and social bonds are created, extended and perpetuated in relation to Middle Eastern places of origin, and how plurality of experiences forge real and imagined links to various homelands. Prerequisites: sophomore standing, POLS B111 or ANTH B101 or B102 or permission of the instructor. (Neuman, Division I; cross-listed as HEBR B342) *Not offered in 2008-09.*

**ANTH B347 Advanced Issues in Peace and Conflict Studies: Utopias, Dystopias and Peace**  
(Neuman, Division I; cross-listed as POLS B347)

**ANTH B350 Advanced Topics in Gender Studies: African Childhoods**  
A gendered perspective on selected topics in the experiences of children and youth in Africa concerning indigenous cultural practices such as initiation ceremonies and sexual orientation. The extended family, sibling relationships and infancy rituals will be portrayed. Postcolonial concerns such as HIV/AIDS, street children and formal education also involving gender will be considered from a social, cultural and economic perspective. Life stories, case studies and ethnographic methodology will be featured. (Kilbride, Division I) *Not offered in 2008-09.*

**ANTH B354 Identity, Ritual and Cultural Practice in Contemporary Vietnam**

This course focuses on the ways in which recent economic and political changes in Vietnam influence and shape everyday lives,

meanings and practices there. It explores construction of identity in Vietnam through topics including ritual and marriage practices, gendered socialization, social reproduction and memory. Prerequisite: at least one cultural anthropology course at the 200 or 300 level, or permission of the instructor. (Pashigian, Division I; cross-listed as EAST B354)

**ANTH B359 Topics in Urban Culture and Society: Latin American Social Movements**

(Arbona, Division I or III; cross-listed as CITY B360 and HART B359)

**ANTH B397 Senior Seminar in Environmental Studies**

(Oze, Stroud; cross-listed as BIOL B397, CITY B397 and GEOL B397)

**ANTH B398, B399 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material. Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior’s thesis is the most significant writing experience in the seminar (Kilbride, Pashigian, Weidman, Division I)

**ANTH B403 Supervised Work**

Independent work is usually open to junior and senior majors who wish to work in a special area under the supervision of a member of the faculty and is subject to faculty time and interest. (staff)

**ANTH B425 Praxis III: Independent Study**  
(staff)

Haverford College currently offers the following courses in Anthropology:

- ANTH H103 Introduction to Anthropology
- ANTH H204 Anthropology of Gender
- ANTH H207 Visual Anthropology
- ANTH H218 Culture in the Global Economy
- ANTH H244 Anthropology of China
- ANTH H247 Anthropology and Literature: Ethnography of Black South African Writing 1888-1988
- ANTH H263 Anthropology of Space and Architecture
- ANTH H303 History and Theory of Anthropology
- ANTH H322 Ethnographic Methods
- ANTH H327 Ritual, Performance and Symbolic Practice
- ANTH H350 Social and Cultural Theory: Contemporary Ethnography
- ANTH H361 Culture and Society in Modern Turkey
- ANTH H450 Senior Seminar: Research and Writing
- ANTH H451 Senior Seminar: Supervised Research and Writing

## ARABIC

### *Faculty*

#### **Bryn Mawr College**

Sooyong Kim, Visiting Assistant Professor

#### **Swarthmore College**

Sawsan Abbadi, Lecturer

Aman Attieh, Assistant Professor

Walid Harmaneh, Assistant Professor

Yamine Mermer, Lecturer

Arabic language instruction is offered through Tri-College cooperation. Courses are available at Bryn Mawr, Haverford, and Swarthmore Colleges. The teaching of Arabic is a component of the three colleges' efforts to increase the presence of the Middle East in their curricula. Bryn Mawr offers courses on the Middle East in the departments of Anthropology, Classical and Near Eastern Archaeology, Comparative Literature, General Studies, History, and Political Science.

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing ARAB 003 and 004 with an average grade of at least 2.0 or with a grade of 2.0 or better in ARAB 004.

#### **ARAB B001, B002 Intensive First Year Modern Standard Arabic**

This is a year-long course. This intensive introduction to Arabic aims to develop the four language skills of speaking, writing, listening, and reading. The spoken component covers formal and casual forms of speech. Cultural aspects are also built into the course. This course sequence helps students

to rapidly advance in Arabic and prepares them for more advanced work on literary Arabic, as well as to work, travel or study abroad. By the end of the sequence, most students will reach the intermediate-low level, according to the ACTFL proficiency rating. (Kim, Mermer, Abaddi) *Offered at Bryn Mawr and Haverford in alternate years; in 2008-09 at Bryn Mawr. Drills taught on both campuses.*

**ARAB H003, H004 Second Year Modern Standard Arabic**

This is a year-long course. This course is designed to build on comprehension, listening, reading, and writing skills developed in the previous course sequence. Students gain increased vocabulary and understanding of more complex grammatical structures, and will be able to approach prose, fiction, and non-fiction written in Arabic. Students will also increase their proficiency in Arabic script and sound system; learn key grammatical concepts; and practice conversation and dictation. Instruction combines intensive oral practice with writing and reading in the modern language. (Attieh, Abbad) *Offered at Bryn Mawr and Haverford in alternate years; in 2008-09 at Haverford. Drills taught on both campuses.*

**ARAB S011, S012 Third-Year Modern Standard Arabic**

This is a year-long course. It is designed to (1) conduct a quick review of the basic structures, grammar and the first 1,000 most frequent words of modern standard Arabic (MSA) learned in earlier courses; (2) introduce the next 1,500 high-frequency words in a variety of contexts with strong cultural content; (3) drill students in the more advanced grammatical structures of MSA; and (4) train students in develop-

ing reading skills that will assist them in comprehending a variety of MSA authentic reading passages of various genres and performing reading tasks ranging from intermediate high to advanced levels on the ACTFL scale. (Hamarneh) *Offered at Swarthmore.*

**ARAB B403 Independent Study**

(staff)



## ARTS PROGRAM

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*Students may complete a minor in Creative Writing, Dance or Theater and may submit an application to major in Creative Writing, Dance or Theater through the independent major program. Students may complete a major in Fine Arts or a major or minor in Music at Haverford College. English majors may complete a concentration in Creative Writing.*

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### Faculty

David Brick, Lecturer in Dance

Madeline Cantor, Senior Lecturer and Associate Director of Dance

Nancy Doyne, Lecturer in Creative Writing

Linda Caruso-Haviland, Associate Professor and Director of Dance

Tom Ferrick, Jr., Lecturer in Creative Writing

Amy Herzog, Lecturer in Creative Writing

Hiroshi Iwasaki, Senior Lecturer and Designer/Technical Director of Theater

Karl Kirchwey, Associate Professor, Director of Creative Writing Program (on leave semester I)

Mark Lord, Associate Professor and Director of Theater, Chair of Arts Program

Catherine Murdock, Lecturer in Creative Writing

J.C. Todd, Lecturer in Creative Writing

Daniel Torday, Lecturer in Creative Writing, Acting Director of Creative Writing Program, semester I

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and are also

for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses are offered at introductory as well as advanced levels.

## ARTS IN EDUCATION

### ARTA B251 Arts Teaching in Educational and Community Settings

This is a Praxis II course intended for students who have substantial experience in an art form and are interested in extending that experience into teaching and learning at educational and community sites. Following an overview of the history of the arts in education, the course will investigate underlying theories. The praxis component will allow students to create a fluid relationship between theory and practice through observing, teaching and reflecting on arts practices in education contexts. School or community placement 4-6 hours a week. Prerequisite: at least an intermediate level of experience in an art form. This course counts toward the minor in Dance or in Theater. (Cantor, Division III; cross-listed as EDUC B251) *Not offered in 2008-09.*

## CREATIVE WRITING

Courses in Creative Writing within the Arts Program are designed for students who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, prose fiction and nonfiction, playwriting, screenwriting, etc.) and for those intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Students may pursue a minor as described below. While there is no existing major in Creative Writing, excep-

tionally well-qualified students with a GPA of 3.7 or higher in Creative Writing courses completed in the Tri-College curriculum may consider submitting an application to major in Creative Writing through the independent major program after meeting with the Creative Writing Program director (see page 22). When approved, the independent major in Creative Writing is often pursued as a double major with another academic major subject.

### *Minor Requirements*

Requirements for the minor in Creative Writing are six units of course work, generally including three beginning/intermediate courses in at least three different genres of creative writing (chosen from ARTW 159, 231, 236, 240, 251, 260, 261, 262, 263, 264, 265, 266, 268, 269) and three electives, including at least one course at the 300 level (ARTW 360, 361, 362, 364, 366, 367, 371, 373, 382), allowing for advanced work in one or more genres of creative writing which are of particular interest to the student. The objective of the minor in Creative Writing is to provide both depth and range, through exposure to several genres of creative writing. Students should consult with the Creative Writing Program director by the end of their sophomore year to submit a plan for the minor in order to ensure admission to the appropriate range of courses.

### *Concentration in Creative Writing*

English majors may elect a three-course concentration in Creative Writing as part of the English major program (see page 140). Students interested in the concentration must meet with the Creative Writing Program director by the end of their sophomore year to submit a plan for the

concentration and must also confirm the concentration with the chair of the English Department.

### **ARTW B159 Introduction to Creative Writing**

This course is for students who wish to experiment with three genres of creative writing: short fiction, poetry and drama. Priority will be given to interested first-year students; additional spaces will be made available to upper-year students with little or no experience in creative writing. Students will write or revise work every week; roughly four weeks each will be devoted to short fiction, poetry and drama. There will be individual conferences with the instructor to discuss their progress and interests. Half of class time will be spent discussing student work and half will be spent discussing syllabus readings. (Todd, Division III)

### **ARTW B231 Poetry as Performance**

Takes the poem off the printed page from poetry to performance and considers poetry form, style, theory, and techniques of “Spoken Word” artistry. Performance theory will be coupled with cutting-edge work in the anthropology of performance. Students will maintain a poetry journal, write and edit original poetry, complete syllabus readings, write weekly response papers and participate in discussions and performances. The course culminates in a radio broadcast and a full-length performance piece. (staff, Division III) *Not offered in 2008-09.*

### **ARTW B236 Contemporary Literature Seminar**

Surveys the work of literary writers reading in the Creative Writing Program Reading Series. Students will read and discuss at least one work by each of the authors ap-

pearing, and whenever possible will meet individually with the authors in class as well as attending their public readings. Authors represented have included poets Lucille Clifton, Derek Walcott and Richard Wilbur, fiction writers E.L. Doctorow and James Salter, and memoirist Patricia Hampl. This is a half-credit course; students may receive credit for either or both semesters. Approximately 15 pages of critical prose writing will be required for each half-credit. (Kirchwey, Division III; cross-listed as ENGL B236) *Not offered in 2008-09.*

#### **ARTW B240 Literary Translation Workshop**

Open to creative writing students and students of literature, the syllabus includes some theoretical readings, but the emphasis is practical and analytical, considering parallel translations of certain enduring literary texts as well as books and essays about the art of translation. Literary translation will be considered as a spectrum ranging from Dryden's "metaphrase" (word-for-word translation) all the way through imitation and adaptation. The course will include class visits by working literary translators. The Italian verbs for "to translate" and "to betray" are neighbors; throughout, the course concerns the impossibility and importance of literary translation. (Kirchwey, Division III; cross-listed as COML B240)

#### **ARTW B251 Travel Writing**

This course introduces students to a genre that is too rarely studied or attempted. The first purpose of the course is to introduce students to masterpieces of travel writing in order to broaden students' understanding of the genre and the world. The second is to give students a chance to experiment with travel writing. Finally, the course seeks

to sensitize students to the nuances of style (diction, syntax, etc.) that affect the tone and texture of a writer's prose. While students need not have traveled extensively in order to take this course, passionate curiosity about the world is a must. (Downing, Division III) *Not offered in 2008-09.*

#### **ARTW B260 Writing Short Fiction I**

An introduction to fiction writing, focusing on the short story. Students will consider fundamental elements of fiction and the relationship of narrative structure, style and content, exploring these elements in their own work and in the assigned readings in order to develop an understanding of the range of possibilities open to the fiction writer. Weekly readings and writing exercises are designed to encourage students to explore the material and styles that most interest them, and to push their fiction to a new level of craft, so that over the semester their writing becomes clearer, more controlled, and more absorbing. (Torday, Division III)

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

This course will provide a survey of craft resources available to students wishing to write print-based (as opposed to spoken-word) poems in English: figure, line, measure, meter, rhyme and rhythm. In concert with close reading of model poems, students will gain experience writing in a variety of verse forms, including haiku, Anglo-Saxon accentual verse, sonnet, free verse and prose poem. The course objective will be to provide students with the skills to explore poetic form, both received and invented, and to develop a voice with which to express themselves on the printed page. (Todd, Division III)

**ARTW B262 Playwriting I**

An introduction to playwriting through a combination of reading assignments, writing exercises, discussions about craft and ultimately the creation of a complete one-act play. Students will work to discover and develop their own unique voices as they learn the technical aspects of the craft of playwriting. Readings will include work by Maria Irene Fornes, John Guare, Tony Kushner, Suzan-Lori Parks, Sam Shepard, Paula Vogel and others. Short writing assignments will complement each reading assignment. The final assignment will be to write an original one-act play. (Herzog, Division III; cross-listed as ARTT B262) *Not offered in 2008-09.*

**ARTW B263 Writing Memoir I**

The purpose of this course is to provide students with practical experience in writing about the events, places and people of their own lives in the form of memoir. Initial class discussions attempt to distinguish memoir from related literary genres such as confession and autobiography. Writing assignments and in-class discussion of syllabus readings explore the range of memoirs available for use as models (excerpts by writers including James Baldwin, Lorene Cary, Annie Dillard, Arthur Koestler, Rick Moody, Lorrie Moore, and Tim O'Brien) and elements such as voice and perspective, tone, plot, characterization and symbolic and figurative language. (Kirchwey, Division III) *Not offered in 2008-09.*

**ARTW B264 News and Feature Writing**

Students in this class will learn how to develop, report, write, edit and revise a variety of news stories, beginning with the basics of reporting and writing the news and advancing to longer-form stories, including

personality profiles, news features and trend stories, and concluding with point-of-view journalism (columns, criticism, reported essays). The course will focus heavily on work published in *The Philadelphia Inquirer* and *The New York Times*. Several working journalists will participate as guest speakers to explain their craft. Students will write stories that will be posted on the class blog, the *English House Gazette*. (Ferrick, Division III)

**ARTW B265 Creative Nonfiction**

This course will explore the literary expressions of nonfiction writing by focusing on the skills, process and craft techniques necessary to the generation and revision of literary nonfiction. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a fiction writer, students will produce pieces that will incorporate both factual information and first person experience. Readings will include a broad group of writers ranging from E.B. White to Joseph Mitchell, George Orwell to David Foster Wallace, David Sedaris to Dave Eggers, Joan Didion to John Edgar Wideman, among many others. (Torday, Division III)

**ARTW B266 Screenwriting**

This combination discussion/workshop course is an introduction to dramatic writing for film. Basic issues in the art of storytelling will be analyzed: theme, dramatic structure, image and sound. The course will be an exploration of the art and impulse of storytelling, and it will provide a safe but rigorous setting in which to discuss student work. What is a story? What makes a character compelling, and conflict dramatic? How does a story engage our emotions? Through written exercises, close analysis of

texts and the screening of film, we will come to better understand the tools and dictates of film writing. (Doyme, Division III)

#### **ARTW B268 Writing Literary Journalism**

This course will examine the tools that literary writers bring to factual reporting and how these tools enhance the stories they tell. Readings will include reportage, polemical writing and literary reviewing. The issues of point-of-view and subjectivity, the uses of irony, forms of persuasion, clarity of expression and logic of construction will be discussed. The importance of context—the role of the editor and the magazine, the expectations of the audience, censorship and self-censorship—will be considered. (staff, Division III) *Not offered in 2008-09.*

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

This class explores the vast and intoxicating world of children's literature. Teaching in sequence, six well known children's authors (Paul Acanpora, Jen Bryant, Elizabeth Mosier, Catherine Murdock, Alexander Stadler, and David Wiesner) will examine the specific requirements of such genres as picture books, chapter books and young adult novels, the creation of compelling characters and voice, the roles of illustration and page composition in story narration, and the ever-evolving fairy tale. In-class discussion and peer review augment students' own writing and their analysis of an abundance of published work. (Murdock, staff, Division III)

#### **ARTW B360 Writing Short Fiction II**

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshoping stu-

dent pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Prerequisite: ARTW 260 or work demonstrating equivalent expertise in writing short fiction. A writing sample of 5-10 pages in length (prose fiction) must be submitted to the English Department by the end of the Fall 2008 semester to be considered for this course. (Torday, Division III)

#### **ARTW B361 Writing Poetry II**

This course presumes that reading and writing are inextricably linked, and that the only way to write intelligent and interesting poetry is to read as much of it as possible. Writing assignments will be closely connected to syllabus reading, and may include working in forms such as epigrammatic poems, dramatic monologues, prose poems, translations, imitations and parodies. Prerequisite: ARTW 261 or work demonstrating equivalent familiarity with the basic forms of poetry in English. A writing sample of 5-7 poems must be submitted to the English Department to be considered for this course. (staff, Division III) *Not offered in 2008-09.*

#### **ARTW B362 Playwriting II**

This course challenges students of playwriting to further develop their unique voices and improve their technical skills in writing for the stage. We will examine how great playwrights captivate a live audience through their mastery of character, story and structure. Students will complete bi-weekly playwriting assignments of 10-12 pages and, ultimately, a one-act play of 30-40 pages. Readings include plays by Beckett, Chekhov, Lorraine Hansberry, Ibsen, Arthur Miller, Tennessee Williams, August Wilson and

others. Prerequisite: ARTW 262; or suitable experience in directing, acting or playwriting; or submission of a work sample of 10 pages of dialogue. (Herzog, Division III; cross-listed as ARTT B362)

#### **ARTW B364 Approaches to the Novel**

An advanced workshop for students with a strong background in fiction writing who want to write a novel. Students are expected to write intensively, taking advantage of the structure and support of the class to complete the first draft of a (25,000-30,000 word) novel/novella. Students will examine elements of fiction in their work and in novels on the reading list, exploring strategies for sustaining the writing of a long work. Prerequisite: ARTW 260 or proof of interest and ability. (Torday, Division III) *Not offered in 2008-09.*

#### **ARTW B366 Writing Memoir II**

This course will enable students to complete one or two longer memoirs in the semester. The syllabus readings will focus on book-length memoirs by authors such as Frank Conroy, Patricia Hampl, Kathryn Harrison, Mary McCarthy, Vikram Seth, John Edgar Wideman and Tobias Wolff. Discussions of syllabus reading (part of the syllabus reading will be selected by the students) will alternate with discussions of weekly student writing assignments. Prerequisite: ARTW 263 or work demonstrating equivalent expertise. A memoir or personal essay of 5-10 pages in length must be submitted to the English Department to be considered for this course. (Kirchwey, Division III) *Not offered in 2008-09.*

#### **ARTW B382 Poetry Master Class**

Four leading contemporary poets who are also accomplished teachers will each conduct a three-week-long unit in this course. Students will have their poems reviewed by each of the visiting poets, who will also present a public reading of their work. Poet-teachers will include Cornelius Eady, Marilyn Hacker, Mary Jo Salter and Gerald Stern. Prerequisite: ARTW B231 or ART W B261 (ARTW B361 is also strongly recommended) or equivalent proficiency in writing text-based verse. A writing sample of 5-7 poems must be submitted to the English Department by the end of the Fall 2008 semester to be considered for this course. (Kirchwey, staff, Division III)

#### **ARTW B403 Supervised Work**

Students who have completed beginning-intermediate and advanced-level courses in a particular genre of creative writing and who wish to pursue further work on a tutorial basis may meet with the Creative Writing Program director to propose completing a one-semester-long independent study course with a member of the Creative Writing Program faculty. (staff)

Haverford College currently offers the following courses in creative writing:

ENGL H291 Poetry Writing: A Practical Workshop

ENGL H292 Poetry Writing II: Contemporary Voices

ENGL H293 Fiction Writing: From the Conventional to the Experimental

ENGL H294 Fiction Writing

## DANCE

Dance is not only an art and an area of creative impulse and action; it is also a significant and enduring human behavior that can serve as a core of inquiry within the humanities. The Dance Program has, accordingly, designed a curriculum that provides varied courses in technique, composition, theory and performance for students at all levels of skill, interest and commitment. A full range of technique courses in modern, ballet, jazz and African dance is offered regularly. More specialized movement forms, such as classical Indian and flamenco, are offered on a rotating basis. The core academic curriculum includes advanced technique courses, performance ensembles, dance composition, independent work, courses in dance research and in Western dance history as well as courses that present perspectives extending beyond this theatrical or social tradition. Students can minor in dance or submit an application to major through the independent major program (see page 22).

### *Minor Requirements*

Requirements for the dance minor are six units of coursework, three required (ARTD 140, 142, and one credit which may be distributed among the following: 230, 231, 330, 331, or 345) and three electives. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

### **ARTD B140 Approaches to Dance: Themes and Perspectives**

This course introduces students to dance as a multi-layered, significant and enduring behavior that ranges from art to play to ritual to politics and beyond. It engages

students in the creative, critical and conceptual processes that emerge in response to the study of dance. It also explores the research potential that arises when other areas of academic inquiry, including criticism, ethnology, history and philosophy, interact with dance and dance scholarship. Lectures, discussion, film, video and guest speakers are included. (Caruso-Haviland, Division III)

### **ARTD B142 Dance Composition I**

An introduction to the process of making dances that explores basic elements including space, time, rhythm, energy, dynamics, qualities of movement and gesture, and both traditional and postmodern structures. Compositional theory will be approached through the practice of making dance studies, starting with simple solo phrases and moving towards complex and interactive group forms and processes. Students will be expected to develop and broaden their understanding of dance as an art form and their abilities to see and critique dances. Readings and viewings pertaining to the choreographic process will be assigned. Concurrent attendance in any level technique course is required. (Brick, Division III)

### **ARTD B240 Dance History I: Roots of Western Theater Dance**

This course investigates the historic and cultural forces affecting the development and functions of pre-20th-century dance as well as its relationship to and impact on the development of Western culture. It will consider nontheatrical forms and applications, but will give special emphasis to the development of theatre dance forms. It will also introduce students to the varied forms of the historic documentation of dance and

to a view of history not only as a linear progression of events but also as process, change and cultural shift. Lecture, discussion and audiovisual materials. (Caruso-Haviland, Division III) *Not offered in 2008-09.*

**ARTD B241 Dance History II: A History of Contemporary Western Theater Dance**

The study of the development of contemporary forms of dance with emphasis on theater forms within the broader context of Western art and culture. Lecture, discussion and audiovisual materials. (Caruso-Haviland, Division III) *Not offered in 2008-09.*

**ARTD B242 Dance Composition II**

The goal of this course is to build on work accomplished in Composition I and to develop an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on a selected number of projects and will have some opportunity to revise and expand work. Readings and viewings will be assigned and related production problems will be considered. Concurrent attendance in any level technique course is required. (Cantor, Division III)

**ARTD B254 Nation, Gender and Class in Latin American Dance**

Social and theatrical dance in Latin America, focusing on salsa, tango and ballet as samples of native, imported and exported forms practiced on the continent. Highlights how dance embodies issues of nationality, class and gender relevant to Latin American countries. Readings, visual media,

class discussions and presentations, guest lectures, field trip, and some instruction in salsa/tango. Prerequisite: a Dance academic course or a course in Anthropology, Sociology or Hispanic-American Studies, or permission of the instructor. (Tome, Division III) *Not offered in 2008-09.*

**ARTD B266 Dancing Desire in Bollywood Films**

Explores the shifts in sexuality and gender construction of Indian women from national to trans-national symbols through the dance sequences in Bollywood. Examines the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. Primary focus will be on approaches to the body from anthropology and sociology to performance, dance and media studies. (Chakravorty, Division I or III; cross-listed as ANTH B266) *Not offered in 2008-09.*

**Dance Technique**

Three levels of ballet and modern dance are offered each semester. Improvisation, African dance and jazz are offered each year. Courses in techniques developed from other cultural forms, such as hip-hop, classical Indian dance or flamenco, are offered on a rotating basis as are conditioning techniques such as Pilates. All technique courses are offered for physical education credit but students may choose to register in some intermediate and advanced level courses for academic credit.

**ARTD B230 Intermediate Technique: Modern**

(Segarra, Division III)



**ARTD B231 Intermediate Technique:  
Ballet**

(Laico, Division III)

**ARTD B330 Advanced Technique:  
Modern**

(Caruso-Haviland, Malcolm-Naib, Division III)

**ARTD B331 Advanced Technique: Ballet**  
(Mintzer, Division III)**ARTD B342 Advanced Choreography**

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. (Cantor, Caruso-Haviland, Division III)

**Dance Performance**

Dance Ensembles (modern, ballet, jazz, and African) are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as performance art. Original works or reconstructions from the historic or contemporary repertory choreographed by faculty or guest choreographers are rehearsed and performed. This course, open to intermediate- and advanced-level dancers by audition or permission of instructor, may be taken for physical education credit or academic credit. Concurrent attendance in any level technique course is required. Students who participate in the Dance Outreach Project, a dance performance/education program that tours Philadelphia and suburban schools and community groups, can receive physical education credit.

**ARTD B345 Dance Ensemble**

Dance ensemble offers course sections in African, ballet, jazz and modern dance. (staff, Division III)

**ARTD B390 Senior Project/Thesis**  
(Cantor, Caruso-Haviland)**ARTD B403 Supervised Work**

Research in a particular topic of dance under the guidance of an instructor, resulting in a significant final paper or project. (Cantor, Caruso-Haviland, Division III)

***FINE ARTS***

Fine arts courses at Bryn Mawr are offered through the Department of Fine Arts at Haverford College. Courses on either campus are offered to students of both colleges with the approval of the respective instructors. Prospective Fine Arts majors should plan their curricula with the major instructor. Throughout their progression, these students should strive to develop a portfolio of artwork showing strength and competence and a sense of original vision and personal direction appropriate for a major or minor candidate.

For major program requirements and course descriptions, see Fine Arts at Haverford College on page 161.

***MUSIC***

The Department of Music is located at Haverford and offers well-qualified students a major and minor in music. For a list of requirements and courses offered, see Music at Haverford on page 239.

### *Music Performance*

The following organizations are open to all students by audition. For information on academic credit for these groups, and for private vocal or instrumental instruction, see Music at Haverford (page 239).

*The Haverford-Bryn Mawr Orchestra*, with more than 70 members, rehearses once a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity.

The *Chamber Music Program* is open to all members of the Haverford-Bryn Mawr Orchestra and to pianists who have passed an audition that includes sight reading. Students rehearse once a week on their own, in addition to once-weekly coaching. Performances, rehearsals and coachings are held on both campuses depending on students' schedules and preferences.

*The Haverford-Bryn Mawr Chamber Singers* is a select ensemble that demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.

*The Haverford-Bryn Mawr Chorale* is a large auditioned chorus that gives concerts with the Haverford-Bryn Mawr Orchestra each year.

*The Haverford-Bryn Mawr Women's Ensemble* emphasizes music for women's voices and trebles and performs several times in the academic year.

*Chamber Ensemble Groups* are formed within the context of the Chamber Music Seminar (MUSC 215). See Music at Haverford on page 239. Performances are held both on and off campus; students have the opportunity to perform in master classes with internationally known chamber musicians.

*The Bryn Mawr Chamber Music Society* offers extracurricular opportunities for experienced Bryn Mawr and Haverford students, faculty and staff to perform a variety of chamber works in a series of concerts held in the Music Room.

## **THEATER**

The curricular portion of the Bryn Mawr and Haverford Colleges' Theater Program focuses on the point of contact between creative and analytic work. Courses combine theory (reading and discussion of dramatic literature, history and criticism) and practical work (creative exercises, scene study and performance) to provide viable theater training within a liberal-arts context.

### *Minor Requirements*

Requirements for the minor in Theater are six units of course work, three required (ARTT 150, 251 and 252) and three elective. Students must consult with the Theater faculty to ensure that the necessary areas in the field are covered. Students may submit an application to major in Theater through the independent major program (see page 22).

### *Theater Performance*

Numerous opportunities exist to act, direct, design and work in technical theater. In ad-

dition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater, improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

#### **ARTT B150 Introduction to Theater**

An exploration of a wide range of dramatic works and history of theater through research, analysis and discussion to develop understanding and foundations for a theatrical production. (Iwasaki, Lord, Division III) *Not offered in 2008-09.*

#### **ARTT B250 Twentieth-Century Theories of Acting**

An introduction to 20th-century theories of acting emphasizing the intellectual, aesthetic and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study. (Lord, Division III)

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

An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant 20th-century dramatic literature. (staff, Division III)

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

A practical, hands-on workshop in the creative process of turning a concept into a tangible, workable end through the physical execution of a design. Exploring new and

traditional methods of achieving a coherent synthesis of all areas of technical production. (Iwasaki, Division III) *Not offered in 2008-09.*

#### **ARTT B253 Performance Ensemble**

An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half-unit of credit. (Lord, Division III)

#### **ARTT B254 Fundamentals of Theater Design**

An introduction to the creative process of visual design for theater; exploring dramatic context and influence of cultural, social and ideological forces on theater and examining practical applications of various technical elements such as scenery, costume and lighting while emphasizing their aesthetic integration. (Iwasaki, Division III)

#### **ARTT B255 Fundamentals of Costume Design**

Hands-on practical workshop on costume design for performing arts; analysis of text, characters, movement, situations; historical and stylistic research; cultivation of initial concept through materialization and plotting to execution of design. (Iwasaki, Division III) *Not offered in 2008-09.*

#### **ARTT B259 Mask and Puppet Performance and Design**

(staff, Division III) *Not offered in 2008-09.*

**ARTT B262 Playwriting I**

(Herzog, Division III; cross-listed as ARTW B262) *Not offered in 2008-09.*

**ARTT B270 Ecologies of Theater: Performance, Play, and Landscape**

Students in this course will investigate the notion of theatrical landscape and its relation to plays and to the worlds that those landscapes refer. Through readings in contemporary drama and performance and through the construction and evaluation performances, the class will explore the relationship between human beings and the environments they imagine, and will study the ways in which those relationships impact how we think about our relationship to the world in which we live. The course will culminate in a series of public performances. (Lord, Division III; cross-listed as COML B269) *Not offered in 2008-09.*

**ARTT B296 Introduction to Medieval Drama**

(Taylor, Division III; cross-listed as ENGL B296) *Not offered in 2008-09.*

**ARTT B344 Advanced Theater Design**

A workshop for those who have completed either Fundamentals of Theater Design, Costume Design or Technical Theater Production or have an equivalent experience, for students to explore their specific area of interest. The focus is on translating the theories into concrete designs. Prerequisite: ARTT 252, 254 or 255 or equivalent experience. (Iwasaki, Division III)

**ARTT B351 Acting II**

Builds on the methods learned in ARTT 251, with an emphasis on strategies of preparing short solo performances. In addition to intensive exercises in naturalistic and

anti-naturalistic performance techniques, the course provides opportunities for exploration of principles of design, directing, dramaturgy and playwriting as they pertain to specific projects conceived by members of the class. Prerequisite: permission of instructor. (Lord, Division III) *Not offered in 2008-09.*

**ARTT B353 Advanced Performance Ensemble**

An advanced, intensive workshop in theater performance. Students explore a range of performance techniques in the context of rehearsing a performance project, and participate in weekly seminars in which the aesthetic and theatrical principles of the play and production will be developed and challenged. The course may be repeated. (Lord, Division III)

**ARTT B356 Endgames: Theater of Samuel Beckett**

An exploration of Beckett's theater work conducted through both reading and practical exercises in performance techniques. Points of special interest include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and postmodern performance techniques. (Lord, Division III; cross-listed as ENGL B356)

**ARTT B359 Directing for the Stage**

A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting

and actor coaching. Students rehearse and present three major scenes. (Lord, Division III) *Not offered in 2008-09.*

**ARTT B362 Advanced Playwriting**

(Herzog, Division III; cross-listed as ARTW B362)

**ARTT B403 Supervised Work**

(staff)

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**ASTRONOMY**

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

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*Faculty*

Stephen P. Boughn, John Farnum  
Professor of Astronomy

R. Bruce Partridge, Bettye and Howard  
Marshall Professor of Natural Sciences,  
Emeritus

Anna Sajina, Visiting Assistant Professor

Beth Willman, Assistant Professor

The objective of a major in Astronomy is to study the phenomena of the extraterrestrial universe and to understand them in terms of the fundamental principles of physics. The department offers three courses, ASTR 101a, ASTR 112, and ASTR 114b, which can be taken with no prerequisites or prior experience in astronomy. The department also offers a half-credit course, ASTR/PHYS 152, intended for first-year students who are considering a physical science major and wish the opportunity to study some of the most recent developments in astrophysics.

Prospective majors usually study physics (PHYS 105 and 106, or 101 and 102, or Bryn Mawr equivalents) before enrolling in ASTR 205 in the fall semester of their sophomore year, when they concurrently enroll in PHYS 213. ASTR 206 and PHYS 214 follow in the spring semester. Astronomy majors may then take up to four 300-level courses and may enroll in a research course (ASTR 404). Students planning on graduate study in astronomy are advised to study physics at an advanced level; in fact, many astronomy

majors choose to double major in physics and astronomy. The department also offers a minor in astronomy.

### *Major Requirements*

Requirements in the major subject are ASTR 205; ASTR 206; four 300-level astronomy courses, one of which may be replaced by an upper-level physics course; ASTR 404, which may be replaced by approved independent research either at Haverford or elsewhere; and written comprehensive examinations. Prerequisites: PHYS 105 (or 101); PHYS 106 (or 102); PHYS 213; PHYS 214. Two mathematics courses are also required for the astronomy major; MATH 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement. Bryn Mawr equivalents may be substituted for the non-astronomy courses. ASTR/PHYS 152 is recommended but not required.

### *Minor Requirements*

Recommended: ASTR/PHYS 152. Required: PHYS 105 (or 101); PHYS 106 (or 102); ASTR 205; ASTR 206; one 300-level astronomy course.

### *Requirements For Honors*

All astronomy majors are regarded as candidates for honors. The award of honors will be made on the basis of superior work in the departmental courses, in certain related courses, and in the comprehensive examinations, with consideration given for independent research.

### **ASTR H101 Astronomical Ideas**

Fundamental concepts and observations of modern astronomy, such as the motions and surface properties of the planets, the birth and death of stars, and the properties and

evolution of the universe. Not intended for students majoring in the physical sciences. (staff) *Typically offered in alternate years.*

### **ASTR H112 Survey of the Cosmos**

Properties and evolution of the universe and of large systems within it. The qualitative aspects of general relativity including black holes and of mathematical models for the geometry of the universe are studied, along with the history of the universe from its early exponential expansion to the formation of galaxies. The role of observations in refining modern scientific understanding of the structure and evolution of the universe is stressed. The approach is quantitative, but any mathematics beyond straightforward algebra is taught as the class proceeds. No prerequisites but ASTR 101 is useful. (staff) *Typically offered in alternate years.*

### **ASTR H114 Planetary Astronomy**

A survey of the overall structure of the solar system, the laws governing the motions of the planets and the evolution of the solar system. Next, we study general processes affecting the surface properties of planets. This takes us to a detailed treatment of the properties of several planets. We end by studying the (surprising) properties of planets found in other stellar systems. (staff) *Typically offered in alternate years.*

### **ASTR H152 Freshman Seminar in Astrophysics**

This half-credit course is intended for prospective physical science majors with an interest in recent developments in astrophysics. Topics in modern astrophysics will be viewed in the context of underlying physical principles. Topics include black holes, quasars, neutron stars, supernovae, dark matter, the Big Bang, and Einstein's

relativity theories. Prerequisite: PHYS 101a or 105a and concurrent enrollment in PHYS 102b or 106b (or Bryn Mawr equivalents). (Boughn)

### **ASTR H205 Introduction to Astrophysics I**

General introduction to astronomy including: the structure and evolution of stars; the structure and formation of the Milky Way; the interstellar medium; and observational projects using the Strawbridge Observatory telescopes. Prerequisite: PHYS 105 and 106 and MATH 114 or equivalent. (Boughn)

### **ASTR H206 Introduction to Astrophysics II**

Introduction to the study of: the properties of galaxies and their nuclei; cosmology; the Hot Big Bang model; the properties and evolution of the solar system; planetary surfaces and atmospheres; and exo-planets. Prerequisite: ASTR 205a, MATH 114b or equivalent or permission of the instructor. (Willman)

### **ASTR H313 Observational Optical Astronomy**

One credit, full year course. Five observing projects that involve using a CCD camera on a 16-inch Schmidt-Cassegrain telescope. Projects include spectroscopy; variable star photometry; H-alpha imaging; imaging and photometry of galaxies and star clusters; instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite: ASTR 205a. (Boughn)

### **ASTR H320 Cosmology and Extragalactic Astronomy**

The study of the origin, evolution and large-scale structure of the universe (Big Bang Theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars, and intergalactic space. Prerequisite: ASTR 206b. (staff) *Typically offered in alternate years.*

### **ASTR H321 Stellar Structure and Evolution**

The theory of the structure of stellar interiors and atmospheres and the theory of star formation and stellar evolution, including compact stellar remnants. Prerequisite: ASTR 205 and PHYS 214. (Boughn) *Typically offered in alternate years.*

### **ASTR H333 Modern Galactic Astronomy**

The study of the structure, formation, and evolution of the Milky Way Galaxy using a number of observational tools including stellar populations and the interstellar medium. Students will conduct individual research projects. (Willman)

### **ASTR H404 Research in Astrophysics**

Intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisite: Consent of instructor. (Boughn, Willman)

### **ASTR H480 Independent Study**

Intended for students who want to pursue some topic of study that is not currently offered in the curriculum. In order to enroll, a student must have a faculty sponsor. Prerequisite: ASTR 206. (Boughn)

## ATHLETICS AND PHYSICAL EDUCATION

### *Administration*

Kathy Tierney, Director of Athletics and Physical Education

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

Raymond W. Tharan, Assistant Director of Athletics, Facilities and Events and Director of the Fitness Center

### *Faculty*

Carol Bower, Senior Lecturer and Head Rowing Coach and Boat House Director

Jill Breslin, Instructor and Head Tennis Coach

Erin DeMarco, Lecturer and Head Soccer Coach

Danya Pilgrim, Senior Lecturer and Head Field Hockey Coach

Daniel N. Talbot, Lecturer and Head Cross Country Coach and Head Track and Field Coach

Katie Tarr, Lecturer and Head Basketball Coach and Head Lacrosse Coach

Nicola Whitlock, Instructor and Head Swimming Coach and Aquatics Manager

The Department of Athletics and Physical Education offers 12 intercollegiate sports as an NCAA Division III institution and is a charter member of the Centennial Conference. Varsity team sports at Bryn Mawr include badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Rugby is a Bi-College varsity-club program. Other Bi-College clubs include equestrian, fencing, karate, ice skating, squash, and ultimate frisbee.

There is a physical education requirement for all undergraduates. The instructional offerings in physical education include certification courses, sport skills instruction, fitness courses, wellness classes and leadership courses. All first-year students must complete the Wellness Issues class, a fall course taught by members of the athletic staff.

Consult the Physical Education Web site at <http://www.brynmawr.edu/athletics> for a list of current course offerings. Students may take courses at Haverford and Swarthmore Colleges.

The College believes that physical education and intercollegiate athletics are integral parts of a liberal-arts education. The department sponsors a variety of intercollegiate, physical education and recreational programs intended to enhance the quality of the student's nonacademic life on campus.

### *Physical Education Requirements*

The College requires eight units of physical education and the successful completion of a swimming-proficiency test. The test includes entry into the water, a 10-minute swim demonstrating two strokes, one minute of treading water and two minutes of floating. For nonswimmers, successful completion of beginning swimming (and passing the test) will fulfill the requirement. First-year students must complete the semester long Wellness Issues class. The physical education requirement must be completed by the end of junior year. Transfer students will receive credit toward the requirement from previous institutions after a review by the director of the department. Students with special needs should consult the director of Physical Education.



## BIOLOGY

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*Students may complete a major or minor in Biology. Within the major, students may complete a minor in computational methods, or a concentration in environmental studies or neural and behavioral sciences.*

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### Faculty

Peter D. Brodfuehrer, Professor  
 Monica Chander, Assistant Professor  
 Gregory K. Davis, Assistant Professor  
 Tamara L. Davis, Associate Professor  
 Wilfred A. Franklin, Instructor  
 Stephen L. Gardiner, Senior Lecturer  
 Sarah Gibbs, Lecturer  
 Karen F. Greif, Professor and Chair  
 Paul Grobstein, Professor (on leave semester I)  
 Michelle Wien, Lecturer  
 Neal M. Williams, Assistant Professor

The programs of the department are designed to introduce students to unifying concepts and broad issues in biology, and to provide the opportunity for in-depth inquiry into topics of particular interest through coursework and independent study. Introductory- and intermediate-level courses examine the structures and functions of living systems at all levels of organization, from molecules, cells and organisms to populations. Advanced courses encourage the student to gain proficiency in the critical reading of research literature, leading to the development, defense and presentation of a senior paper. In addition, there are opportunities for independent research projects with faculty.

### Major Requirements

Course requirements for a major in Biology include two semesters of introductory biology, BIOL 101 and 102 (or 103 plus either 101 or 102, with the department's permission); six courses at the 200 and 300 level (excluding BIOL 390-398), of which at least three must be laboratory courses; and one senior seminar course (BIOL 390-395, or 398). Two semesters of supervised laboratory research, BIOL 401 or 403, may be substituted for one of the required laboratory courses. In addition, two semester courses in general chemistry and three additional semester courses in physics, chemistry, geology, mathematics, computer science, psychology (courses that satisfy the Division II requirement) or statistics are required for all majors. Selection of these three science courses needs to be done in consultation with the student's major adviser and be approved by the department. Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry.

Students with a score of 4 or 5 on their Advanced Placement examinations, or equivalent International Baccalaureate scores, will receive divisional credit only; they may not be used for the major in biology. A student wishing to enter biology courses at the 200 level without having taken BIOL 101 and 102 must pass the departmental placement exam. Courses in other departments may be substituted for major requirements with the department's permission.

### Honors

The honors distinction requires maintaining a course average of 3.7 in the major and

participating in departmental activities and events. Final selection for honors is made by the Biology faculty from the list of eligible students.

### *Minor Requirements*

A minor in Biology consists of six semester courses in Biology. Courses in other departments may be substituted for minor requirements with the department's permission.

### *Minor in Computational Methods; Concentrations in Environmental Studies and Neural and Behavioral Sciences*

The Department of Biology participates with other departments in offering two concentrations within the major: environmental studies (see page 156) and neural and behavioral sciences (see page 245). A minor in computational methods is available for students interested in computational methods and their applications to biology (see page 117).

### *Teacher Certification*

The College offers a certification program in secondary teacher education (see page 41).

### *Animal Experimentation Policy*

Students who object to participating directly in laboratory activities involving the use of animals are required to notify the faculty member of her or his objections at the beginning of the course. If alternative activities are available and deemed consistent with the pedagogical objectives of the course by the faculty member, then a student will be allowed to pursue alternative laboratory activities without penalty.

### **BIOL B101 Introduction to Biology I: Molecules to Cells**

A comprehensive examination of topics in biochemistry, cell and molecular biology, genetics and development. Lecture three hours, laboratory three hours a week. (Chander, T. Davis, Franklin, Wien, Division III)

### **BIOL B102 Introduction to Biology II: Organisms to Populations**

A comprehensive examination of topics in organismal diversity, physiology, ecology and evolution. Lecture three hours, laboratory three hours a week. BIOL 101 is strongly recommended. (Brodhuehrer, Franklin, Wien, Williams, Division III)

### **BIOL B103 Biology: Basic Concepts**

An introduction to the major concepts of modern biology that both underlie and emerge from exploration of living systems at levels of organization ranging from the molecular and biochemical through the cellular and organismal to the ecological. Emphasis is placed on the observational and experimental bases for ideas that are both common to diverse areas of biology and represent important contributions of biology to more general intellectual and social discourse. Topics include the chemical and physical bases of life, cell theory, energetics, genetics, development, physiology, behavior, ecology and evolution. Lecture three hours, laboratory three hours a week. (Franklin, Greif, Division III)

### **BIOL B201 Genetics**

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage and recombination, chromosome abnormalities, population genetics and molecular genetics. Examples of

genetic analyses are drawn from a variety of organisms, including bacteria, viruses, *Drosophila* and humans. Lecture three hours. Prerequisites: BIOL 101, 102 and CHEM 103, 104. (T. Davis, Division III)

### **BIOL B202 Neurobiology and Behavior**

An introduction to the attempt to understand behavior in terms of the nervous system. A brief overview of fundamental principles of nervous system structure is followed by consideration of several topics chosen to illustrate how studies of the nervous system illuminate behavior and how studies of behavior contribute to better understanding of the nervous system. Examples cover a wide variety of invertebrate and vertebrate species, including humans. Lecture three hours a week. Prerequisites: BIOL 101, 102 or permission of instructor. (Grobstein, Division II)

### **BIOL B204 Histology**

A lecture and laboratory course examining the cellular structure of tissues and the ways in which those tissues are combined to form the major organs of the body. The focus on tissue structure is used as a springboard throughout the course for discussing how structure provides the basis for understanding function. Lecture three hours, laboratory three hours a week. Prerequisites: BIOL 101 and 102, or permission of instructor. (staff, Division III) *Not offered in 2008-09.*

### **BIOL B209 Environmental Toxicology**

An introduction to natural and man-made toxins and the impact they have on ecosystems. Effects on animal and plant systems are emphasized, but effects on humans are also considered. Risk analysis is presented and reference is made to their economic impact and the efforts to eliminate or control

their presence in the ecosystem. Policy development and the factors—political, economic, ethical and public health—that play a role in policy development are analyzed. Lecture three hours a week. A required two-day field trip is taken in late spring; an extra fee is collected for this trip. Prerequisite: permission of instructor. (staff, Division II) *Not offered in 2008-09.*

### **BIOL B210 Biology and Public Policy**

A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics discussed include reproductive technologies, genetic screening and gene therapy, environmental health hazards, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: one semester of introductory biology or equivalent, or permission of instructor. (Greif, Division II)

### **BIOL B215 Experimental Design and Statistics**

An introductory course in designing experiments and analyzing data. This course is structured to develop students' understanding of when and how to use different quantitative methods rather than the theory of specific tests. Topics include summary statistics, sampling distributions, randomization, replication, parametric and non-parametric tests, and introductory topics in spatial statistics. The course is geared around weekly problem sets and interactive learning. Three hours of lecture/laboratory a week. Prerequisites: introductory biology, geology or permission of instructor. (Williams, Division II and Quantitative Skills) *Not offered in 2008-09.*

**BIOL B220 Ecology**

A study of the interactions between organisms and their environments. Current environmental issues and how human activities influence the biota are also discussed. Students become familiar with ecological principles and with methods ecologists use to address tricky ecological issues. Because sound ecological theory rests on a good understanding of natural history, students learn to develop their natural history intuition by making weekly field observations and keeping a field journal. Lecture three hours a week, laboratory/field investigation three hours a week. There will be one field trip early in the semester lasting beyond regular lab hours. Prerequisite: introductory biology or GEOL 103. (Williams, Division III)

**BIOL B223 The Story of Evolution and the Evolution of Stories**

(Dalke, Grobstein, Division II or III; cross-listed as ENGL B223)

**BIOL B225 Biology of Plants**

In-depth examination of the structures and processes underlying survival, growth, reproduction, competition and diversity in plants. Three hours of lecture a week. Prerequisites: BIOL 101 and 102. (Franklin, Williams, Division II and Quantitative Skills)

**BIOL B233 Psychobiology of Sex Differences**

The goal of this course is to survey and review research and theory regarding biological, psychological, social and cultural determinants of sex differences. This course will follow a lecture/discussion format with weekly lab meetings. Over the semester we will examine sex differences in behavior.

Specifically, we will explore the role that sex chromosomes and hormones, developmental processes, cultural socialization, and gender-role stereotypes play in the creation of sex differences in brain and behavior. Prerequisites: a course in biology or psychology, or permission of the instructors. (Thapar, Division II) *Not offered in 2008-09.*

**BIOL B236 Evolution**

A lecture/discussion course on the development of evolutionary thought, generally regarded as the most profound scientific event of the 19th century; its foundations in biology and geology; and the extent of its implications to many disciplines. Emphasis is placed on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: a 100-level science course or permission of instructors. (Gardiner, Saunders, Division II; cross-listed as ANTH B236 and GEOL B236)

**BIOL B245 The Brain and Mental Health**

A seminar course exploring implications of brain research for thinking about the nature of mental health and existing therapeutic approaches to mental health problems. Participants will read and discuss papers from the professional and semi-popular literature, and write papers that help others make sense of aspects of the brain/mental health interface. (Grobstein, Division II; cross-listed as PSYC B245)

**BIOL B250 Computational Methods in the Sciences**

(Allen, Division II and Quantitative Skills; cross-listed as CMSC B250 and GEOL B250) *Not offered in 2008-09.*

**BIOL B255 Microbiology**

Invisible to the naked eye, microbes occupy every niche on the planet. This course will examine how microbes have become successful colonizers; review aspects of interactions between microbes, humans and the environment; and explore practical uses of microbes in industry, medicine and environmental management. The course will combine lecture, discussion of primary literature and student presentations. Three hours of lecture per week. Prerequisites: BIOL B101 or permission of the instructor. (Chander, Division II)

**BIOL B260 Biogeography**

Biogeography is the study of the distribution of species and the causal processes (physical and biological) underlying such patterns. This includes principles of speciation, spacial analysis and the effect of natural processes and human impact on species distributions. Three lectures and one three-hour lab a week. Prerequisites: GEOL 102 or 103 or BIOL 102. (staff, Division III and Quantitative Skills; cross-listed as GEOL B260)

**BIOL B271 Developmental Biology**

An introduction to animal embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural and behavioral development, and sex determination. The laboratory focuses on vertebrate embryology and involves study of prepared slides and observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a

week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisites: BIOL 101, 102 or permission of instructor. (G. Davis, Division III)

**BIOL B303 Animal Physiology**

A comprehensive study of the physical and chemical processes in tissues, organs and organ systems that form the basis of animal function. Homeostasis, control systems and the structural bases of function are emphasized. Laboratories are designed to introduce basic physiological techniques and the practice of scientific inquiry. Lecture three hours, laboratory three hours a week. Prerequisites: BIOL 101, 102, CHEM 103, 104 and one 200-level biology course (Brodfehrer) *Not offered in 2008-09.*

**BIOL B309 Biological Oceanography**

A comprehensive examination of the principal ecosystems of the world's oceans, emphasizing the biotic and abiotic factors that contribute to the distribution of marine organisms. A variety of marine ecosystems are examined, including rocky intertidal, and hydrocarbon seeps, with an emphasis on the distinctive characteristics of each system and the assemblage of organisms associated with each system. Lecture three hours, laboratory three hours a week. One required three-day field trip, for which an extra fee is collected, and other occasional field trips as allowed for by scheduling. Prerequisites: BIOL 101, 102 and one 200-level science course, or permission of instructor. (Gardiner, Division III)

**BIOL B310 Philosophy of Science**

(Grobstein, Krausz, Division III; cross-listed as PHIL B310) *Not offered in 2008-09.*

**BIOL B313 Integrative Organismal Biology I**

The first semester of a two-semester course focusing on how organisms cope with environmental challenges by investigating the requirements for life at the level of individual cells and multi-cellular organisms, the anatomical and physiological properties of cells, tissues and organ systems, and how these properties allow organisms to interact successfully with their environment. Two three-hour lecture/laboratory sessions per week. Prerequisites: Two semesters of introductory biology and general chemistry. (Brodfuehrer, Gardiner, Division III)

**BIOL B314 Integrative Organismal Biology II**

The second semester of Integrative Organismal Biology. Two three-hour lecture/laboratory sessions per week. Prerequisite: BIOL 313 or permission of instructor. (Brodfuehrer, Gardiner, Division III)

**BIOL B321 Neuroethology**

This course provides an opportunity for students to understand the neuronal basis of behavior through the examination of how particular animals have evolved neural solutions to specific problems posed to them by their environments. The topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisite: BIOL 202, PSYC 218 or PSYC 217 at Haverford. (Brodfuehrer, Division II)

**BIOL B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp

techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: BIOL 101 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202. (Thomas, Brodfuehrer, Division III; cross-listed as PSYC B326) *Not offered in 2008-09.*

**BIOL B328 Analysis of Geospatial Data Using GIS**

(staff; cross-listed as ARCH B328, CITY B328 and GEOL B328)

**BIOL B340 Cell Biology**

A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture and immunocytochemistry. Lecture three hours, laboratory four hours a week. Prerequisites: BIOL 201 or 271, CHEM 211, 212 (may be taken concurrently), or permission of instructor. One semester of biochemistry is recommended. (Greif, Division III) *Not offered in 2008-09.*

**BIOL B341 Introduction to Biochemistry**

A course on the structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; and protein synthesis. Lecture three hours, laboratory

three hours a week. Prerequisite: CHEM 212. (staff, Division III) *Not offered in 2008-09.*

### **BIOL B343 Introduction to Biochemistry**

A course on the structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; and protein synthesis. Lecture three hours, laboratory three hours a week or library project. Prerequisite: CHEM 212. (staff; cross-listed as CHEM B343) *Not offered in 2008-09.*

### **BIOL B361 Emergence**

(Allen, Blank, Grobstein; cross-listed as CMSC B361)

### **BIOL B372 Molecular Biology**

This course will introduce students to molecular biology as a method for scientific inquiry. In addition to learning basic techniques for manipulation and analysis of nucleic acids, students will read and critically evaluate primary literature. Students will demonstrate knowledge of the material through written work, class discussion and oral presentations. Lecture three hours a week, laboratory three hours a week. Prerequisites: either BIOL 201, 340, 341 or permission of instructor. (T. Davis, Division III) *Not offered in 2008-09.*

### **BIOL B375 Integrated Biochemistry and Molecular Biology I**

The first semester of a two-semester course that focuses on the structure and function of proteins, carbohydrates, lipids and nucleic acids, enzyme kinetics, metabolic pathways, gene regulation and recombinant

DNA techniques. Students will explore these topics via lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: Two semesters of introductory biology and two semesters of organic chemistry. (Chander, T. Davis, Division III)

### **BIOL B376 Integrated Biochemistry and Molecular Biology II**

This second semester of a two semester course will continue investigating macromolecules, molecular pathways and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL B375 or permission of the instructor. (Chander, T. Davis, Division III)

### **BIOL B390 Senior Seminar in Ecology**

A focus on the interactions among organisms and their environments. Students read and discuss current and classic papers from the primary literature. Topics may include biogeographic patterns, population and community dynamics, and ecosystem functioning. We may explore current issues such as global warming, habitat degradation and fragmentation, loss of biodiversity and the introduction of alien species. The effects of these human induced changes on the biota are examined. Students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 220 or permission of instructor. (Williams)

**BIOL B391 Senior Seminar in Biochemistry**

Topics of current interest and significance in biochemistry are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisites: BIOL 341, 375 or permission of instructor. (Chander)

**BIOL B392 Senior Seminar in Physiology**

An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 303 or 304, or permission of instructor. (Brodfehrer) *Not offered in 2008-09.*

**BIOL B393 Senior Seminar in Molecular Genetics**

This course focuses on topics of current interest and significance in molecular genetics, such as chromatin structure and mechanisms of gene regulation. Students critically read, present and discuss in detail primary literature relevant to the selected topic. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prereq-

uisite: BIOL 201 or 372, or permission of instructor. (T. Davis)

**BIOL B394 Senior Seminar in Evolutionary Developmental Biology**

Topics of current interest and significance in evolutionary developmental biology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend and publicly present a research paper based on their readings. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 236 or 271, or permission of instructor. (G. Davis)

**BIOL B395 Senior Seminar: Cellular Biology of Cancer**

Topics focus on the current understanding of the mechanisms of cancer, with emphasis on cell signaling pathways and tumor suppressors. Students read and make critical presentations of papers from the current research literature. In addition, students write, defend and publicly present one long research paper or proposal. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 340 or BIOL 372 or permission of instructor. (Greif)

**BIOL B396 Topics in Neural and Behavioral Science**

A seminar course dealing with current issues in the neural and behavioral sciences. It provides advanced students concentrating in neural and behavioral sciences with an opportunity to read and discuss in depth seminal papers that represent emerging thought in the field. In addition, students are expected to make presentations of their



own research. Required for those with the concentration. (Greif, Thomas; cross-listed as PSYC B396)

**BIOL B397 Senior Seminar in Environmental Studies**

(Oze, Stroud; cross-listed as ANTH B397, CITY B397 and GEOL B397)

**BIOL B398 Senior Seminar in Science in Society**

Why do scientists cheat? This seminar will explore various aspects of scientific misconduct, a topic very much in the news. Among the areas to be discussed through case studies are types of misconduct, motivations for misconduct, distinguishing misconduct from genuine scientific disagreement, and mechanisms for detecting and preventing misconduct. (Greif) *Not offered in 2008-09.*

**BIOL B399 Senior Thesis**

(staff)

**BIOL B401 Supervised Research in Neural and Behavioral Sciences**

Laboratory or library research under the supervision of a member of the Neural and Behavioral Sciences committee. Required for those with the concentration. Prerequisite: permission of instructor. (staff)

**BIOL B403 Supervised Laboratory Research in Biology**

Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor. (staff)

**BIOL B425 Praxis III**

(staff)

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## CHEMISTRY

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*Students may complete a major or minor in Chemistry. Within the major, students may complete a minor in computational methods or education. Concentrations in biological chemistry, environmental studies or geochemistry may be completed within the major. Students may complete an M.A. in the combined A.B./M.A. program.*

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### Faculty

Sharon J. Nietzer Burgmayer, Professor

Michelle M. Francl, Professor (on leave semester II)

Jonas I. Goldsmith, Assistant Professor

Krynn DeArman Lukacs, Senior

Laboratory Lecturer and Major Adviser

William P. Malachowski, Associate Professor

Frank B. Mallory, Professor

Maryellen Nerz-Stormes, Senior

Laboratory Lecturer

Susan A. White, Professor and Chair

The undergraduate course program in Chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry and biological chemistry. Furthermore, students may design courses of study that emphasize chemistry's connections to biology, earth sciences and computer science. Laboratory work is emphasized to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of courses at the 100 level and 200 level, covers fundamental principles of chemistry. This core program provides the basis for ad-

vanced work at the 300 level and 400 level, in which students encounter contemporary problems in chemistry and interdisciplinary fields and the progress that is being made toward solving them.

### *Major Requirements*

The requirements for a standard major in chemistry include the following 11 courses (or their equivalents): CHEM 103 or 113, 104, 211, 212, 221, 222, 231, 242, 251 and 252, and any two courses selected from among CHEM 311, 312, 321, 322, 332, 345 or any chemistry course at the 500 level. Other required courses are MATH 101, 102 and 201 and PHYS 121/122 or 101/102 (or their equivalents). PHYS 121/122 is the recommended sequence. Students who have completed 101/102, as well as any students planning graduate work in chemistry, should consider taking PHYS 201. All A.B. recipients who complete this program with two semesters of CHEM 403 are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry. This is the program recommended for students intending to pursue graduate studies in chemistry.

Majors are encouraged to take additional chemistry courses at the 300 (or 500) level and at the 400 (research) level beyond the requirements of the standard program. Additional courses in mathematics and other natural sciences can contribute breadth to the chemistry major. Students with a strong interest in an allied field, such as biochemistry, geochemistry, environmental chemistry, computational chemistry or education may elect a minor or concentration in the appropriate field. Upon consultation with

major advisers in both fields students may select three of the four core courses, 221, 222, 231 and 242, and appropriate 300-level electives.

A typical schedule for the standard chemistry major involves taking CHEM 103 or 113 and 104 and MATH 101/102 in the first year; CHEM 211 and 212, MATH 201, and PHYS 121/122 or 101/102 in the sophomore year; CHEM 221, 222, 231, 242, 251 and 252 in the junior year; and appropriate advanced courses in the senior year. Note that MATH 201 (a fall course) or its equivalent should be completed by the end of the sophomore year. Students contemplating a chemistry major are urged to consult with the major adviser as early as possible. Those planning an interdisciplinary chemistry major should consult advisers in both departments as soon as possible.

### *Honors*

The A.B. degree with honors in chemistry will be awarded to students who complete the major in chemistry and also meet the following further requirements: two semesters of supervised research in chemistry (CHEM 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; an additional semester of work at the 300 level (or 500 level) in chemistry beyond the two advanced courses required for the standard chemistry major; and a grade point average, calculated at the end of the senior year, of at least 3.7 in all chemistry courses taken.

### *Minor Requirements*

A student may qualify for a minor in chemistry by completing a total of 6.5 courses

in chemistry, one of which must be either CHEM 221 or 222 with either CHEM 251 or 252. BIOL 341 or 343 may be counted as one of the required six courses. At least two of the six courses must be taken at Bryn Mawr.

### *Minor in Computational Methods*

Students may receive an A.B. degree in chemistry with a computational minor by fulfilling the core requirements in chemistry (CHEM 103 or 113, 104, 211, 212, 251 and 252) and three courses selected from 221, 222, 231 and 242, two advanced courses including CHEM 322 and CMSC 376, and by completing CMSC 110 or 205, 206, 231 and one of the following: 212, 225, 245, 246, 330, or 340. The courses selected to fulfill this minor must be approved by the major advisers in Chemistry and Computer Science.

### *Minor in Education*

Students may receive an A.B. degree in chemistry with an education minor by fulfilling the core requirements in chemistry (CHEM 103 or 113, 104, 211, 212, 251 and 252) and three courses selected from 221, 222, 231 and 242, three advanced courses selected from CHEM 403 or electives in chemistry or education, and by completing EDUC 200, 310, 311 and 240 or 250. The courses selected to fulfill this minor must be approved by the major advisers in Chemistry and Education. Of the three advanced courses, at least one must be a chemistry course at or above the 300-level. Interested students are encouraged to investigate the 5th-year certification option offered through the Education Program (see page 135).

### *Concentration in Biological Chemistry*

Students may receive an A.B. degree in chemistry with a concentration in biological chemistry by fulfilling the requirements for a major in chemistry, including CHEM 345 as one of the two required advanced courses, and also by completing two semesters of work in biology selected from BIOL 201 or 255, and BIOL 376 or their Haverford equivalents. The two biology courses chosen to fulfill this requirement must be approved by the major adviser.

### *Concentration in Environmental Studies*

Students may receive an A.B. degree in chemistry with a concentration in environmental studies by fulfilling the core requirements in chemistry (CHEM 103 or 113, 104, 211, 212, 251, 252) and three courses selected from 221, 222, 231 and 242, two advanced courses including a chemistry elective and GEOL 302 or 397, and by completing BIOL 220 and GEOL 103 and one course listed under “Humans in the Environment” and two courses listed under “Planning and Policy” (see page 158). The courses selected to fulfill this concentration must be approved by the major advisers in Chemistry and Environmental Studies.

### *Concentration in Geochemistry*

Students may receive an A.B. degree in chemistry with a concentration in geochemistry by fulfilling the core requirements in chemistry (CHEM 103 or 113, 104, 211, 212, 251, 252) and three courses selected from 221, 222, 231 and 242, one advanced course selected from CHEM 322 or 332, and by completing three geology courses se-

lected from GEOL 201, 202, 301 or 302. The courses selected to fulfill this concentration must be approved by the major advisers in Chemistry and Geology.

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

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate chemistry major and also must complete six units of graduate level work in chemistry. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission of an acceptable M.A. thesis. Other requirements are a written final examination covering material in the candidate's special field and an oral examination.

### **CHEM B100 The Stuff of Art**

An introduction to chemistry through fine arts, this course emphasizes the close relationship of the fine arts, especially painting, to the development of chemistry and its practice. The historical role of the material in the arts, in alchemy and in the developing science of chemistry, will be discussed, as well as the synergy between these areas. Relevant principles of chemistry will be illustrated through the handling, synthesis and/or transformations of the material. This course does not count towards chemistry major requirements, and is not suitable for premedical programs. Lecture 90 minutes, laboratory three hours a week. Enrollment limited to 20. (Burgmayer, Division III;

cross-listed as HART B100) *Not offered in 2008-09.*

### **CHEM B103 General Chemistry I**

For students with some background in chemistry. Students with strong preparation are directed to consider CHEM 113. Sections usually have a maximum of 50 students. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; radiochemistry. Examples in lecture and laboratory include environmental sciences, material sciences and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: math readiness or permission of instructor. (Goldsmith, Lukacs, White, Division III and Quantitative Skills)

### **CHEM B104 General Chemistry II**

A continuation of CHEM 103 or 113. Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM 103 or 113 with a grade of at least 2.0. (Burgmayer, Goldsmith, Lukacs, Division III and Quantitative Skills)

### **CHEM B113 General Chemistry**

A half-unit course for students with strong preparation in chemistry, but who are not ready to take CHEM 211 (Organic Chemistry). Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; radiochemistry. Recitation one hour, laboratory three hours a week. Enrollment limited to 25 first-year students.

Prerequisite: Advanced Placement score of 3 (or International Baccalaureate equivalent), or satisfactory performance on Bryn Mawr's placement test given on the first day of class, or permission of instructor. Does not meet Division II requirement by itself; students must continue with CHEM 104 to receive Division II credit. (Burgmayer, Lukacs)

### **CHEM B211 Organic Chemistry I**

An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 104 with a grade of at least 2.0. (Mallory, Nerz-Stormes, Division III)

### **CHEM B212 Organic Chemistry II**

A continuation of CHEM 211 with an exploration of complex chemical reactions and syntheses utilizing structure-reactivity principles. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM 211 with a grade of at least 2.0. (Malachowski, Nerz-Stormes, Division III)

### **CHEM B221 Physical Chemistry I**

Introduction to quantum theory and spectroscopy. Atomic and molecular structure; molecular modeling; rotational, vibrational, electronic and magnetic resonance spectroscopy. Lecture three hours. Prerequisites: CHEM 104, PHYS 121 or 103 and MATH 201. May be taken concurrently with CHEM 211 and PHYS 121 or 103. (Francl, Division III)

### **CHEM B222 Physical Chemistry II**

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechan-

ics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisites: CHEM 104, PHYS 122 or 102 and MATH 201. May be taken concurrently with CHEM 212 and PHYS 122 or 102. (Goldsmith, Division III)

### **CHEM B231 Inorganic Chemistry**

Bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours a week. Prerequisite: CHEM 212. (Burgmayer, Division III)

### **CHEM B242 Biological Chemistry**

The structure, chemistry and function of amino acids, proteins, lipids, polysaccharides and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids and amino acids, and the control of various pathways; protein synthesis. Lecture three hours a week. Prerequisite: CHEM 212. (White, Division III)

### **CHEM B251 Research Methodology in Chemistry I**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, record-keeping and writing. One hour of lecture and five hours of laboratory per week. Prerequisite: CHEM 212. Corequisite: CHEM 221 or 242. 0.5 credit/semester. (Goldsmith, Malachowski)

### **CHEM B252 Research Methodology in Chemistry II**

This laboratory course integrates advanced concepts in chemistry from biological, inorganic, organic and physical chemistry. Students will gain experience in the use of departmental research instruments and in scientific literature searches, record-keeping and writing. One hour of lecture and five hours of laboratory per week. Prerequisite: CHEM 212. Corequisite: CHEM 222 or 231. (Burgmayer)

### **CHEM B311 Advanced Organic Chemistry**

A survey of the methods and concepts used in the synthesis of complex organic molecules. Lecture three hours a week. Prerequisites: CHEM 212 and 222. (Malachowski, Division II)

### **CHEM B312 Advanced Organic Chemistry**

Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates and stereochemistry. Lecture three hours a week. Prerequisites: CHEM 212 and 222. (Mallory, Division II)

### **CHEM B321 Advanced Physical Chemistry: Quantum Chemistry**

Quantum mechanics and its application to problems in chemistry. Topics will include molecular orbital theory, density functional theory. Readings and problem sets will be supplemented with material from the current research literature. Students will gain experience with programming in Mathematica. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar three hours per week. (Francl, Division II)

### **CHEM B322 Advanced Physical Chemistry: Mathematical Modeling of Natural Processes**

An interdisciplinary approach to computational models in fields ranging from biology to chemistry, physics and geology. Lecture three hours per week. Prerequisites: MATH 201 and at least junior-level standing in a science major or permission of the instructor. This course may be counted as a Mathematics elective. (Francl, Division II) *Not offered in 2008-09.*

### **CHEM B332 Advanced Inorganic Chemistry**

Organometallic chemistry, including discussion of structure and bonding, reaction types, and catalysis; bioinorganic chemistry, illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor. (Burgmayer, Division II) *Not offered in 2008-09.*

### **CHEM B345 Advanced Biological Chemistry: HIV and Malaria**

Physical biochemistry of nucleic acids and proteins; spectroscopic, structural and molecular biological techniques for studying macromolecules. Applications to pathogenic organisms, genomics and bioinformatics. Textbook readings will be supplemented with articles from the recent literature. Lecture/seminar three hours a week. Prerequisites: any course in biochemistry or permission of instructor. (White, Division II)

### CHEM B403 Supervised Research

Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least 10 hours a week. Oral or written presentations are required at the end of each semester. Prerequisite: permission of faculty supervisor. (staff, Division II)

Graduate seminars in chemistry are open to qualified undergraduates with the permission of the department.

## CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

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*Students may complete a major or minor in Classical and Near Eastern Archaeology.*

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### *Faculty*

Mehmet Ali Ataç, Assistant Professor  
A. A. Donohue, Professor  
Astrid Lindenlauf, Assistant Professor  
Peter Magee, Associate Professor and  
Major Adviser, on leave semester II  
James C. Wright, Professor and Chair

The curriculum of the department focuses on the cultures of the Mediterranean regions and the Near East in antiquity. Courses treat aspects of society and material culture of these civilizations as well as issues of theory, method and interpretation.

### *Major Requirements*

The major requires a minimum of 10 courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome and two semesters of the senior conference. At least two upper-level courses should be distributed between classical and Near Eastern subjects and one other should concern method and theory in archaeology (ARCH 330 and ANTH 220). Additional requirements are determined in consultation with the major adviser. Additional coursework in subjects related to archaeology may be accepted for major credit; such courses are offered in the Departments of Anthropology, Geology, Greek, Latin and Classical Studies, Growth and Structure of Cities, and History of Art.

Each student's course of study to meet major requirements will be determined in consultation with the undergraduate major adviser in the spring semester of the sophomore year. Students considering majoring in the department are encouraged to take the introductory courses early in their undergraduate career and should also seek advice from departmental faculty. Students who are interested in interdisciplinary concentrations or in study abroad during the junior year are strongly advised to seek assistance in planning their major early in their sophomore year.

### *Concentration in Geoarchaeology*

The Departments of Anthropology, Classical and Near Eastern Archaeology, and Geology offer a concentration in geoarchaeology for existing majors in these departments. Please consult with Professor Magee regarding this program.

#### **Requirements for the Concentration:**

- A. Two 100-level units from Anthropology, Classical and Near Eastern Archaeology or Geology, of which one must be from the department outside the student's major.
- B. ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).
- C. BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).
- D. Two elective courses, to be chosen in consultation with the major adviser, from among current offerings in Anthropology, Classical and Near Eastern Archaeology and Geology. One of these two courses must be from outside the student's major. Suggested courses include but are not limited to ANTH 203 (Human Ecology), ANTH 220

(Methods and Theory), ANTH 225 (Paleolithic Archaeology), ANTH 240 (Traditional Technologies), ARCH 308 (Ceramic Analysis), ARCH 332 (Field Techniques), GEOL 202 (Mineralogy), GEOL 205 (Sedimentology), GEOL 310 (Geophysics), and GEOL 312 (Quaternary Climates).

### *Honors*

Honors are granted on the basis of academic performance as demonstrated by a cumulative average of 3.5 or better in the major.

### *Independent Research*

Majors who wish to undertake independent research, especially for researching and writing a lengthy paper, should arrange with a professor who is willing to advise them, and consult with the major adviser. Such research normally would be conducted by seniors as a unit of independent study (403).

### *Minor Requirements*

The minor requires six courses. Core requirements are two 100-level courses distributed between the ancient Near East and Egypt and ancient Greece and Rome in addition to four other courses selected in consultation with the major adviser.

### *Languages*

Majors who contemplate graduate study in classical fields should incorporate Greek and Latin into their programs. Those who plan graduate work in Near Eastern or Egyptian may take appropriate ancient languages at the University of Pennsylvania, such as Middle Egyptian, Akkadian and Sumerian. Any student considering graduate study



in classical and Near Eastern archaeology should study French and German.

### *Fieldwork*

The department strongly encourages students to gain fieldwork experience and assists them in getting positions on field projects in North America and overseas. The department is undertaking several field projects in which undergraduates may be invited to participate.

Professor Peter Magee conducts a for-credit field school at Muweilah, al-Hamriya and Tell Abraç in the United Arab Emirates. Undergraduate and graduate students in archaeology participate in this project, which usually takes place during the winter break.

Professor James Wright directs the Nemea Valley Archaeological Project in Greece. Currently, the collaboration with Professor R. Angus Smith (Ph.D., Bryn Mawr College, 2002) of Brock University in Canada, and under the auspices of the Canadian Institute in Greece, is excavating a Mycenaean chamber tomb cemetery in the valley. Undergraduate and graduate students in archaeology participate in this project, which focuses on excavation techniques, skeletal analysis and museum studies.

The department is collaborating with Professor Aslı Özyar (Ph.D., Bryn Mawr College, 1991) of Boğaziçi University in Istanbul, in the Tarsus Regional Project, Turkey, sponsored by Boğaziçi University. This is a long-term investigation of the mound at Gözlü Küle at Tarsus, in Cilicia, which was first excavated by Hetty Goldman, A.B. 1903. Both undergraduate and graduate students in archaeology participate in this project.

### *Museum Internships*

The department is awarded annually two internships by the Nicholas P. Goulandris Foundation for students to work for a month in the Museum of Cycladic Art in Athens, Greece, with an additional two weeks at an archaeological field project. This is an all-expense paid internship for which students may submit an application.

Opportunities to work with the College's archaeology collections are available throughout the academic year and during the summer. Students wishing to work with the collections should consult the curator/academic liaison or collections manager for art and artifacts.

### *Study Abroad*

A semester of study abroad is encouraged if the program is approved by the department. Students are encouraged to consult with faculty, since some programs the department may approve may not yet be listed at the Office of International Programs. Major credit for courses taken is given on a case-by-case basis after review of the syllabus, work submitted for a grade, and a transcript. Normally credit will not be given for more than one course and not for courses that are ordinarily offered by the department.

### **ARCH B101 Introduction to Egyptian and Near Eastern Archaeology**

A historical survey of the archaeology and art of the ancient Near East, Egypt, and the prehistoric Aegean. Three hours of class, one hour of special topics a week. (Ataç, Division III)

**ARCH B102 The Uses of the Past:**

**Introduction to Classical Archaeology**

A historical survey of the archaeology and art of Greece, Etruria and Rome. Three hours of class, one hour of special topics each week. (Donohue, Division III) *Not offered in 2008-09.*

**ARCH B104 Archaeology of Agricultural and Urban Revolutions From Egypt to India**

This course examines the archaeology of the two most fundamental changes that have occurred in human society in the last 12,000 years, agriculture and urbanism, and we explore these in Egypt and the Near East as far as India. We also explore those societies that did not experience these changes. (Magee, Division III; cross-listed as CITY B104) *Not offered in 2008-09.*

**ARCH B110 The World Through Classical Eyes**

A survey of the ways in which the ancient Greeks and Romans perceived and constructed their physical and social world. The evidence of ancient texts and monuments will form the basis for exploring such subjects as cosmology, geography, travel and commerce, ancient ethnography and anthropology, the idea of natural and artificial wonders, and the self-definition of the classical cultures in the context of the *oikoumene*, the “inhabited world.” (Donohue, Division III; cross-listed as CSTS B110) *Not offered in 2008-09.*

**ARCH B115 Classical Art**

An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3,000 B.C.E. to 300 C.E.). Major categories

of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted. (Donohue, Division III; cross-listed as CITY B115, CSTS B115 and HART B115) *Not offered in 2008-09.*

**ARCH B120 The Archaeology, Anthropology and Sociology of Rubbish**

This course aims to introduce students to a range of approaches to the study of disposal practices in past and present societies. Particular attention will be paid to the interpretation of spatial disposal patterns, the power of dirt(y waste) to create boundaries and difference, and types and motivations of recycling. (Lindenlauf)

**ARCH B160 Daily Life in Ancient Greece and Rome**

The often-praised achievements of the classical cultures arose from the realities of day-to-day life. This course surveys the rich body of archaeological and literary evidence pertaining to how ancient Greeks and Romans—famous and obscure alike—lived and died. Topics include housing, food, clothing, work, leisure and family and social life. (Donohue, Division III; cross-listed as CITY B160 and CSTS B160)

**ARCH B201 Preclassical Greek Art and Archaeology**

The art and archaeology of Greece and its Mediterranean neighbors between the end of the Bronze Age and the Persian invasion (circa 1100 to 480 B.C.E.), the period which saw the rise of the city-state, the introduction of democracy and the spread of Greek civilization by colonization and trade. The architecture, painting, sculpture and minor

arts will be studied with attention to their historical and cultural contexts. (Donohue, Division III) *Not offered in 2008-09.*

### **ARCH B203 Ancient Greek Cities and Sanctuaries**

A study of the development of the Greek city-states and sanctuaries. Archaeological evidence is surveyed in its historic context. The political formation of the city-state and the role of religion is presented, and the political, economic and religious institutions of the city-states are explored in their urban settings. The city-state is considered as a particular political economy of the Mediterranean and in comparison to the utility of the concept of city-state in other cultures. (Wright, Division III; cross-listed as CITY B203) *Not offered in 2008-09.*

### **ARCH B205 Greek Sculpture**

One of the best-preserved categories of evidence for ancient Greek culture is sculpture. The Greeks devoted immense resources to producing sculpture that encompassed many materials and forms and served a variety of important social functions. This course examines sculptural production in Greece and neighboring lands from the Bronze Age through the fourth century B.C.E. with special attention to style, iconography and historical and social context. (Donohue, Division III; cross-listed as HART B204) *Not offered in 2008-09.*

### **ARCH B206 Hellenistic and Roman Sculpture**

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period beginning with the death of Alexander the Great that saw the transformation of the classical world through the rise of Rome and the establish-

ment and expansion of the Roman Empire. Style, iconography and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition. (Donohue, Division III; cross-listed as HART B206)

### **ARCH B209 Aegean Archaeology**

The prehistoric cultures of the Aegean area concentrating on Minoan Crete, Troy, the Aegean Islands, and Mycenaean Greece. (Wright, Division III)

### **ARCH B220 Araby the Blest: The Archaeology of the Arabian Peninsula from 3000 to 300 B.C.E.**

A survey of the archaeology and history of the Arabian peninsula focusing on urban forms, transport and cultures in the Arabian peninsula and Gulf and their interactions with the world from the rise of states in Mesopotamia down to the time of Alexander the Great. (Magee, Division III)

### **ARCH B224 Women in the Ancient Near East**

A survey of the social position of women in the ancient Near East, from sedentary villages to empires of the first millennium B.C.E. Topics include critiques of traditional concepts of gender in archaeology and theories of matriarchy. Case studies illustrate the historicity of gender concepts: women's work in early village societies; the meanings of Neolithic female figurines; the representation of gender in the Gilgamesh epic; the institution of the "Tawananna" (queen) in the Hittite empire; the indirect power of women such as Semiramis in the Neo-Assyrian palaces. Reliefs, statues, texts

and more indirect archaeological evidence are the basis for discussion. (Magee, Division III)

**ARCH B228 The Archaeology of Iran: From the Neolithic to Alexander the Great**

Examines the archaeology of Iran and its eastern neighbors from circa 8000 B.C.E. to the coming of Alexander at the end of the fourth century B.C.E. Focus on the emergence of agriculture and urbanism and the appearance of the Achaemenid Empire, examined in the light of contacts with states in Mesopotamia and South Asia and the abilities of the ancient inhabitants of Iran to exploit their environment. (Magee) *Not offered in 2008-09.*

**ARCH B230 Archaeology and History of Ancient Egypt**

The cultural, social and political development of Egypt from the beginning of settled communities in the Nile Valley to the end of the New Kingdom (circa 5000 to 1100 B.C.E.), in both the African and the wider Near Eastern contexts. Emphasizes archaeological remains, but also makes use of documentary evidence. (Ataç, Division III) *Not offered in 2008-09.*

**ARCH B240 Archaeology and History of Ancient Mesopotamia**

A survey of the material culture of ancient Mesopotamia, modern Iraq, from the earliest phases of state formation (circa 3500 B.C.E.) through the Achaemenid Persian occupation of the Near East (circa 331 B.C.E.). Emphasis will be on art, artifacts, monuments, religion, kingship and the cuneiform tradition. The survival of the cultural legacy of Mesopotamia into later ancient and Islamic traditions will also be

addressed. (Ataç, Division III) *Not offered in 2008-09.*

**ARCH B244 Great Empires of the Ancient Near East**

A survey of the history, material culture, political and religious ideologies of, and interactions among, the five great empires of the ancient Near East of the second and first millennia B.C.E.: New Kingdom Egypt, the Hittite Empire in Anatolia, the Assyrian and Babylonian Empires in Mesopotamia, and the Persian Empire in Iran. (Ataç, Division III; cross-listed as CITY B244, HIST B244 and POLS B244)

**ARCH B252 Pompeii**

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700's had an enormous impact on 18th and 19th century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city. (staff, Division III; cross-listed as CITY B259) *Not offered in 2008-09.*

**ARCH B255 Sport and Spectacle in Ancient Greece and Rome**

Sport and spectacle in ancient Greece and Rome and how they compare to the institutions of education and sport in modern society. Topics are the Olympic games and other sanctuaries with athletic competitions, the built structures for athletics (stadium, gymnasium, baths, amphitheaters, circuses, and hippodrome) and spectacles,

such as gladiatorial combat. (Scott, Wright, Division III; cross-listed as CITY B260, CSTS B255 and HIST B285) *Not offered in 2008-09.*

### **ARCH B263 Roman Archaeology**

The art and architecture of Rome from the Republic through the Empire in Europe, North Africa and the Near East. (staff, Division III) *Not offered in 2008-09.*

### **ARCH B268 Greek and Roman Architecture**

The course will introduce the structure of Greek and Roman cities and sanctuaries, the variety of building types and monuments found within them, and how local populations used and lived in the architectural environment of the classical world. (staff; cross-listed as CITY B268 and HART B268) *Not offered in 2008-09.*

### **ARCH B270 Geoarchaeology**

Societies in the past depended on our human ancestors' ability to interact with their environment. Geoarchaeology analyzes these interactions by combining archaeological and geological techniques to document human behavior while also reconstructing the past environment. Course meets twice weekly for lecture, discussion of readings and hands on exercises. Prerequisite: one course in anthropology, archaeology or geology. (Barber, Magee; cross-listed as ANTH B270 and GEOL B270) *Not offered in 2008-09.*

### **ARCH B301 Greek Vase-Painting** (Lindenlauf, Division III)

### **ARCH B303 Classical Bodies**

An examination of the conceptions of the human body evidenced in Greek and Roman art and literature, with emphasis on issues that have persisted in the Western tradition. Topics include the fashioning of concepts of male and female standards of beauty and their implications; conventions of visual representation; the nude; clothing and its symbolism; the athletic ideal; physiognomy; medical theory and practice; the visible expression of character and emotions; and the formulation of the "classical ideal" in antiquity and later times. (Donohue, Division III; cross-listed as HART B305)

### **ARCH B305 Ancient Athens: Monuments and Art**

Detailed analysis of the monuments, archaeology and art of ancient Athens—the home of such persons as Pericles, Plato and Sophocles. The course considers the art and monuments of ancient Athens against the historical background of the city, and is a case study in understanding the role of archaeology in reconstructing the life and culture of the Athenians. (Lindenlauf; cross-listed as CITY B305) *Not offered in 2008-09.*

### **ARCH B308 Ceramic Analysis**

Pottery is a fundamental means of establishing the relative chronology of archaeological sites and of understanding past human behavior. Included are theories, methods and techniques of pottery description, analysis and interpretation. Topics include typology, seriation, ceramic characterization, production, function, exchange and the use of computers in pottery analysis. Laboratory work on pottery in the department collections. Prerequisite: permission of instructor. (Magee) *Not offered in 2008-09.*

**ARCH B312 The Eastern Mediterranean in the Late Bronze Age**

This course will cover economic and cultural interactions among the Levant, Cyprus, Anatolia, Egypt and the Aegean. We will study the politics and powers in the Eastern Mediterranean circa 1500 to 1100 B.C.E.—the Egyptian and Hittite empires, the Mitanni, Ugarit and Syro-Palestinian polities, Cyprus and the Mycenaeans. Topics include: metallurgy, mercantile systems, seafaring, the Sea Peoples, systems collapse, and interpretive issues when working with archaeological and historical sources. (Wright, Division III)

**ARCH B321 The Archaeology of Magna Graecia**

Sicily and southern Italy, lying at the center of the Mediterranean, were visited, invaded and colonized by various cultures from the Bronze Age through the Roman Imperial period. The course will examine the native cultures, Mycenaean remains, Phoenician settlements, Greek colonizations and cities and the Roman conquest. Prerequisite: ARCH 102 or equivalent. (staff, Division III) *Not offered in 2008-09.*

**ARCH B322 The Archaeology of the Roman Empire**

An examination of the growth of the Roman Republic into the Roman Empire at its height, from its acquisitions of the Hellenistic kingdoms (second and first centuries, B.C.E.) to its domination of Europe, North Africa and the Near East. Prerequisite: ARCH B102. (staff) *Not offered in 2008-09.*

**ARCH B328 Analysis of Geospatial Data Using GIS**

(staff; cross-listed as BIOL B328, CITY B328 and GEOL B328)

**ARCH B330 Archaeological Theory and Method**

An historical introduction to archaeological theory and methods. Topics: archaeology's origins in the Renaissance; the formation of archaeology and geology and social scientific approaches to the human past; competing philosophies of knowledge, phenomenology and postmodern constructions of knowledge. (Wright, Division III)

**ARCH B342 Greek Architectural Sculpture**

This course examines in depth a large and important body of remains from the Archaic, Classical and Hellenistic periods, that puts the sculpture in its architectural and cultural contexts, allowing study of original examples of Greek art that are couched in a relatively well established chronology. (staff, Division III) *Not offered in 2008-09.*

**ARCH B351 The Phoenicians**

Study of the origins of the Phoenicians in the Late Bronze-early Iron Age and their dispersal throughout the Mediterranean, with special attention to the interactions in the West through the period of the Punic Wars. Prerequisite: ARCH 204 or permission of the instructor. (staff, Division III; cross-listed as CITY B351) *Not offered in 2008-09.*

**ARCH B359 Topics in Classical Art and Archaeology**

A research-oriented course taught in seminar format, treating issues of current interest in Greek and Roman art and archaeology. Prerequisites: 200-level coursework in some aspect of classical or related cultures, archeology or art history. (Donohue, Division III; cross-listed as CSTS B359 and HART B358)

**ARCH B398, B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports. (Ataç, Lindenlauf)

**ARCH B403 Supervised Work**  
(staff)**COMPARATIVE  
LITERATURE**

*Students may complete a major or minor in Comparative Literature.*

*Directors*

Azade Seyhan, at Bryn Mawr College  
Israel Burshatin, at Haverford College

*Faculty*

Sooyong Kim, Visiting Assistant Professor

*Advisory Committee at Bryn Mawr*

Elizabeth C. Allen, Russian  
Francis Higginson, French and  
Francophone Studies (on leave semester I)

Sooyong Kim, Middle East Studies  
Initiative

Homay King, History of Art (on leave  
semesters I and II)

Pauline Lin, East Asian Studies

Maria Cristina Quintero, Spanish (on  
leave semester I)

Roberta Ricci, Italian

Bethany Schneider, English (on leave  
semesters I and II)

Azade Seyhan, Comparative Literature  
and German and German Studies

*Advisory Committee at  
Haverford College*

Israel Burshatin, Professor of Comparative  
Literature and Spanish

Maud McInerney, Associate Professor of  
English

Jerry Miller, Assistant Professor of  
Philosophy

Deborah Roberts, Professor of Classics

Roberto Castillo Sandoval, Associate  
Professor of Spanish

Ulrich Schoenherr, Associate Professor of  
German

David Sedley, Associate Professor of  
French

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the sociocultural functions of literature. The structure of the program allows students to engage in such diverse areas of critical inquiry as East-West cultural relations, global censorship and human rights, diaspora studies, film history and theory, and aesthetics of modernity. Therefore, interpretive methods from other disciplines also play a role in the comparative study of literature; among these are anthropology, ethnology, philosophy, history, history of art, religion, classical studies, area studies (Africana studies, Middle Eastern studies, Latin American studies, among others), gender studies, and other arts.

Comparative literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that language. Some comparative literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in comparative literature should also study a second foreign language.

### *Major Requirements*

Requirements for the comparative literature major are COML 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one)—at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; COML 398: Theories and Methods in Comparative Literature and 399: Senior Seminar in Comparative Literature.

### *Honors*

Students who, in the judgment of the advisory committee, have done distinguished work in their courses and in the senior seminar will be considered for departmental honors.

### *Minor Requirements*

Requirements for the minor are COML 200 and 398, plus four additional courses—two each in the literature of two languages. At least one of these four courses must be at the 300 level. Students who minor in comparative literature are encouraged to choose their national literature courses from those with a comparative component.

Both majors and minors are encouraged to work closely with the chairs and members of the advisory committee in shaping their programs.

### **COML B155 Islamic Civilization: A Literary Introduction**

This course offers a basic introduction to the Islamic world, from Spain to India, in



its political, social, religious, and cultural dimensions. We cover the period from the rise of Islam to early modern times (roughly 600 to 1500). Texts in English translation. (Kim, Division III; cross-listed as GNST B155) *Not offered in 2008-09.*

**COML B200 Introduction to Comparative Literature**

This course explores a variety of approaches to the comparative or transnational study of literature through readings of several kinds: texts from different cultural traditions that raise questions about the nature and function of storytelling and literature; texts that comment on, respond to and rewrite other texts from different historical periods and nations; translations; and readings in critical theory. (Seyhan, Division III)

**COML B202 Culture and Interpretation** (Krausz, Division III; cross-listed as PHIL B202) *Not offered in 2008-09.*

**COML B209 Introduction to Literary Analysis: Philosophical Approaches to Criticism**

An introduction to various methods of reading the literary text from the perspective of critical methods informed by philosophical ideas. In their quest for self-understanding and knowledge, literature and philosophy share similar forms of inquiry and imaginative modeling. Selected literary texts and critical essays focus on questions of language, translation, understanding, and identity in their relation to history, epistemology, ethics, and aesthetics. One of the main objectives of the course is to provide students with the critical tools necessary for an informed reading of texts. Designated theory course. (Seyhan, Division III; cross-listed as GERM B209 and PHIL B209)

**COML B211 Primo Levi, the Holocaust and Its Aftermath**

(staff, Division III; cross-listed as HEBR B211 and ITAL B211) *Not offered in 2008-09.*

**COML B212 Borges y sus lectores**

(Sacerio-Garí, Division III; cross-listed as SPAN B211) *Not offered in 2008-09.*

**COML B213 Qu'est-ce que la théorie?**

Designated theory course. (Mahuzier, Division III; cross-listed as FREN B213)

**COML B215 "Memoria Negra": la literatura afro-hispánica**

(Lima, Division III; cross-listed as SPAN B215) *Not offered in 2008-09.*

**COML B222 Aesthetics: The Nature and Experience of Art**

Designated theory course. (Krausz, Division III; cross-listed as PHIL B222)

**COML B223 Topics In German Cultural Studies**

(staff, Division III; cross-listed as GERM B223 and HART B223) *Not offered in 2008-09.*

**COML B231 Cultural Profiles in Modern Exile**

Topic for 2008-09: Women Writing in Transnational Contexts. This course is a critical introduction to the anthropological, philosophical, psychological, and, most importantly, literary aspects of modern exile. It investigates exile as the defining experience and metaphor of modernity and examines the dialectical relationship between imagined/remembered homelands and transnational identities and between language loss and bi- and multilingualism. Readings by Meena Alexander, Gloria Anzaldúa, Julia Al-

varez, Ana Castillo, Assia Djebar, Eva Hoffman, E.S. Özdamar, Zadie Smith, among others. (Seyhan, Division III; cross-listed as ANTH B231 and GERM B231)

**COML B234 Postcolonial Literature in English**

(Tratner, Division III; cross-listed as ENGL B234)

**COML B236 The Ancient Novel**

(staff, Division III; cross-listed as CSTS B236) *Not offered in 2008-09.*

**COML B240 Literary Translation Workshop**

(Kirchwey, Division III; cross-listed as ARTW B240)

**COML B245 Interdisciplinary Approaches to German Literature and Culture**

(Meyer, Division III; cross-listed as GERM B245) *Not offered in 2008-09.*

**COML B251 Romantic Prose Fiction**

This seminar studies representative works of Romantic poetry's "poor relation"—prose fiction. Readings include novels from England, France, Germany and Russia, such as *Frankenstein*, *A Hero of Our Time*, *The Red and the Black*, *The Sorrows of Young Werther* and *Wuthering Heights*, as well as short stories. Discussions include such topics as national varieties of Romanticism, the Romantic ideals of nature, love and the self, and the impact of the revolutionary era on art. Illustrative examples of Romantic painting and music are also considered. All readings and discussions in English. (Allen, Division III) *Not offered in 2008-09.*

**COML B252 The Art of Athletics: Modern Sport in 20th Century Culture**

This course, drawing upon a range of artistic media—literature, painting, and cinema—from the United States, Western Europe and Russia, explores how artists throughout the 20th century celebrated the beauty and vigorous spirit of athletics. Course discussion will focus on artists' use of sports to probe issues of gender, race, class, and ideology. (Harte, Division III) *Not offered in 2008-09.*

**COML B257 The Realist Novel Revisited**

This seminar undertakes the study of a deceptively simple cultural and literary historical concept—realism—by closely reading well-known 19th-century novels by George Eliot, Gustave Flaubert, Theodor Fontane, Henry James, Stendhal, Leo Tolstoy and Ivan Turgenev, all of which have traditionally been placed within realism's parameters. Critical essays exploring the nature of realism, either in general or in a particular author's works, are also discussed. The ethical implications of the realist enterprise and, more broadly, the possible relations between art and life receive special scrutiny. (Allen, Division III)

**COML B260 Ariel/Caliban y el discurso americano**

(Sacerio-Gari, Division III; cross-listed as SPAN B260)

**COML B265 The Islamic Literary Tradition**

This course surveys the major genres of the Islamic literary tradition, with emphasis on premodern works. We will consider the aesthetic principles that informed the tradition as well as questions of continuities and

ruptures. Texts in English translation. (Kim, Division III; cross-listed as GNST B265)

**COML B266 Travel and Transgression**  
(Taylor, Division III; cross-listed as ENGL B266) *Not offered in 2008-09.*

**COML B267 Poets of Cinema**  
(staff, Division III; cross-listed as ENGL B267 and HART B267) *Not offered in 2008-09.*

**COML B269 Ecologies of Theater: Performance, Play, and Landscape**  
(Lord, Division III; cross-listed as ARTT B270) *Not offered in 2008-09.*

**COML B270 Classical Heroes and Heroines**  
(Baertschi, Division III; cross-listed as CSTS B270) *Not offered in 2008-09.*

**COML B274 From Myth to Modern Cinema: From Dionysus to the Silver Screen**  
(Baertschi, Division III; cross-listed as CSTS B274)

**COML B277 Topics in Islamic Literatures**  
Examines medieval and early modern Muslim travel accounts of the Islamic world and beyond, through selected texts in English translation. Looks at critical approaches to travel narrative and considers whether they are useful for Islamic context. (Kim, Division III; cross-listed as GNST B277) *Not offered in 2008-09.*

**COML B278 Reading the Middle East**  
This course examines major themes in modern Middle Eastern literatures through selected prose works by prominent modern writers in translation from Arabic, Hebrew,

Persian and Turkish. Topics include tradition versus modernity, gender and the family, the individual and the state, and the impact of regional conflict. (Kim, Division III) *Not offered in 2008-09.*

**COML B279 Introduction to African Literature**  
(Beard, Division III; cross-listed as ENGL B279) *Not offered in 2008-09.*

**COML B285 Contemporary International Films**  
(staff, Division III; cross-listed as ENGL B285 and HART B285) *Not offered in 2008-09.*

**COML B299 Cultural Diversity and Its Representations**  
Topic for 2008-09: Middle Eastern Cultures in Germany. This course focuses on the literary and aesthetic production of writers, artists, and filmmakers from Turkey, the Arab countries, Iran, and Israel, living and working in contemporary Germany. (Seyhan, Division III; cross-listed as GERM B299)

**COML B302 Le printemps de la parole féminine: femmes écrivains des débuts**  
(Armstrong, Division III; cross-listed as FREN B302) *Not offered in 2008-09.*

**COML B305 Modern German Drama—Faust: Approaches to a Legend in Literature, Drama, and Film**  
(Seyhan, Division III; cross-listed as GERM B305) *Not offered in 2008-09.*

**COML B306 Film Theory**  
(King, Division III; cross-listed as ENGL B306 and HART B306) *Not offered in 2008-09.*

**COML B308 El teatro del Siglo de Oro**  
(Quintero, Division III; cross-listed as SPAN B308) *Not offered in 2008-09.*

**COML B312 Crimen y detectives en la narrativa hispánica contemporánea**  
(Song, Division III; cross-listed as SPAN B311 and COML B312) *Not offered in 2008-09.*

**COML B319 A Sense of Place**  
(Briggs, Division III; cross-listed as ENGL B319) *Not offered in 2008-09.*

**COML B320 Topics in German Literature**  
(staff, Division III; cross-listed as ENGL B320, GERM B320 and HART B320) *Not offered in 2008-09.*

**COML B321 Advanced Topics in German Cultural Studies**  
(Meyer, Division III; cross-listed as CITY B319 and GERM B321)

**COML B323 Culture and Interpretation**  
Designated theory course. (Krausz, Division III; cross-listed as PHIL B323)

**COML B325 Etudes avancées de civilisation**  
(Dana, Mahuzier, Division III; cross-listed as FREN B325) *Not offered in 2008-09.*

**COML B326 Etudes avancées**  
(Dana, Division III; cross-listed as FREN B326) *Not offered in 2008-09.*

**COML B340 Topics in Baroque Art**  
(McKim-Smith, Division III; cross-listed as HART B340) *Not offered in 2008-09.*

**COML B348 Cinema and Popular Memory**  
(staff, Division III; cross-listed as ENGL B348 and HART B346) *Not offered in 2008-09.*

**COML B350 Voix médiévales et échos modernes**  
(Armstrong, Division III; cross-listed as FREN B350)

**COML B351 Medieval Encounters in Contemporary Fiction**  
Muslim, Christian and Jewish relations, particularly in the medieval period, have occupied a number of recent works of fiction in English and other languages. Why that subject has so captured the literary imagination and how individual authors treat it are the central issues the course aims to address. Selected works of fiction will serve as entry points into questions of how different religious communities interacted with and perceived one another before modern times. Another goal of the course is to make students think about how works of historical fiction serve to shape as well as to challenge current religious sensibilities. (Kim, Division III) *Not offered in 2008-09.*

**COML B364 Political Philosophy**  
(Salkever, Elkins, Division III; cross-listed as PHIL B364 and POLS B364) *Not offered in 2008-09.*

**COML B370 Psychoanalytic Theory**  
(staff, Division III; cross-listed as ENGL B370) *Not offered in 2008-09.*

**COML B375 Interpreting Mythology**  
(Edmonds, Division III; cross-listed as CSTS B375) *Not offered in 2008-09.*

**COML B398 Theories and Methods in Comparative Literature**

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, explores both theoretical and applied, or practical, literary criticism, in which literary theories are put to work, often in combination, to elucidate particular texts. Throughout the semester, students collect and review theoretical and applied critical materials bearing on their own comparative thesis topics in order to situate those topics in an appropriate critical context. (Burshatin)

**COML B399 Senior Seminar in Comparative Literature**  
(Higginson, McInerney)**COML B403 Supervised Work**  
(staff)

Haverford College currently offers the following courses in Comparative Literature:

- COML H200 Introduction to Comparative Literature
- COML H205 Studies in the Spanish American Novel
- COML H205 Legends of Arthur
- COML H210 Spanish and Spanish American Film Studies
- COML H215 Tales of Troy
- COML H221 The Ancient Novel
- COML H222 Rethinking Latin America in Contemporary Narrative
- COML H228 The Logos and the Tao
- COML H230 Beauty, Rhetoric, Aesthetics, Philosophy

COML H240 As the World Turned:  
Milton and Early Modern  
Revolutions

COML H248 The Quran

COML H250 Quixotic Narratives

COML H302 Speaking in Tongues

COML H306 Of Monsters and Marvels:  
Wonder in Islamic Traditions

COML H308 Mystical Literatures of Islam

COML H312 Advanced Topics

COML H320 Contemporary German  
Fiction

COML H322 Politics of Memory in Latin  
America

COML H343 The Latin American City  
and its Narratives

COML H385 Popular Culture, Cultural  
Identity and the Arts in Latin  
American

COML H388 Problems in Narrative:  
Obsession, Trauma, Hysteria,  
Oblivion, Bliss

COML H398 Theories and Methods in  
Comparative Literature

## COMPUTER SCIENCE

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*Students may complete a major or minor in Computer Science or a minor in computational methods.*

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### *Coordinators*

Douglas S. Blank, Associate Professor and Director

John Dougherty, Assistant Professor and Director at Haverford College

### *Bryn Mawr College*

Douglas S. Blank, Associate Professor and Director

Deepak Kumar, Professor (on leave semester I)

Steven Lindell, Associate Professor

Dianna Xu, Assistant Professor

### *Haverford College*

David G. Wonnacott, Associate Professor

John Dougherty, Assistant Professor and Director

Computer Science is the science of algorithms—their theory, analysis, design and implementation. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The program at Bryn Mawr is founded on the belief that computer science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Program is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The program welcomes students who wish to pursue a

major in computer science. Additionally, the program also offers a minor in computer science, a concentration in computer science (at Haverford College) and a minor in computational methods (at Bryn Mawr College). The program also strives to facilitate evolving interdisciplinary majors. For example, students can propose a major in cognitive science by combining coursework from computer science and disciplines such as psychology and philosophy.

All majors, minors and concentrations offered by the program emphasize foundations and basic principles of information science, rather than engineering or data-processing applications. The aim is to provide students with skills that transcend short-term trends in computer hardware and software.

### *Major in Computer Science*

Students are encouraged to prepare a major course plan in consultation with their academic adviser in Computer Science. The requirements for a major in computer science are three introductory courses (CMSC 110 or 205, 206 and 231), three core courses (CMSC 240, 245 and one of 330, 340 or 345), six electives of a student's choosing and a senior thesis. Students should ensure that they have completed at least three courses in computer science by the end of their sophomore year (we highly recommend CMSC 110, 206 and 231).

### *Minor in Computer Science*

Students in any major are encouraged to complete a minor in computer science. Completing a minor in computer science enables students to pursue graduate studies in computer science, in addition to their

own major. The requirements for a minor in computer science at Bryn Mawr are CMSC 110 or 205, 206, 231, any two of CMSC 240, 245, 246, 330, 340 or 345, and two electives chosen from any course in computer science, approved by the student's adviser in computer science. As mentioned above, these requirements can be combined with any major, depending on the student's interest and preparation.

### *Minor in Computational Methods*

This minor is designed to enable students majoring in any discipline to learn computational methods and applications in their major area of study. The requirements for a minor in computational methods are CMSC 110 or 205, 206, 231; one of CMSC 212, 225, 245, 246, 330, 340 or 361; any two computational courses depending on a student's major and interests (there are over 35 such courses to choose from in various departments).

Students can declare a minor at the end of their sophomore year or soon after. Students should prepare a course plan and have it approved by at least two faculty advisers. Students minoring in computational methods are encouraged to propose senior projects/theses that involve the application of computational modeling in their major field of study.

### **CMSC B110 Introduction to Computing**

An introduction to the nature, subject matter and branches of computer science as an academic discipline, and the nature, development, coding, testing, documenting and analysis of the efficiency and limitations of algorithms. Also includes the social context of computing (risks, liabilities, intellectual

property and infringement). (Blank, Kumar, Xu, Division II and Quantitative Skills)

### **CMSC B120 Visualizing Information**

An introduction to visualization of complex data through computer manipulation. Explores the tools necessary to allow the human mind to make sense of vast amounts of data collected in many fields of study. Topics: 2D/3D representations, programming techniques, data conversion principles, color representation and introduction to virtual reality. (Allen, Xu, Division II and Quantitative Skills) *Not offered in 2008-09.*

### **CMSC B206 Introduction to Data Structures**

Introduction to the fundamental algorithms and data structures of computer science: sorting, searching, recursion, backtrack search, lists, stacks, queues, trees, graphs, dictionaries. Introduction to the analysis of algorithms. Prerequisite: CMSC 205 or 110, or permission of instructor. (Blank, Division II)

### **CMSC B212 Computer Graphics**

Presents the fundamental principles of computer graphics: data structures for representing objects to be viewed, and algorithms for generating images from representations. Prerequisite: MATH 203 or 215, or permission of instructor. (Xu)

### **CMSC B231 Discrete Mathematics**

(Hughes, Division II and Quantitative Skills; cross-listed as MATH B231 and PHIL B230)

### **CMSC B240 Principles of Computer Organization**

A lecture/laboratory course studying the hierarchical design of modern digital com-

puters. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: CMSC 206 or permission of instructor. (Kumar, Division II) *Not offered in 2008-09.*

### **CMSC B245 Principles of Programming Languages**

An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the runtime structure of programming languages and programming in the large. The course has a strong lab component where students get to construct large programs in at least three different imperative programming languages. (Blank, Division II and Quantitative Skills)

### **CMSC B246 Programming Paradigms: Unix and C Programming**

Topics course; course content varies. Topic for 2008-09 is Programming in UNIX and C. Provides an in-depth introduction to C and C++, as well as programming principles such as abstraction, encapsulation and modularization. Another focus of the class is to gain proficiency in the UNIX operating system. Assumes familiarity with conditionals, loops, functions and arrays and will focus on C-specific topics such as pointer manipulations, dynamic memory allocation and abstract data types. An excellent preparation for classes such as operating

systems and software engineering principles and programming techniques to facilitate medium-scaled development projects. Prerequisite: CMSC 110 or 205. (Xu, Division II and Quantitative Skills)

### **CMSC B250 Computational Methods in the Sciences**

This course is for students of all disciplines interested in learning the foundations of computational methods and modeling. Topics include the theory and role of computational methods in data analysis, an introduction to fundamental computation (combinatorics, probability and related statistics), and an introduction to statistical simulation and probability models, with a specific focus on Monte Carlo simulation. Examples will be drawn from numerous disciplines across the natural sciences. Two lectures and one two-hour problem session a week. (Allen, Division II and Quantitative Skills; cross-listed as BIOL B250 and GEOL B250) *Not offered in 2008-09.*

### **CMSC B257 Gender and Technology**

(Blankenship, Dalke, Division III; cross-listed as ENGL B257)

### **CMSC B312 Computer Graphics**

An introduction to the fundamental principles of computer graphics: including 3D modeling, rendering and animation. Topics cover: 2D and 3D transformations; rendering techniques; geometric algorithms; 3D object models (surface and volume); visible surface algorithms; shading and mapping; ray tracing; and select others. Prerequisites: CMSC B110, CMSC B206, CMSC/MATH B231 and CMSC B246 or permission of instructor. (Xu)



**CMSC B325 Computational Linguistics**

Introduction to computational models of understanding and processing human languages. How elements of linguistics, computer science, and artificial intelligence can be combined to help computers process human language and to help linguists understand language through computer models. Topics covered: syntax, semantics, pragmatics, generation and knowledge representation techniques. Prerequisite: some background in linguistics or computer science. (Kumar) *Not offered in 2008-09.*

**CMSC B330 Algorithms: Design and Practice**

This course examines the applications of algorithms to the accomplishments of various programming tasks. The focus will be on understanding of problem-solving methods, along with the construction of algorithms, rather than emphasizing formal proving methodologies. Topics include divide and conquer, approximations for NP-Complete problems, data mining and parallel algorithms. Prerequisites: CMSC 206 and 231. (Kumar, Division II and Quantitative Skills) *Not offered in 2008-09.*

**CMSC B355 Operating Systems**

A practical introduction to modern operating systems, using case studies from UNIX, VMS, MSDOS and the Macintosh. Lab sessions will explore the implementation of abstract concepts, such as resource allocation and deadlock. Topics include file systems, memory allocation schemes, semaphores and critical sections, device drivers, multiprocessing and resource sharing. (Xu) *Not offered in 2008-09.*

**CMSC B361 Emergence**

A multidisciplinary exploration of the interactions underlying both real and simulated systems, such as ant colonies, economies, brains, earthquakes, biological evolution, artificial evolution, computers and life. These emergent systems are often characterized by simple, local interactions that collectively produce global phenomena not apparent in the local interactions. (Allen, Blank, Grobstein; cross-listed as BIOL B361) *Not offered in 2008-09.*

**CMSC B371 Cognitive Science**

Cognitive science is the interdisciplinary study of intelligence in mechanical and organic systems. In this introductory course, we examine many topics from computer science, linguistics, neuroscience, mathematics, philosophy and psychology. Can a computer be intelligent? How do neurons give rise to thinking? What is consciousness? These are some of the questions we will examine. No prior knowledge or experience with any of the subfields is assumed or necessary. Prerequisite: permission of instructor. (staff)

**CMSC B372 Artificial Intelligence**

Survey of Artificial Intelligence (AI), the study of how to program computers to behave in ways normally attributed to "intelligence" when observed in humans. Topics include heuristic versus algorithmic programming; cognitive simulation versus machine intelligence; problem-solving; inference; natural language understanding; scene analysis; learning; decision-making. Topics are illustrated by programs from literature, programming projects in appropriate languages and building small robots.

(Kumar, Division II and Quantitative Skills; cross-listed as PHIL B372) *Not offered in 2008-09.*

**CMSC B380 Recent Advances in Computer Science: Game Design and Programming**

A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of instructor. (Blank, Division II)

**CMSC B399 Senior Project**  
(Kumar)

**CMSC B403 Supervised Work/Independent Study**  
(staff)

Haverford College currently offers the following courses in Computer Science:

- CMSC H105 Introduction to Computer Science
- CMSC H130 Foundations of Rigorous Thinking
- CMSC H147 A History of Mechanized Thought
- CMSC H206 Introduction to Data Structures
- CMSC H240 Principles of Computer Organization
- CMSC H304 Computational Physics
- CMSC H340 Analysis of Algorithms
- CMSC H355 Operating Systems
- CMSC H392 Software Development for Accessibility
- CMSC H393 Physics of Computation
- CMSC H480 Senior Thesis Preparation
- CMSC H480 Independent Study

**EAST ASIAN STUDIES**

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*Students may complete a major or a minor in East Asian Studies.*

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*Chairs*

- Richard Hamilton, Professor and Co-Chair
- Shizhe Huang, Associate Professor and Co-Chair

*Bryn Mawr College*

- Tz'u Chiang, Senior Lecturer
- Richard Hamilton, Professor and Co-Chair
- Yonglin Jiang, Visiting Associate Professor
- Pauline Lin, Assistant Professor
- Changchun Zhang, Instructor

*Haverford College*

- Hank Glassman, Associate Professor (on leave semesters I and II)
- Shizhe Huang, Associate Professor and Co-Chair
- Masayo Kaneko, Visiting Assistant Professor
- Yoko Koike, Senior Lecturer
- Paul Jakov Smith, Professor
- Yukino Tanaka Goda, Lecturer

*Chinese Language*

- Tz'u Chiang
- Shizhe Huang, Director
- Pauline Lin
- Changchun Zhang

## *Japanese Language*

Hank Glassman

Yoko Koike, Director

Yukino Tanaka

The Bi-College Department of East Asian Studies links rigorous language training to the study of East Asian, and particularly Chinese and Japanese, culture and society. In addition to our intensive programs in Chinese and Japanese languages, departmental faculty offer courses in East Asian philosophy, linguistics, literature, religion and social and intellectual history. The East Asian Studies Department also incorporates courses on East Asia by affiliated Bi-College faculty on East Asian anthropology, cities, economics, philosophy and sociology, as well as additional courses on East Asian culture and society by faculty at Swarthmore.

The intellectual orientation of the Department of East Asian Studies is primarily historical and text-based; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of primary sources (in translation and in the vernacular) and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan and (with special approval) Korea are encouraged to consider the East Asian studies major. But we also work closely with affiliated faculty in the Bi-Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as anthropology, economics, political science, sociology and the growth and structure of cities, as well as with faculty in history, music, religion and philosophy. East Asian studies majors are encouraged to

take advantage of these programs to supplement their East Asian studies coursework. Students who wish to combine the study of East Asia and its languages with a major in another discipline are invited to consider the East Asian studies minor, described more fully below.

## *Major Requirements*

Requirements for the major are:

1. Completion of at least the third-year level of (Mandarin) Chinese or Japanese (i.e., 101-102). Students who entered college with native fluency in one East Asian language (including Korean) must complete this requirement with another East Asian language.
2. EAST 200 (Sophomore Seminar: Methods and Approaches to East Asian Studies), which highlights the emergence of East Asia as a coherent cultural region and introduces students to basic bibliographic skills and research approaches. Required of East Asian studies majors and minors; open to history majors and others with permission of the instructors. This course should be taken in the second semester of the sophomore year.
3. Five additional courses in East Asian cultures, as follows: one 100-level Introduction (from among EAST 120, 129, 131 or 132); two 200-level courses; and two 300-level seminars.
4. A one-semester senior seminar (EAST 398) in the fall, culminating in the completion of a senior thesis by the end of that semester.

### *Minor Requirements*

The Department of East Asian Studies offers a flexible six-course minor for students with varying interests in East Asian cultures and languages. All candidates for minor credit must take EAST 200 (Sophomore Seminar). In addition, they may take five additional courses in East Asian cultures and society, or any combination of culture courses and language courses in Chinese or Japanese above the first-year (001-002) level. The most typical configurations will be EAST 200 plus: five additional culture courses and no language; three additional culture courses and two language courses at the second (003-004) or third-year (101-102) level; or one additional culture course and four language courses at the second-year level and above.

### *Language Placement Tests*

Placement tests for first-time students at all levels are conducted in the first week of the fall semester. To qualify for third-year language courses students need to finish second-year courses with a score of 3.0 or above in all four areas of training: listening, speaking, reading, and writing. In the event that students do not meet the minimum grade at the conclusion of second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include, but is not limited to, taking summer courses or studying on their own under supervision. They must take a placement test before starting third-year language study in the fall.

### *Honors*

Honors in East Asian studies will be awarded by the departmental faculty on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. A 3.7 average in major-related coursework is considered the minimum necessary for consideration for honors.

### *Study Abroad*

The Department of East Asian Studies strongly recommends study abroad to maximize language proficiency and cultural familiarity. Because study abroad provides an unparalleled opportunity to study a culture from the inside, students spending a semester or year in China, Japan or Korea will be required to prepare an essay of 10 pages on significant issues confronting their host country, based on information from local newspapers or magazines, television or personal interviews. No departmental credit will be granted for study abroad without satisfactory completion of this assignment, whose details should be worked out with the student's adviser.

Formal approval is required by the study abroad adviser prior to the student's travel. Without this approval, credit for courses taken abroad may not be accepted by the East Asian Studies Department.

If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the East Asian Studies Department. These plans must be worked out in concert with the department's study abroad adviser and the student's dean.

**EAST B131 Chinese Civilization**

A broad chronological survey of Chinese culture and society from the Bronze Age to the present, with special reference to such topics as belief, family, language, the arts and sociopolitical organization. Readings include primary sources in English translation and secondary studies. (Jiang, Division I or III)

**EAST H200 Sophomore Seminar: Methods and Approaches in East Asian Studies**

Introduces current and prospective majors to the scope and methods of East Asian studies. Employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography, and the formulation of research topics and approaches. Culminates in a substantial research essay. A prerequisite for East Asian studies majors and minors, the course should be taken in the second semester of the sophomore year; occasionally in the second semester of the junior year. Also for history majors and other interested students as an elective. (Smith, Division III).

**EAST B206 Modern Chinese Literature and Film**

Introduces the development of modern Chinese literature and related film since the 19th century in terms of the significant motifs of enlightenment and decadence. The course enriches the understanding of heterogeneous “modernities” rather than the homogeneous “modernity” in modern China. (Zhou, Division III) *Not offered in 2008-09.*

**EAST B210 Topics in Chinese Culture and History**

This course is a broad chronological survey of Chinese history with a focus on foreign relations. In this period, China stood at the center of the emerging world economy. The rise of Inner Asian armies on horseback led China to be ruled by Mongolian and Manchurian leaders, fostering new notions of the empire. Interactions with Europeans became more common, from Marco Polo near the beginning of the period to British merchants at the end. Students are encouraged to relate these changes to their understanding of present-day China. (Lin, Division III) *Not offered in 2008-09.*

**EAST B212 Introduction to Chinese Literature: Literature in Everyday Life**

The rituals of everyday life mark the passing of our personal histories: they include the basics for sustenance, as well as the extravagant and serendipitous occurrences; there is a rhythm to daily life, and there are interruptions to that rhythm. At the same time, records of daily life also reflect a given period, its culture, people or individual writers. This course explores everyday life beginning from the earliest times with the *Book of Songs* to the great 18th-century novel, *The Dream of the Red Chamber*. Topics include: farm life and gardens, the “things” in life, travels, courtship, dreams, tea culture, and food. (Lin, Ditter, Division III) *Not offered in 2008-09.*

**EAST B225 Topics in Modern Chinese Literature: Modern China through Literature, Art and Film**

This course explores modern China from the early 20th century to the present through its literature, art and films, reading them as commentaries of their own time. We will

begin with the May Fourth Movement and conclude with the social and ecological effects of China's recent economic boom. Materials will include literary works of Lu Xun, Ba Jin, Zhou Zuoren, Zhang Ailing; artworks of Xu Beihong, Zhang Dali, and the modern experimentalists; films by the Chinese Fourth, and Fifth, Generation filmmakers, as well as documentaries by Carma Hinton and Antony Thomas. (Lin, Division III; cross-listed as HART B225 and HIST B220)

**EAST B229 Comparative Urbanism: Colonial and Postcolonial Cities**

This course exams the issues of colonialism, postcolonialism, and urbanism in a Chinese context. As Chinese society transformed in the 19th and early 20th centuries, cities were at the forefront of change, becoming symbols of both the promise and the discontents of modernity. At the same time, Chinese cities maintained their roles as centers of economic, political, and religious activity. How did these shifts affect urban life? We will consider answers to these questions with reference to hygiene, markets, military bases, crime, imperialism and labor. (McDonogh, Wooldridge, Division I; cross-listed as ANTH B229 and CITY B229) *Not offered in 2008-09.*

**EAST B263 The Chinese Revolution**

Places the causes and consequences of the Communist Revolution of 1949 in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals. (Jiang, Division I)

**EAST B267 The Development of the Modern Japanese Nation**

(Takenaka, Division I; cross-listed as ANTH B267 and SOCL B267) *Not offered in 2008-09.*

**EAST B270 Japanese Architecture and Planning**

(Hein, Division III; cross-listed as CITY B270 and HART B270) *Not offered in 2008-09.*

**EAST B272 Topics in Early and Medieval China: Chinese Cities and City Culture**

Cities are the political, cultural, and economic centers of a time and space; each is distinguished by geographic locale, architectural details, inhabitants, and its literary, artistic, and historical milieu. We investigate the literary and cultural artifacts: beginning with magnificent Chang'an and Luoyang; on to medieval Ye and Luoyang, the cosmopolitan eighth century Chang'an, and concluding with bustling 11th-century Bianjing. Extensive use of visual materials, such as city plans and descriptions, architecture and gardens, works by notable writers and painters. (Lin, Division I; cross-listed as CITY B273 and HART B272)

**EAST B325 Topics in Chinese History and Culture: Legal Culture in Chinese History**

This course examines the cultural dimensions of law in Chinese history. Topics will include legal philosophy, legal institutions, law-society interaction, legal discourse, and the interaction between Chinese and Western legal values. We will read translated primary sources, including historical accounts and original law code texts, as well as secondary works of scholarship. (Jiang, Division III; cross-listed as HIST B326)

**EAST B335 East Asian Development**

(Rock, Division I; cross-listed as CITY B336 and ECON B335) *Not offered in 2008-09.*

**EAST B354 Identity, Ritual and Cultural Practice in Contemporary Vietnam**

(Pashigian, Division I; cross-listed as ANTH B354) *Not offered in 2008-09.*

**EAST B398 Senior Conference**

A semester-long research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission. (Kaneko, Lin)

**EAST B403 Supervised Work**

(staff)

Haverford College currently offers the following courses in East Asian Studies:

EAST H132 Japanese Civilization

EAST H200 Sophomore Seminar:  
Methods and Approaches in East Asian Studies

EAST H218 Chinese Calligraphy As An Art Form

EAST H228 The Logos and the Tao

EAST H240 Economic Development and Transformation: China vs. India

EAST H242 Buddhist Philosophy

EAST H244 Anthropology of China

EAST H260 Mid-Imperial China

EAST H299 Modern Japanese Literature

EAST H310 Sex and Gender in Japanese Buddhism

EAST H342 Topics in Asian Philosophy:  
Japanese Zen in Global Context

EAST H349 Topics in Comparative History

EAST H382 Syntax and Semantics of Mandarin Chinese

***EAST ASIAN LANGUAGES***

The East Asian Studies Department welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the coordinator of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

***CHINESE LANGUAGE***

Tz'u Chiang

Shizhe Huang, Director

Pauline Lin

Changchun Zhang

The Chinese Language Program offers a full undergraduate curriculum of courses in Mandarin Chinese. Students who will combine language study with focused work on East Asian society and culture may wish to consider the major or minor in East Asian studies. Information about study abroad programs can be found under the East Asian studies heading in this catalog.

***College Foreign Language Requirement***

The College's foreign language requirement may be satisfied by completing CNSE 003 and 004 with an average grade of at least 2.0 or with a grade of 2.0 or better in CNSE 004.

**CNSE B001, B002 First-year Chinese**

An intensive introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material

through active practice. Six hours a week of lecture and oral practice plus one-on-one sessions with the instructor. This is a year-long course; both semesters are required for credit. (Chiang, Zhang)

**CNSE H003, H004 Second-year Chinese**  
Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE003 and 004) are required for credit. Prerequisite: First-year Chinese or consent of instructor. (Huang, Zhang)

**CNSE B101, B102 Third-year Chinese**  
A focus on overall language skills through reading and discussion of modern short stories, as well as on students' facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes of drama and films are used as study aids. Prerequisite: Second-year Chinese or permission of instructor. (Chiang, Division III)

**CNSE B201, B202 Fourth-year Chinese**  
Development of language ability by readings in modern Chinese literature, history and/or philosophy. Speaking and reading skills are equally emphasized through a consideration of the intellectual, historical and social significance of representative works. Prerequisite: Third-year Chinese or permission of instructor. (Lin, Division III)

**CNSE B480 Independent Study**  
(staff)

## ***JAPANESE LANGUAGE***

Hank Glassman  
Yoko Koike, Director  
Yukino Tanaka Goda

### ***College Foreign Language Requirement***

The College's foreign language requirement may be satisfied by completing JNSE 003 and 004 with an average grade of at least 2.0 or with a grade of 2.0 or better in JNSE 004.

### **JNSE H001, H002 First-year Japanese**

An introduction to the four basic skills (reading, writing, speaking and listening), with special emphasis on the development of conversational fluency in sociocultural contexts. Six hours per week of lecture and oral practice. This is a year-long course; both semesters are required for credit. (Koike)

### **JNSE H003, H004 Second-year Japanese**

A continuation of first-year Japanese, with a focus on the further development of oral proficiency, along with reading and writing skills. Five hours per week of lecture and oral practice. Prerequisite: First-year Japanese or equivalent. (Goda)

### **JNSE H101, H102 Third-year Japanese**

A continuation of language study with further development of oral proficiency. Emphasis on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Three hours of class, one hour of oral practice. Prerequisite: Second-year Japanese or equivalent. (Koike, Goda)



**JNSE H201, H202 Fourth-year Japanese**  
Advanced Japanese language training with a focus on reading. Students in this course will learn many new *kanji*, will be introduced to classical Japanese grammar, will watch movies and films dealing with contemporary topics, and will continue to deepen their understanding of the Japanese language. Prerequisite: Third-year Japanese or equivalent and consent of the instructor. (Goda, Koike)

**JNSE H480 Independent Study**  
Modern urban Japan: advanced readings in Japanese and English.

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## ECONOMICS

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*Students may complete a major or minor in Economics. Within the major, students may complete a concentration in environmental studies.*

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### *Faculty*

Daniel Alger, Visiting Assistant Professor  
Janet Ceglowski, Professor and Chair  
Michael Rock, Professor  
David R. Ross, Associate Professor (on leave Semester I)  
Richard Stahnke, Visiting Assistant Professor

The Economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures. The curriculum assists undergraduates in mastering the methods used by economists to analyze those processes and institutions and it enables students to make reasoned assessments of alternative public policies in a wide range of fields.

ECON 105 (or 101 and 102 at Haverford) introduces the central theme of economics: explaining how markets mediate among competing demands for scarce resources. It prepares students for further work in economics and complements studies in a host of fields including political science, growth and structure of cities, environmental studies, mathematics and history.

### *Major Requirements*

1. Majors must take 10 semester courses including:

Introduction to Economics (ECON B105, or H101-H102)

Intermediate Microeconomics (ECON B200 or H300)

Intermediate Macroeconomics (ECON B202 or H302)

Statistical Methods in Economics (ECON B203, H203 or H204)

2. The Statistical Methods and Intermediate Theory requirements ideally would be met during sophomore year and must be completed by the end of junior year or before any Junior Year Abroad experience.

3. Majors take several 200-level courses, which apply the principles from the introductory courses (ECON B105, H101 or H102) and introduce the major subfields of economics, such as international trade and finance, industrial organization, environmental economics, public finance, money and banking, economic development, poverty and labor markets.

4. At least one semester of calculus (MATH 101 or the equivalent) is a prerequisite for ECON B200, B202, and B304. Two semesters of calculus (MATH 102 or the equivalent) are a prerequisite for ECON H300.

5. All majors must also take two 300-level semester topics courses for which one of the intermediate theory courses is a prerequisite. One of the 300-level courses must be a research seminar fulfilling the thesis course. (ECON 403,

Independent Research may be substituted for this requirement; and some students have completed the thesis in conjunction with another 300-level elective.) Students are not permitted to enter a thesis course without successfully completing a course introducing the field. For example, ECON 316 or 348 are prerequisites for ECON 396.

6. No more than two courses that do not have one of the introductory courses (ECON B105, H101 or H102) as prerequisites can count toward an economics major at Bryn Mawr.

Students who earn a grade below 2.7 in ECON B101, H101 or H102 are advised to not major in Economics.

### *Graduate Study*

Students intending to pursue Ph.D. work in economics or graduate degrees in public policy should plan to add ECON 304, Introduction to Econometrics, to the list of courses they take to fulfill major requirements. Students intending to pursue a Ph.D. in economics should also strongly consider a minor or double major in mathematics. Math courses that are particularly appropriate for Ph.D. study in economics include MATH 101 and 102, Calculus with Analytical Geometry; MATH 201, Multivariable Calculus; MATH 203, Linear Algebra; MATH 205, Theory of Probability and Applications; MATH 210, Differential Equations with Applications; and MATH 301 and 302, Introduction to Real Analysis. Students are strongly urged to consult with members in the department of mathematics as early as possible, and ideally, no later than the end of the sophomore year.

### *Honors*

An economics major with a GPA of 3.7 in economics or higher, including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

### *Minor Requirements*

Starting with the Class of '11, the minor in economics consists of ECON 105 and 203; either ECON 200 or 202; and three electives one of which must have ECON 200 or 202 as a prerequisite.

Students in the classes of '08, '09, and '10 may meet the minor requirements by taking six (6) semester courses in economics, including ECON B105 (or H101 and H102), 203 and a coherent selection of four or more additional courses approved by the department chair.

A minor plan must be approved before the start of the senior year.

### *Advance Placement*

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of 10 and 6 courses in economics, respectively. Students qualifying for advanced placement should see the department chair to obtain approval for the waiver and for advice on planning their course work in economics.

### *Study Abroad*

Planning ahead is the key to successfully balancing a semester or year abroad with the economics major; so consult with the chair or other members of the department early in your career at Bryn Mawr. It is virtually impossible to major and spend junior year abroad (and challenging to spend a semester abroad) unless a student has completed ECON B105 (or H101 and H102) during the first year. Students planning a semester or junior year abroad must complete the statistical methods and intermediate theory courses (200, 202 and 203) either before going abroad or while abroad. Majors must have at least a 3.5 GPA to qualify for a two-semester junior year abroad. Majors contemplating a junior year abroad must consult with the department chair well before the February application deadline. If a student wants a particular course to count toward the economics major or minor, she must obtain approval from the department chair before confirming registration at the host institution.

### *Business Courses*

The department will grant major credit (at the 100 level) for a single business course that is the equivalent of ECON H247 (Financial Accounting) at Haverford.

### *Concentration in Environmental Studies*

Students who wish to combine their economics major with environmental studies (see page 156) should consult Michael Rock or David Ross early in their career.

**ECON B105 Introduction to Economics**

An introduction to micro- and macro-economics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. (Rock, Stahnke, Division I)

**ECON B140 Self Interest and Social Behavior**

Introduces students to an interdisciplinary, decision and game theoretic model of social behavior where self interest may be sought by rational choice, biological or cultural evolution. Applications include voting, market behavior, public policy formation, mate choice, the development of ethics and structuring environments to enhance cooperation. Designed for students interested in an interdisciplinary approach to social behavior, this course may be used toward the economics major only with the permission of the instructor. Prerequisite: MATH B101 (or equivalent) or consent of the instructor. (Alger, Division I)

**ECON B200 Intermediate Microeconomics**

Systematic development of the analytical framework economists use to explain the behavior of consumers and firms. Determination of price; partial and general equilibria; welfare economics. Application to current economic problems. Prerequisites: ECON B105, or H101 and H102, MATH B101 (or equivalent), one 200-level applied microeconomics elective (may be waived by the instructor). (Ross, Division I)

**ECON B202 Intermediate Macroeconomics**

The goal of this course is to provide a thorough understanding of the behavior of the aggregate economy and the likely effects of government stabilization policies. Models of output, inflation, unemployment and interest rates are developed, along with theories of consumption, investment, economic growth, exchange rates and the trade balance. These models are used to analyze the likely macroeconomic effects of fiscal and monetary policies and to explore current macroeconomic issues and problems. Prerequisites: ECON B105, or H101 and H102, MATH B101 or equivalent, and sophomore standing or permission of the instructor. (Ceglowski, Division I)

**ECON B203 Statistical Methods in Economics**

An introduction to econometric terminology and reasoning. Topics include descriptive statistics, probability and statistical inference. Particular emphasis is placed on regression analysis and on the use of data to address economic issues. The required computational techniques are developed as part of the course. Prerequisites: ECON B105, or H101 and H102, and a 200-level elective (may be waived by the instructor). (Vartanian, Quantitative Skills; cross-listed as CITY B206)

**ECON B207 Money and Banking**

Analysis of the development and present organization of the financial system of the United States, focusing on the monetary and payment systems, financial markets and financial intermediaries. Prerequisites: ECON B105, or H101 and H102. (staff, Division I) *Not offered in 2008-09.*

**ECON B213 Taming the Modern Corporation**

Introduction to the economics of industrial organization and regulation, focusing on policy options for ensuring that corporations enhance economic welfare and the quality of life. Topics include firm behavior in imperfectly competitive markets; theoretical bases of antitrust laws; regulation of product and occupational safety, environmental pollution and truth in advertising. Prerequisite: ECON H101 or B105. (Alger, Division I; cross-listed as CITY B213)

**ECON B214 Public Finance**

Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; social insurance and antipoverty programs; U.S. tax structure and incidence. Prerequisites: ECON B105 or H101 (Stahnke, Division I; cross-listed as CITY B214)

**ECON B221 U.S. Economic History**

Study of the evolution of the economy of what is today the United States from the period of European settlement through the Great Depression. The course examines the roles played by technology, the environment, government and the nation's evolving economic institutions on the course of its economic development. Prerequisites: ECON B105, or H101 and H102. (staff, Division I; cross-listed as CITY B221) *Not offered in 2008-09.*

**ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic de-

velopment in the developing economies of Africa, Asia, Latin America and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population and environment) on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105, or H101 and H102. (Rock, Division I; cross-listed as CITY B225)

**ECON B234 Environmental Economics**

Introduction to the use of economic analysis explain the underlying behavioral causes of environmental and natural resource problems and to evaluate policy responses to them. Topics may include air and water pollution; the economic theory of externalities, public goods and the depletion of resources; cost-benefit analysis; valuing non-market benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105, or H101 and H102. (Rock, Division I; cross-listed as CITY B234)

**ECON B236 The Economics of Globalization**

An introduction to international economics through theory, policy issues and problems. The course surveys international trade and finance, as well as topics in international economics. It investigates why and what a nation trades, the consequences of such trade, the role of trade policy, the behavior and effects of exchange rates, and the macroeconomic implications of trade and

capital flows. Topics may include the economics of free trade areas, world financial crises, outsourcing, immigration and foreign investment. Prerequisites: ECON B105, or H101 and H102. The course is not open to students who have taken ECON 316 or 348. (Ceglowski, Division I; cross-listed as CITY B238)

### **ECON B242 Economics of Local Government Programs**

How can economics help solve and learn from the problems facing rural and suburban communities? The instructor is a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105 or H101. (Ross, Division I)

### **ECON B243 Economic Inequality and Government Policy Choices**

This course will examine the U.S. economy and the effects of government policy choices. The class will focus on the potential tradeoffs between economic efficiency and greater economic equality. Some of the issues that will be explored include tax, education, and health care policies. Different perspectives on issues will be examined. Prerequisite: ECON B105, or H101 and H102. (Vartanian, Division I)

### **ECON B285 Democracy and Development**

From 1974 to the late 1990's the number of democracies grew from 39 to 117. This "third wave," the collapse of communism and developmental successes in East Asia have led some to argue the triumph of democracy and markets. Since the late 1990's, democracy's third wave has stalled, and

some fear a reverse wave and democratic breakdowns. We will question this phenomenon through the disciplines of economics, history, political science and sociology drawing from theoretical, case study and classical literature. Prerequisite: one year of study in political science or economics. (Ross, Rock, Division I; cross-listed as POLS B385) *Not offered in 2008-09.*

### **ECON B304 Introduction to Econometrics**

The econometric theory presented in ECON 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: ECON 203 or 204; B200 or both B202 and MATH 201. (Stahnke, Division I)

### **ECON B311 Game Theory and Applications**

Teaches students to develop, use and assess the game theoretic models of imperfect competition, political economy, biological and cultural evolution. Considers how environments may be structured to enhance cooperation. Prerequisite: ECON B200 or equivalent. (Alger)

### **ECON B313 Industrial Organization and Public Policy**

The study of the interaction of buyers, sellers and government in imperfectly competitive markets. Prerequisites: ECON 203 or 204; B200 (Alger, Division I)

### **ECON B316 International Macroeconomics**

Examines the theory of, and current issues in, international macroeconomics and international finance. Considers the role of

international factors in macroeconomic performance; policymaking in an open economy; exchange rate systems and exchange rate behavior; international financial integration; and international financial crises. Prerequisite: ECON B202. (Ceglowski, Division I)

### **ECON B320 Research Seminar on the Financial System**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics may include the monetary and payment systems, financial markets and financial intermediaries from a microeconomic perspective. Group meetings will involve presentation and discussion of research in progress. Prerequisites: ECON 207, 200 and permission of instructor. (Redenius) *Not offered in 2008-09.*

### **ECON B335 East Asian Development**

Identifies the core economic and political elements of an East Asian newly industrializing economies (NIEs) development model. Assesses the performance of this development model in Northeast (Korea and Taiwan) and Southeast Asia (Indonesia, Malaysia and Thailand) in a comparative perspective. Considers the debate over the impact of interventionist and selective development policies associated with this model on the development successes and failures of the East Asian NIEs. Prerequisites: ECON 200 or 202, or permission of instructor. (Rock, Division I; cross-listed as CITY B336 and EAST B335) *Not offered in 2008-09.*

### **ECON B348 International Trade**

Study of the major theories offered to explain international trade. Includes analyses of the effects of trade barriers (tariffs, quo-

tas, nontariff barriers), trade liberalization and foreign investment by multinational corporations on growth, poverty, inequality and the environment. Prerequisite: ECON B200. (Rock, Division I) *Not offered in 2008-09.*

### **ECON B350 Policy Analysis and Economic Advocacy**

The goal of this seminar is mastering the ability to translate the fruits of academic research and applied economic analysis for audiences outside of the academy. Participants will collaborate with faculty colleagues in the production of publishable advocacy papers in the context of two topical policy modules. Prerequisites: ECON B203, B200, B202 and at least one 200-level elective. (Alger, Ross)

### **ECON B393 Research Seminar in Industrial and Environmental Regulation**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics include the interaction of buyers, sellers and government in imperfectly competitive markets. Prerequisite: ECON B200; B203; B213 or B234 or B313. (Alger)

### **ECON B395 Research Seminar in Economic Development**

Thesis seminar. Each student is expected to engage in a semester long research project on a relevant topic in economic development. The major work product for the seminar is a senior research paper of refereed journal article length. Students are expected to participate in all group meetings and all one-on-one meetings with the professor. Prerequisites: ECON 225 and either ECON B200 or B202. (Rock)

### **ECON B396 Research Seminar: International Economics**

Thesis seminar. Each student does a semester-long research project on a relevant topic of interest. Research topics in international trade or trade policy, international finance, international macroeconomics and international economic integration are appropriate. Prerequisites: ECON 316 or 348, or permission of instructor. (Ceglowski)

### **ECON B403 Supervised Work**

An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chair). The permission of both the supervising faculty member and department chair is required. (staff)

The Haverford Department of Economics is expected to offer the following courses during the 2008-09 academic year:

ECON H101 Introduction to  
Microeconomics

ECON H102 Introduction to  
Macroeconomics

ECON H203 Statistical Methods in  
Economics

ECON H205 Corporate Finance

ECON H207 Monetary Economics

ECON H211 The Soviet System and Its  
Demise

ECON H224 Women in the Labor Market

ECON H240 Economic Development and  
Transformation: China vs. India

ECON H300 Intermediate  
Microeconomic Analysis

ECON H302 Intermediate  
Macroeconomic Analysis

ECON H304 Introduction to  
Econometrics

ECON H312 General Equilibrium Theory

ECON H345 Advanced Topics in Finance

ECON H348 Global Economy: Theory  
and Policy

ECON H396 Research Seminar



## EDUCATION

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*Students may complete a sequence of courses leading to Pennsylvania state certification to teach at the secondary level, complete requirements for certification in a fifth-year program or complete a minor in educational studies.*

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### Faculty

Jody Cohen, Senior Lecturer

Alison Cook-Sather, Associate Professor

Alice Lesnick, Senior Lecturer and  
Director

### Program Advisers

Ann Brown, Program Administrator and  
Adviser

Robyn Newkumet, Field Placement  
Coordinator and Adviser

The field of education is about teaching people how to teach—and more. The Bryn Mawr-Haverford Education Program is built around four mutually-informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as teachers, learners, researchers and change agents.

Courses in the Education Program address students interested in:

- The theory, process and reform of education in the United States
- Social justice, activism and working within and against systems of social reproduction

- Future work as educators in schools, public or mental health, community, or other settings
- Examining and re-claiming their own learning and educational goals
- Integrating field-based and academic learning

Each education course includes a field component through which professors seek continuously to integrate theory and practice, asking students to bridge academic and experiential knowledge in the classroom and beyond it. Field placements in schools and other educational settings range from two hours per week in the introductory course to full-time student teaching in the certification program.

The Bi-College Education Program offers several options. Students may:

- Explore one or more aspects of education in areas of particular interest—such as urban schooling—by enrolling in single courses;
- Pursue a minor in educational studies;
- Pursue secondary teacher certification;
- Complete the secondary teacher certification program in a fifth year program after they graduate at a reduced cost;
- Complete elementary certification through the Swarthmore and Eastern Colleges' elementary education certification program;
- Sub-matriculate (as juniors or seniors) into the University of Pennsylvania, Graduate School of Education's elementary or secondary education Master's program; or

- In a five-year program, complete both the A.B./M.A. program in Physics or Mathematics (or possibly other departments that offer the AB/MA option) and the secondary teaching certification program.

The secondary certification sequence and the minor are described below. Students interested in either of these options—or in pursuing elementary education at Swarthmore or sub-matriculating into the University of Pennsylvania's Graduate School of Education (not described here)—should meet with a program adviser as early as possible for advice on scheduling, preferably by the sophomore year.

### *Requirements for Certification*

The Bryn Mawr/Haverford Education Program is accredited by the state of Pennsylvania to prepare undergraduates for secondary certification (grades 7-12) in the following areas: biology, chemistry, English, mathematics, physics, social studies (as well as citizenship education and social science), and world languages, including Chinese, French, German, Latin, Russian and Spanish. Pursuit of certification in Chinese, German, Latin and Russian is subject to availability of student-teaching placements.

Students becoming certified in a foreign language have K-12 certification. Certain interdisciplinary majors and double majors (e.g., romance languages, comparative literature, East Asian studies) may also be eligible for certification provided they meet the Pennsylvania standards in one of the subject areas listed above.

To qualify for a teaching certificate, students must complete an academic major in the subject area in which they seek certification. (Within their major, students must select courses that help them meet or exceed the state standards for teachers in that subject area.) The education courses are listed below:

1. EDUC 200 (Critical Issues in Education)
  2. PSYC 203 (Educational Psychology)
  3. EDUC 210 (Special Education)
  4. Either EDUC 250 (Literacies and Education) or EDUC 240 (Multicultural Education)
  5. EDUC 301 (Curriculum and Pedagogy Seminar)
  6. EDUC 302 (Practice Teaching Seminar) and EDUC 303 (Practice Teaching)
- These courses are taken concurrently and earn triple credit.

Furthermore, for social studies certification, as well as certification in the sciences, students must take courses outside their major to meet state standards.

Students preparing for certification must also take two English and two mathematics courses and must attain a grade point average of 3.0 or higher (state requirements). They must attain a GPA of 2.7 or higher in EDUC 200 (Critical Issues in Education), EDUC 301 (Curriculum and Pedagogy Seminar) and EDUC 302 (Practice Teaching Seminar) in order to practice-teach. They must also be recommended by the director of the Education Program and the chair of their major department.

Critical Issues in Education should be taken by the end of the sophomore year if at all

possible. The Curriculum and Pedagogy Seminar is offered during the fall semester for seniors and must precede Practice Teaching.

Practice Teaching is undertaken for 12 weeks in a local school during the spring semester of the senior year. Note: Practice Teaching is a commitment to be at a school for five full school days each week for those 12 weeks.

### *Requirements for the Minor in Educational Studies*

The Bi-College minor in educational studies is an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning and is designed for students with a broad range of education-related interests, such as plans for graduate study in education, pursuit of elementary or secondary certification after graduation or careers that require educational expertise. Many professions and pursuits—management and training positions, research, administration and policy work, and careers in social work, health and law—involve using an educator’s skills and knowledge. Civic engagement, community development and work towards social justice also require knowledge of how people learn. Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of study and to their anticipated futures.

All minors in educational studies must consult with a program adviser to design a coherent course of study that satisfies the requirements below:

- EDUC 200 Critical Issues in Education
- Two required education courses (EDUC 210, 225, 240, 250, 260, 266—see course descriptions below)
- One education-related elective (see program adviser for options)
- EDUC 310 Defining Educational Practice
- EDUC 311 Fieldwork Seminar

### *The Portfolio*

To synthesize their work in the minor or the certification program, students create a portfolio. The portfolio draws on the work students produce in their courses as well as in their other activities (volunteering, summer programs, community work, etc.); it serves as an ongoing forum through which students synthesize their studies. The portfolio is developed over the course of the student’s college career and is completed in the Fieldwork Seminar (minor) or the Practice Teaching Seminar (certification).

**Title II Reporting:** Title II of the Higher Education Act (HEA) requires that a full teacher preparation report, including the institution’s pass rate as well as the state’s pass rate, be available to the public on request. Copies of the report may be requested from Ann Brown, program administrator and adviser, by e-mail at [abrown@brynmawr.edu](mailto:abrown@brynmawr.edu) or phone at (610) 526-5376.

### **EDUC B/H200 Critical Issues in Education**

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations

but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Two hours a week of fieldwork are required. Enrollment is limited to 25 students per section with priority given to students pursuing certification or the minor in educational studies. Both sections are writing intensive. (staff, Division I)

### **EDUC H210 Special Education**

This course introduces students to the challenges and dilemmas in and strategies for educating all learners, including those considered typical and those considered “special.” Students explore how students’ learning profiles affect their learning in school, why students are considered “atypical learners,” how special education law affects students’ educational experience, and strategies for making students’ educational experience meaningful. Fieldwork in a school required. Enrollment limited to 25 with priority given to students pursuing teacher certification or the minor in educational studies. (Flaks, Division I)

### **EDUC B219 Writing in Theory/Writing in Practice**

(Hemmeter, Division III; cross-listed as ENGL B220) *Not offered in 2008-09.*

### **EDUC B220 Changing Pedagogies in Math and Science Education**

This praxis course examines new pedagogies being used in math and science education and the issues that arise in successfully implementing these new pedagogies. Students have a placement (4-6 hours/week) with a local teacher who is undertaking some type of pedagogical change in math or science education. The course is being

offered jointly by Bryn Mawr College and Arcadia University; several of the weekly sessions will take place at Arcadia. Enrollment limited to 20 students, with priority given to students pursuing certification or the minor in educational studies. (Donnay) *Not offered in 2008-09.*

### **EDUC B225 Empowering Learners: Theory and Practice of Extra-Classroom Teaching**

This seminar explores how to engage in tutoring, mentoring and others types of learning support in ways that draw on and enrich students’ strengths and goals. It also investigates the significance of structural, macro-level understanding and advocacy to the goal becoming an empowering learner: one whose learning creates occasions for others’ self-and/or group-empowerment. Field placements include campus roles as T.A., peer mentor, PLI leader; off-campus programs; and Bryn Mawr’s Teaching and Learning Initiative. Enrollment limited to 20 students. Priority to students pursuing certification or the minor in educational studies. This is a Praxis I course. (Lesnick)

### **EDUC H260 Multicultural Education**

An investigation of the notion of multicultural education. This course problematizes the history, meanings, purposes, and outcomes of multicultural education and engages students in researching and reinventing what is possible in education for, with, and about a diverse world. Praxis I fieldwork required. Enrollment limited to 25. Priority given first to those pursuing certification or a minor in educational studies. (Cohen)

**EDUC H250 Literacies and Education**

A critical exploration of what counts as literacy, who decides, and what the implications are for teaching and learning. Students explore both their own and others experiences of literacy and literacy learning through reading and writing about power, privilege, access and responsibility around issues of adult, ESL, cultural, multicultural, gendered, academic and critical literacies. Fieldwork required. (Writing intensive, Praxis I). Priority given first to those pursuing certification or a minor in educational studies. (Lesnick, Division I)

**EDUC B251 Arts Teaching in Educational and Community Settings**

(Cantor, Division III; cross-listed as ARTA B251) *Not offered in 2008-09.*

**EDUC B266 Schools in American Cities**

This course examines issues, challenges and possibilities of urban education in contemporary America. We use as critical lenses issues of race, class and culture; urban learners, teachers and school systems; and restructuring and reform. While we look at urban education nationally over several decades, we use Philadelphia as a focal “case” that students investigate through documents and school placements. Enrollment is limited to 25 with priority given to students pursuing certification or the minor in educational studies and to majors in sociology and growth and structure of cities. This is a Praxis I course. (Cohen, Division I; cross-listed as CITY B266 and SOCL B266)

**EDUC B301 Curriculum and Pedagogy Seminar**

A consideration of theoretical and applied issues related to effective curriculum design, pedagogical approaches and related

issues of teaching and learning. Fieldwork is required. Enrollment is limited to 15 with priority given first to students pursuing certification and second to seniors planning to teach. (Cook-Sather, Division I)

**EDUC B302 Practice Teaching Seminar**

Drawing on participants’ diverse student teaching placements, this seminar invites exploration and analysis of ideas, perspectives and approaches to teaching at the middle and secondary levels. Taken concurrently with Practice Teaching. Open only to students engaged in practice teaching. (Cook-Sather, Division I)

**EDUC B303 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks). Two units of credit are given for this course. Open only to students preparing for state certification. (Cook-Sather)

**EDUC H310 Defining Educational Practice**

An interdisciplinary inquiry into the work of constructing professional identities and roles in education-related contexts. Particular emphasis is placed on helping students gain the tools of qualitative research (participant observation, documentation, interviewing, and data analysis) and their role in students’ development as reflective practitioners. Three to five hours a week of fieldwork are required. Enrollment is limited to 20 with priority given to students pursuing the minor in educational studies. (Hall, Division I)

**EDUC B/H311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of

ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five to eight hours of fieldwork are required per week. Enrollment is limited to 20. Open only to students completing the minor in educational studies. (Hall)

**EDUC H360 Learning-Teaching a Foreign Language**

(Lopez-Sanchez, cross-listed as SPAN H360)

**EDUC B377 Politics of Education Reform**

(Maranto, Division I; cross-listed as POLS B377) *Not offered in 2008-09.*

**EDUC B403 Supervised Work**  
(staff)

**EDUC B425 Independent Study (Praxis III)**  
(staff)

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**ENGLISH**

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*Students may complete a major or minor in English. Within the major, students may complete a concentration in creative writing. English majors may also complete concentrations in Africana studies, in environmental studies and in gender and sexuality.*

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*Faculty*

Linda-Susan Beard, Associate Professor  
Peter M. Briggs, Professor  
Anne F. Dalke, Senior Lecturer  
E. Jane Hedley, Professor  
Gail Hemmeter, Senior Lecturer  
Nimisha Ladva, Lecturer  
Warren Liu, Assistant Professor  
Hoang Tan Nguyen, Lecturer  
Raymond Ricketts, Lecturer  
Katherine A. Rowe, Professor and Chair  
Bethany Schneider, Associate Professor  
(on leave semesters I and II)  
Jamie Taylor, Assistant Professor  
Kate Thomas, Associate Professor (on leave semesters I and II)  
Karen M. Tidmarsh, Associate Professor  
Michael Tratner, Professor

A rich variety of courses allows students to engage with all periods and genres of literature in English, as well as modern forms such as film and contemporary digital media. The department stresses critical thinking, incisive written and oral analysis, and a sense of initiative and responsibility for the enterprise of interpretation.

With their advisers, English majors design a program of study that deepens their understanding of diverse genres, textual traditions, and periods. We encourage students to explore the history of cultural production and reception and also to question the presuppositions of literary study. The major culminates in an independently written essay, developed during a senior research seminar in the fall semester and individually mentored by a faculty member in the spring.

### *Summary of the Major*

- Eight courses, including at least three at the 300 level (exclusive of 398 and 399)
- ENGL B250 Methods of Literary Interpretation (prerequisite: two 200-level English courses)
- ENGL B398 Senior Seminar
- ENGL B399 Senior Essay

As students construct their English major, they should seek to include courses that provide:

- **Historical depth**—a sense of the construction of traditions.
- **Formal breadth**—experience with more than one genre and more than one medium: poetry, prose fiction, drama, letters, film, epic, non-fiction, essays, documentary, etc.
- **Cultural range**—experience with the Englishes of more than one geographical location and more than one cultural tradition, and of the exchanges and transactions between them; a course from another language or literary tradition can be valuable here.

- **Different critical and theoretical frameworks**—the opportunity to experiment with several models of interpretation and the debates that animate them.

### *Summary of the Minor*

- ENGL B250 Methods of Literary Interpretation
- Five English electives (at least one at the 300 level).

### *Minor in Film Studies*

There is no limit to the number of courses in film studies that may count toward the English major, except for a student majoring in English who is also seeking to declare a minor in film studies. In that case two (and only two) of the courses that comprise the six-course film studies minor may also count towards the 11-course English major. The minimum number of courses required to complete an English major and a minor in film studies will thus be 15 courses.

### *Concentration in Creative Writing*

Students may elect a concentration in creative writing. This option requires that, among the eight course selections besides ENGL 250, 398 and 399, three units will be in creative writing; one of the creative writing units may be at the 300 level and may count as one of the three required 300-level courses for the major. Students enrolling in this concentration must seek the approval of their major adviser in English and of the director of the Creative Writing Program; they must enroll in the concentration before the end of their sophomore year.

### *Other Concentrations*

The Department of English contributes courses toward concentrations in African Studies (see page 58), in Environmental Studies (see page 156), and in the Program in Gender and Sexuality (see page 174).

#### **ENGL B125 Writing Workshop**

This course offers students who have already taken College Seminar 001 an opportunity to develop their skills as college writers. Through frequent practice, class discussion and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, individually and in small groups, to discuss their work. (Ladva, Ruben)

#### **ENGL B126 Writing Workshop for Non-Native Speakers of English**

This course offers non-native speakers of English a chance to develop their skills as college writers. Through frequent practice, class discussion and in-class collaborative activity, students will become familiar with the writing process and will learn to write for an academic audience. Student writers in the class will be guided through the steps of composing and revising college essays: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Writers will receive

frequent feedback from peers and the instructor. (Litsinger)

#### **ENGL B201 Chaucer: *Canterbury Tales***

Access to and skill in reading Middle English will be acquired through close study of the *Tales*. Exploration of Chaucer's narrative strategies and of a variety of critical approaches to the work will be the major undertakings of the semester. (Taylor, Division III)

#### **ENGL B202 Understanding Poetry**

This course is for students who wish to develop their skills in reading and writing critically about poetry. The course will provide grounding in the traditional skills of prosody (i.e., reading accentual, syllabic and accentual-syllabic verse) as well as tactics for reading and understanding the breath-based or image-based prosody of free verse. Lyric, narrative, and dramatic poetry will be discussed and differentiated. We will be using close reading and oral performance to highlight the unique fusion of language, rhythm (sound), and image that makes poetry different from prose. (Hedley, Division III)

#### **ENGL B204 Literatures of American Expansion**

This course will explore the relationship between U.S. narratives that understand national expansion as “manifest destiny” and narratives that understand the same phenomenon as imperial conquest. We will ask why the ingredients of such fictions—dangerous savages, empty landscapes, easy money, and lawless violence—often combine to make the master narrative of “America,” and we will explore how and where that master narrative breaks down. Critical readings will engage discourses of



nation, empire, violence, race, and sexuality. Texts will include novels, travel narratives, autobiographies, legal documents, and cultural ephemera. (Schneider, Division III) *Not offered in 2008-09.*

#### **ENGL B205 Introduction to Film**

This course is intended to provide students with the tools of critical film analysis. Through readings of images and sounds, sections of films and entire narratives, students will cultivate the habits of critical viewing and establish a foundation for focused work in film studies. The course introduces formal and technical units of cinematic meaning and categories of genre and history that add up to the experiences and meanings we call cinema. Although much of the course material will focus on the Hollywood style of film, examples will be drawn from the history of cinema. Attendance at weekly screenings is mandatory. (Nguyen, Division III; cross-listed as HART B205)

#### **ENGL B207 Big Books of American Literature**

This course focuses on the “big books” of mid-19th-century American literature, viewed through the lenses of contemporary theory and culture. Throughout the course, as we explore the role that classics play in the construction of our culture, we will consider American literature as an institutional apparatus, under debate and by no means settled. This will involve a certain amount of antidisiplinary work: interrogating books as naturalized objects, asking how they reproduce conventional categories and how we might re-imagine the cultural work they perform. We will look at the problems of exceptionalism as we examine traditional texts relationally, comparatively, and inter-

actively. (Dalke, Division III) *Not offered in 2008-09.*

#### **ENGL B209 Emerging Genres: Form and Transformation**

Beginning with a biological evolutionary model, we examine a range of explanations for how and why new genres evolve. Readings will consist of critical accounts of genre; three hybrid novel forms will serve as imaginative test cases for these concepts. Students will identify, compare, and write an exemplar of a genre that interests them. (Dalke, Division III) *Not offered in 2008-09.*

#### **ENGL B210 Renaissance Literature: Performances of Gender**

Readings chosen to highlight the construction and performance of gender identity during the period from 1550 to 1650 and the ways in which the gender anxieties of 16th- and 17th-century men and women differ from, yet speak to, our own. Texts will include plays, poems, prose fiction, diaries, and polemical writing of the period. (Hedley, Division III)

#### **ENGL B211 Renaissance Lyric**

Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet’s work are established. Consideration is given to the social and literary contexts in which lyric poetry was written. Poets include Donne, Herbert, Jonson, Shakespeare, Sidney, Spenser, and Wyatt. (Hedley, Division III) *Not offered in 2008-09.*

#### **ENGL B214 Here and Queer: Placing Sexuality**

The power of the marching-cry “We’re here. We’re queer. Get used to it.” emanates from the ambiguity of the adverb “here.” Where

is “here?” In the face of exclusion from civic domains, does queerness form its own geography or nationality? This course will ask what it means to imagine a queer nation, and will work towards theorizing relations between modern constructions of sexuality, nationality, and ethnicity. We will pay particular attention to the ways in which assertion of queer presence can cut both ways: both countering discourses of displacement and functioning as vehicles for colonial or racial chauvinism. (Thomas, Division III) *Not offered in 2008-09.*

### **ENGL B220 Writing in Theory/Writing in Practice**

This course is designed for students interested in tutoring college or high-school writers or teaching writing at the secondary-school level. Readings in current composition studies will pair texts that reflect writing theory with those that address practical strategies for working with academic writers. To put pedagogic theory into practice, the course will offer a praxis dimension. Students will spend a few hours a week working in local public school classrooms or writing centers. In-class collaborative work on writing assignments will allow students to develop writing skills and share their insights into the writing process with others. (Hemmeter, Division III; cross-listed as ENGL B220 and EDUC B219) *Not offered in 2008-09.*

### **ENGL B223 The Story of Evolution and the Evolution of Stories**

In this course we will experiment with two interrelated and reciprocal inquiries—whether the biological concept of evolution is a useful one in understanding the phenomena of literature (in particular, the generation of new stories), and whether lit-

erature contributes to a deeper understanding of evolution. We will begin with several science texts that explain and explore evolution and turn to stories that (may) have grown out of one another, asking where they come from, why new ones emerge, and why some disappear. We will consider the parallels between diversity of stories and diversity of living organisms. Lecture three hours a week. (Dalke, Grobstein, Division II or III; cross-listed as BIOL B223)

### **ENGL B225 Shakespeare**

A basic introduction to the plays of Shakespeare, this course explores Shakespeare’s dramaturgy, the material text, Bardolatry, adaptation, gender performance, symbolic geography, and Shakespearean recycling. Readings will include selections from the Sonnets, “A Lover’s Complaint,” *Titus Andronicus*, *Measure for Measure*, *Twelfth Night*, *Henry V*, *Othello*, *Antony and Cleopatra*, *The Winter’s Tale*, *Macbeth*, *The Two Noble Kinsmen*. (Rowe, Division III)

### **ENGL B227 American Attractions: Leisure, Technology and National Identity**

(Ullman, White, Division III; cross-listed as HIST B227) *Not offered in 2008-09.*

### **ENGL B229 Movies and Mass Politics**

This course will trace in the history of movie forms a series of debates about the ways that nations can become mass societies, focusing mostly on the ways that Hollywood movies countered the appeals of Communism and Fascism. (Tratner, Division III; cross-listed as COML B229)

**ENGL B231 Modernism in Anglo-American Poetry: After Us the Savage God**

This course will familiarize students with the broad outlines of that movement in all the arts known as Modernism, and in particular, with Modernism as it was evolved in Anglo-American poetry—both from its American sources (Marianne Moore, Wallace Stevens, William Carlos Williams) and from its European sources (T.S. Eliot, Ezra Pound, Gertrude Stein). The course prepares students for ENGL 232, American Poetry Since World War II; together, these courses are intended to provide an overview of American poetry in the 20th century. (Kirchwey, Division III)

**ENGL B232 Voices In and Out of School: American Poetry Since World War II**

This course surveys the main developments in American poetry since 1945, both as made manifest in “movements” (whether or not self-consciously identified as such) and in highly original and distinctive poetic voices. The course will consider the work of the Beats, Black Mountain poets, Confessional poets, New York School, political-engagement poets, post-New Criticism poets, Poundians, Surrealists, Whitmanians, Zen and the environment poets, and other individual and unaffiliated voices. (Kirchwey, Division III) *Not offered in 2008-09.*

**ENGL B233 Spenser and Milton**

The course is equally divided between Spenser’s *Faerie Queene* and Milton’s *Paradise Lost*, with additional short readings from each poet’s other work. (Briggs, Division III)

**ENGL B234 Postcolonial Literature in English**

This course will survey a broad range of novels and poems written while countries were breaking free of British colonial rule. Readings will also include cultural theorists interested in defining literary issues that arise from the postcolonial situation. (Tratner, Division III; cross-listed as COML B234)

**ENGL B238 The History of Cinema 1895 to 1945**

(Gorfinkel, Division III; cross-listed as HART B238)

**ENGL B239 Women and Cinema: Social Agency and Cultural Representation**

(Gorkfinkel, Division III; cross-listed as HART B239)

**ENGL B240 Readings in English Literature 1660-1744**

The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressure exerted by changing social, intellectual and political contexts of literature. Readings from Defoe, Dryden, early feminist writers, Pope, Restoration dramatists and Swift. (Briggs, Division III) *Not offered in 2008-09.*

**ENGL B242 Historical Introduction to English Poetry I**

This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Donne,

Jonson, Milton and Shakespeare. (Briggs, Division III) *Not offered in 2008-09.*

**ENGL B243 Historical Introduction to English Poetry II**

The development of English poetry from 1700 to the present. This course is a continuation of ENGL 242 but can be taken independently. Featured poets: Browning, Seamus Heaney, Christina Rossetti, Derek Walcott and Wordsworth. (Briggs, Division III)

**ENGL B250 Methods of Literary Study**

Through course readings, we will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts and investigate shifts in meaning as we move from one discursive context to another. Students will be presented with a wide range of texts that explore the power of the written word and provide a foundational basis for the critical and creative analysis of literary studies. Students will also refine their faculties of reading closely, writing incisively and passionately, asking speculative and productive questions, producing their own compelling interpretations, and listening carefully to the textual readings offered by others. (Hedley, Taylor, Tratner, Division III)

**ENGL B252 Graphic Novels**

The primary question driving this course is relatively simple: Are “graphic novels” simply stories with fun pictures? In an effort to reach some possible answers, the course will pair readings of graphic novels with a variety of critical texts, covering a range of interpretive methods. (Liu, Division III)

**ENGL B253 Romanticism**

Through an emphasis on Romanticism’s readers, this course will explore the Romantic movement in English literature, from its roots in Enlightenment thought and the Gothic to contemporary visions of Romanticism. By reading over the shoulders of writers such as Jane Austen, Mary Shelley, and Tom Stoppard, the course will explore fiction, prose, and especially poetry of the period 1745 to 1848. While these years mark revolutions and expansion in almost every cultural sphere in Europe, America, and the Caribbean—politics, the arts, literature, and science—writers looked inward to the thoughts and passions of individuals as they never had before. (Ricketts, Division III)

**ENGL B254 Subjects and Citizens in American Literature, 1750-1900: Female Subjects**

This course traces the changing representation of the citizen in U.S. literatures and cultural ephemera of the 18th and 19th centuries. We will explore the ideal of American civic masculinity as it developed alongside discourses about freedom and public virtue. The course will focus on the challenges to the ideals of citizenship produced by conflicts over slavery, women’s suffrage, homosexuality, and Native-white relations. In addition to critical articles, legal and political documents, and archival ephemera, texts may include works by Henry Adams, Margaret Fuller, Thomas Jefferson, Herman Melville, Catharine Maria Sedgwick, Harriet Beecher Stowe, and Harriet Wilson. (Schneider, Division III) *Not offered in 2008-09.*

**ENGL B256 Milton and Dissent**

John Milton’s epic poem, *Paradise Lost*, was written during a period of cultural turmoil

and innovation. This renaissance poem has helped shape the way later writers understand their profession, especially their obligation to foster dissent as a readerly practice. Exploring this legacy, readings interleave *Paradise Lost* and Milton's political writings with responses by later revolutionary writers, from Blake to Philip Pullman. (Rowe, Division III) *Not offered in 2008-09.*

#### **ENGL B257 Gender and Technology**

Explores the historical role technology has played in the production of gender; the historical role gender has played in the evolution of various technologies; how the co-construction of gender and technology has been represented in a range of on-line, filmic, fictional, and critical media; and what all of the above suggest for the technological engagement of everyone in today's world. (Blankenship, Dalke, Division III; cross-listed as CMSC B257)

#### **ENGL B259 Victorian Literature and Culture**

Examines a broad range of Victorian poetry, prose, and fiction in the context of the cultural practices, social institutions, and critical thought of the time. Of particular interest are the revisions of gender, sexuality, class, nation, race, empire, and public and private life that occurred during this period. (Thomas, Division III) *Not offered in 2008-09.*

#### **ENGL B262 Survey in African American Literature: Laughin' to Keep from Cryin'**

A study of African American representations of the comedic in literary and cinematic texts, in the mastery of an inherited deconstructive muse from Africa, and in lyrics that journey from African insult poetry to Caribbean calypso to contemporary rap.

We will examine multiple theories about the shape and use of comedy, and decide what amendments and emendments to make to these based on the central texts of our analysis. (Beard, Division III) *Not offered in 2008-09.*

#### **ENGL B263 Toni Morrison and the Art of Narrative Conjure**

All of Morrison's primary imaginative texts, in publication order, as well as essays by Morrison, with a series of critical lenses that explore several vantages for reading a conjured narration. (Beard, Division III)

#### **ENGL B266 Travel and Transgression**

Examines ancient and medieval travel literature, exploring movement and cultural exchange, from otherworld odysseys and religious pilgrimages to trade expeditions and explorations across the Atlantic. Mercantile documents, maps, pilgrim's logbooks, and theoretical and anthropological discussions of place, colonization, and identity-formation will supplement our literary analysis. Emphasizes how those of the Middle Ages understood encounters with "alien" cultures, symbolic representations of space, and the development of national identities, exploring their influence on contemporary debates surrounding racial, cultural, religious, and national boundaries. (Taylor, Division III; cross-listed as COML B266) *Not offered in 2008-09.*

#### **ENGL B267 Poets of Cinema**

A study of several film makers who made a distinct mark on cinema of the 20th century. In the face of commercial Hollywood cinema, directors such as Yasujiro Ozu, Andrei Tarkovsky, Theo Angelopoulos, Miklos Jansco, Krzysztof Kieslowski, and Ildiko Enyedi broke with convention as

they opened new frontiers of creativity and filmic expression. These filmmakers not only shaped their national cinemas, but also had profound influence around the world, forging new ways of thinking about cinematic language and specificity. Through their work, we will explore connections between cinema, the study of language and narrative, visual arts, literature and philosophy. (staff, Division III; cross-listed as COML B267 and HART B267) *Not offered in 2008-09.*

### **ENGL B269 Vile Bodies in Medieval Literature**

The Middle Ages imagined the physical body as the site of moral triumph and failure and as the canvas to expose social ills. The course examines medical tracts, saint's lives, poetry, theological texts, and representations of the Passion. Discussion topics range from plague and mercantilism to the legal and religious depiction of torture. Texts by Boccaccio, Chaucer, Dante, and Kempfe will be supplemented with contemporary readings on trauma theory and embodiment. (Taylor, Division III)

### **ENGL B270 American Girl: Childhood in U.S. Literatures, 1690-1935**

This course will focus on the "American Girl" as a particularly contested model for the nascent American. Through examination of religious tracts, slave and captivity narratives, literatures for children and adult literatures about childhood, we will analyze U. S. investments in girlhood as a site for national self-fashioning. (Schneider, Division III) *Not offered in 2008-09.*

### **ENGL B273 Masculinity in English Literature: From Chivalry to Civility**

This course will examine images and concepts of masculinity as represented in a wide

variety of texts in English. Beginning in the early modern period and ending with our own time, the course will focus on texts of the "long" 18th century to contextualize the relationships between masculinity and chivalry, civility, manliness, and femininity. (Ricketts, Division III) *Not offered in 2008-09.*

### **ENGL B274 Romantic Love**

This course aims to critique the sentimentalism and idealism associated with "romantic love" by centering on a core body of Romantic literature that includes Shelley and Byron, looking back to earlier romance models—as in Tristan and Isolde and Adam and Eve—and looking forward to modern romance, as in Nabokov's *Lolita*. (Forbes, Division III) *Not offered in 2008-09.*

### **ENGL B276 Contemporary American Fiction: Visions and Versions**

This course will focus on (relatively) recently published American novels. We will attend to questions of style, authorship and interpretation against the backdrop of contemporary cultural and political history, and explore how representations of gender, sexuality, race, ethnicity, and class inform and shape these visions/versions of the contemporary. (Liu, Division III) *Not offered in 2008-09.*

### **ENGL B277 Nabokov in Translation**

(Harte, Division III; cross-listed as RUSS B277) *Not offered in 2008-09.*

### **ENGL B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African "texts" over several thousand years, this course will explore literary production, translation and

audience/critical reception. Representative works to be studied include oral traditions, the *Sundiata Epic*, Chinua Achebe's *Anthills of the Savannah*, Ayi Kwei Armah's *Fragments*, Mariama Bâ's *Si Longue une Lettre*, Tsitsi Danga-rembga's *Nervous Conditions*, Bessie Head's *Maru*, Sembène Ousmane's *Xala*, plays by Wole Soyinka and his *Burden of History*, *The Muse of Forgiveness* and Ngugi wa Thiong'o's *A Grain of Wheat*. We will address the "transliteration" of Christian and Muslim languages and theologies in these works. (Beard, Division III; cross-listed as COML B279)

#### **ENGL B284 Women Poets: Giving Eurydice a Voice**

This course covers English and American woman poets of the 19th and 20th centuries whose gender was important for their self-understanding as poets, their choice of subject matter, and the audience they sought to gain for their work. Featured poets include Elizabeth Bishop, Gwendolyn Brooks, Elizabeth Barrett Browning, Lucille Clifton, H.D., Emily Dickinson, Marianne Moore, Sylvia Plath, Adrienne Rich, Christina Rossetti, Anne Sexton, and Gertrude Stein. (Hedley, Division III) *Not offered in 2008-09.*

#### **ENGL B285 Contemporary International Films**

This course will focus on world cinema or non-Hollywood cinemas, which means films that are made geographically far from Hollywood and films which have adopted different aesthetic models from those used in Hollywood. Such films have formed, as we will see, a major part of the national history and culture in countries around the world. (staff, Division III; cross-listed as COML B285 and HART B285) *Not offered in 2008-09.*

#### **ENGL B286 Asian American Poetry, 1900 to Present**

This course will provide a historical overview and a disciplinary framework through which to trace the development of Asian American poetry. We seek to understand that development in relation to larger questions of identity and citizenship, and explore how Asian American poetry intertwines with American literature as a whole. (Liu, Division III) *Not offered in 2008-09.*

#### **ENGL B287 Media Culture and Movies**

What happens when the media see themselves in the mirror? This question is the premise of this course, a study of how films have become Media Movies, a strange but powerful body of films that make us think of the media culture. This self-critique, it turns out, is a healthy preoccupation of quite a few films, which embody the philosophical crises in our media culture, and which reflect thoughtfully on the nature of our lives, the structure of our values and the spirit of our culture. (staff, Division III; cross-listed as HART B287) *Not offered in 2008-09.*

#### **ENGL B288 The Novel**

This course will explore the multi-vocal origins of the novel in English and the ways in which its rapid development parallels changes in reading, vision, thought, and self-perception. The course will trace the novel's evolution from its 17th-century beginnings in romance, spiritual autobiography, and travel literature; through its emergence as a middle-class mode of expression in the 18th century; to its period of cultural dominance in the Victorian era; and to modernist and postmodern experimentation. In studying the novel's historical, cultural, and formal dimensions, the course will discuss the significance of realism, parody, characters,

authorship, and the reader. (Ricketts, Division III)

**ENGL B293 Critical Feminist Studies:  
An Introduction**

Combines the study of specific literary texts with larger questions about feminist forms of theorizing. A course reader will be supplemented with three fictional texts to be selected by the class. Students will review current scholarship, identify their own stake in the conversation and define a critical question they want to pursue at length. (Dalke, Division III)

**ENGL B294 Art and Exploitation:  
Gender and Sexuality in 1960s American  
Cinema**

(Gorfinkel, Division III; cross-listed as HART B294) *Not offered in 2008-09.*

**ENGL B296 Introduction to Medieval  
Drama**

Introduces students to the major types of dramatic production in the Middle Ages: mystery plays, morality plays, and miracle plays. Also examines early Protestant political drama known as “interludes” and the translation of medieval plays into contemporary films and novellas. Explores the construction of local communities around professional acting and production guilds, different strategies of performance, and the relationship between the medieval dramatic stage and other kinds of “stages.” (Taylor, Division III; cross-listed as ARTT B296) *Not offered in 2008-09.*

**ENGL B297 Terror, Pleasure, and the  
Gothic Imagination**

Introduces students to the 18th-century origins of Gothic literature and its development across genres, media and time. Exploring the formal contours and cultural

contexts of the enduring imaginative mode in literature, film, art, and architecture, the course will also investigate the Gothic’s connection to the radical and conservative cultural agendas. (Ricketts, Division III) *Not offered in 2008-09.*

**ENGL B299 History of Narrative  
Cinema**

(King, Division III; cross-listed as HART B299) *Not offered in 2008-09.*

*All courses at the 300 level are limited in enrollment and may require permission of the instructor to register.*

**ENGL B303 Piers Plowman**

A contemporary of Chaucer, William Langland dedicated his life to writing and rewriting a moving poem that questions the relationship between artistic expression, social activism, and spiritual healing. We will read his great text, *Piers Plowman*, both as our subject and point of departure for thinking about the literary, political, and religious cultures in late 14th- and early 15th-century England. In addition, we will contextualize the poem using selections from penitential manuals, legal documents, treatises on translation, and rebel broadsides, as well as texts by contemporary authors (including Chaucer, Gower and Lydgate). (Taylor, Division III) *Not offered in 2008-09.*

**ENGL B306 Film Theory**

An introduction to major developments in film theory and criticism. Topics covered include: the specificity of film form; cinematic realism; the cinematic “author”; the politics and ideology of cinema; the relation between cinema and language; spectatorship, identification, and subjectivity; archival and historical problems in film studies; the rela-



tion between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text. (King, staff, Division III; cross-listed as COML B306 and HART B306) *Not offered in 2008-09.*

### **ENGL B309 Native American Literature**

This course focuses on late-20th-century Native literatures that attempt to remember and redress earlier histories of dispersal and genocide. We will ask how various writers with different tribal affiliations engage in discourses of humor, memory, repetition, and cultural performance to refuse, rework, or lampoon inherited constructions of the “Indian” and “Indian” history and culture. We will read fiction, film, and contemporary critical approaches to Native literatures alongside much earlier texts, including oral histories, political speeches, law, and autobiography. Readings may include works by Sherman Alexie, Diane Glancy, Thomas King, N. Scott Momaday, Leslie Marmon Silko, and Gerald Vizenor. (Schneider, Division III) *Not offered in 2008-09.*

### **ENGL B310 Victorian Media**

This course proposes that the Victorian era was an information age—an age in which the recording, transmission, and circulation of language was revolutionized. The railroad, the postal system, the telegraph, the typewriter, and the telephone were all 19th-century inventions. These communication technologies appeared to bring about “the annihilation of time and space” and we will examine how they simultaneously located and dislocated the 19th-century British citi-

zen. We will account for the fears, desires, and politics of the 19th-century “mediated” citizen and analyze the networks of affiliation that became “intermediated”: family, nation, community, erotics, and empire. (Thomas, Division III) *Not offered in 2008-09.*

### **ENGL B315 Experimental Fictions, 1675 to 1800**

This course will examine a deliberately eclectic set of readings, mostly in prose, in order to explore different dimensions—aesthetic, social, psychological, substantive—of 18th-century creativity. Readings will range from Bunyan and Defoe to Fielding and Sterne, from Aphra Behn to William Hogarth to Frances Burney. Prerequisite: sophomore standing and permission of the instructor. (Briggs, Division III) *Not offered in 2008-09.*

### **ENGL B316 Spenserian Allegory**

This course will focus on Edmund Spenser’s allegorical epic, *The Faerie Queene*, which will be read in its entirety to gain access to the rich resources of the allegorical mode as it was understood and practiced in the Middle Ages and the Renaissance: resources for staging self-confrontation, constructing and reconstructing the experience of falling in love, and probing the mysteries of life and death, good and evil. The course will also explore the allegorical mode in the 19th and 20th centuries, as it appears in works such as Ralph Ellison’s *Invisible Man* and Nathaniel Hawthorne’s *The Scarlet Letter*. (Hedley, Division III) *Not offered in 2008-09.*

### **ENGL B317 Exhibition and Inhibition: Movies, Pleasures and Social Control**

This course is a wide-ranging exploration of what it means to go to the movies. In it,

we investigate the changing nature of the cinema in society—including all cinematic modes of display and exhibition, spanning pre-cinematic visual technologies to more recent film and video practices. Topics covered include audience segregation, film censorship and the reform movement, the Hollywood production code, movie theatre architecture, fan cultures of various kinds, journalistic and narrative accounts of moviegoing, and the shift from analog to digital images. Readings from film and cultural theory on mass spectacle, the observer, the spectator and the mass audience will shape our discussion and guide our individual research. (staff, Division III; cross-listed as HART B317) *Not offered in 2008-09.*

#### **ENGL B319 A Sense of Place**

The purposes of this course are to explore strategies for the artistic representation of place and to look into historical, emblematic, and theoretical dimensions of literary and pictorial settings. The course will also ask whether classical, European, and American writers sought to realize settings in similar or distinctively different ways. (Briggs, Division III; cross-listed as COML B319) *Not offered in 2008-09.*

#### **ENGL B322 Love and Money**

This course focuses on literary works that explore the relationship between love and money. We will seek to understand the separate and intertwined histories of these two arenas of human behavior and will read, along with literary texts, essays by influential figures in the history of economics and sexuality. The course will begin with *The Merchant of Venice*, proceed through *Pride and Prejudice* to *The Great Gatsby*, and end with Hollywood movies. (Tratner, Division III) *Not offered in 2008-09.*

#### **ENGL B323 Movies, Fascism, and Communism**

Movies and mass politics emerged together, altering entertainment and government in strangely similar ways. Fascism and communism claimed an inherent relation to the masses and hence to movies; Hollywood rejected such claims. We will examine films alluding to fascism or communism, to understand them as commenting on political debates and on the mass experience of movie going. (Tratner, Division III) *Not offered in 2008-09.*

#### **ENGL B324 Topics in Shakespeare: Shakespeare on Film**

Films and play texts vary from year to year. The course assumes significant prior experience of Shakespearean drama and/or Renaissance drama. (Rowe, Division III)

#### **ENGL B329 Screen Melodrama**

This course will explore the broad range of sentimental and sensationalist techniques used in the melodramatic mode of representation on screen. Our focus will be on the affective and spectacular strategies of film and television drama, and narratives in which ethical or moral judgement result in redemption, salvation, or punishment. Topics to include: Hollywood's "woman's weepies"; Bollywood spectacle; race films; the culture of kitsch; the family romance; rescue fantasies; music and melodrama. Critical approaches to melodrama drawn from classical literary theory, psychoanalytic and classical film theory, and feminist theory. Prerequisite: ENGL B205 or HART B299 and junior or senior standing. (staff, Division III; cross-listed as HART B329) *Not offered in 2008-09.*

**ENGL B334 Topics in Film Studies:  
Queer Cinema**

The course explores how communities and subjects designated as “queer” have been rendered in/visible in the cinema. It also examines how queer subjects have responded to this in/visibility through non-normative viewing practices and alternative film and video production. We will consider queer traditions in documentary, avant-garde, transgender, AIDS, and global cinemas. (Nguyen, Division III; cross-listed as HART B334)

**ENGL B337 Contemplating Art Cinema:  
Michael Haneke, Claire Denis, and the  
Dardenne Brothers**

(Gorfinkel, Division III; cross-listed as HART B337) *Not offered in 2008-09.*

**ENGL B340 Brown Affect: Narrating  
Latina and Latino Lives**

(Lima, Division III; cross-listed as SPAN B329) *Not offered in 2008-09.*

**ENGL B341 Cult Genres: Camp, Kitsch,  
and Trash Cinema**

(Gorfinkel, Division III; cross-listed as HART B341) *Not offered in 2008-09.*

**ENGL B348 Cinema and Popular  
Memory**

This course is a broad and eclectic introduction to the relationship between cinema, history, and popular memory. It explores a diverse range of films which claim to show that film can express and also shape popular memory, and pays special attention to the manner in which films write and rewrite history by articulating and shaping such memory. The course will be based on a premise that cinema shapes or negotiates the vision of who we are as individuals, groups, and larger collectives. (staff, Divi-

sion III; cross-listed as COML B348 and HART B346) *Not offered in 2008-09.*

**ENGL B349 Theories of Authorship in  
the Cinema**

(King, Division III; cross-listed as HART B349) *Not offered in 2008-09.*

**ENGL B354 Virginia Woolf**

Virginia Woolf has been interpreted as a feminist, a modernist, a crazy person, a resident of Bloomsbury, a victim of child abuse, a snob, a socialist, and a creation of literary and popular history. We will try out all these approaches and examine the features of our contemporary world that influence the way Woolf, her work, and her era are perceived. We will also attempt to theorize about why we favor certain interpretations over others. (Tratner, Division III)

**ENGL B355 Performance Studies**

Introduces students to the field of performance studies, a multidisciplinary species of cultural studies which theorizes human actions as performances that both construct “culture” and resist cultural norms. Explores performance and performativity in daily life as well as in the performing arts. (Ricketts, Division III)

**ENGL B356 Endgames: Theater of  
Samuel Beckett**

(Lord, Division III; cross-listed as ARTT B356)

**ENGL B359 Dead Presidents**

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural importance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolu-

tionary movement through the Civil War. (Schneider, Division III) *Not offered in 2008-09.*

**ENGL B360 Women and Law in the Middle Ages**

Studies the development of legal issues that affect women, such as marriage contracts, rape legislation, prostitution regulation, and sumptuary law, including the prosecution of witches in the 14th and 15th centuries in official documents and imaginative fictions that deploy such legislation in surprising ways. Asks how texts construct and interrogate discourses of gender, sexuality, criminality, and discipline. Broadly views the overlap between legal and literary modes of analysis. Examines differences between “fact” and “fiction” and explores blurred distinctions. (Taylor, Division III)

**ENGL B361 Transformation of the Sonnet: Petrarch to Marilyn Hacker**

Theory and practice of the sonnet in the Renaissance, 19th and 20th centuries. Sonnets and sonnet sequences by Barrett Browning, Countee Cullen, Dante, Dove, Frost, H.D., Hacker, Hopkins, Millay, Petrarch, Christina Rossetti, Shakespeare, Sidney, Wordsworth and others. (Hedley, Division III) *Not offered in 2008-09.*

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

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

tance. Previous reading required. (Beard, Division III)

**ENGL B368 Pleasure, Luxury, and Consumption**

Course will consider pleasure and consumerism in English texts and culture of the 17th and 18th centuries. Readings will include classical and neoclassical philosophies of hedonism and Epicureanism, Defoe’s “Roxana”, Mandeville’s “Fable of the Bees”, Pope’s “Rape of the Lock”, John Cleland’s “Memoirs of a Woman of Pleasure” and early periodical essays, among others. Secondary readings will include critical studies on cultural history and material culture. Prerequisites: at least two 200-level English courses. (Ricketts, Division III) *Not offered in 2008-09.*

**ENGL B369 Women Poets: Gwendolyn Brooks, Adrienne Rich, Sylvia Plath**

In this seminar we will be playing three poets off against each other, all of whom came of age during the 1950s. We will plot each poet’s career in relation to the public and personal crises that shaped it, giving particular attention to how each poet constructed “poethood” for herself. (Hedley, Division III) *Not offered in 2008-09.*

**ENGL B374 Experimental Poetry: Form and Experience**

This course will focus on the questions of poetic experiments and their worth: What is “experimental poetry,” and why would anyone want to write it? The course will focus on the histories of American experimental form in conjunction with the material conditions of class, race, ethnicity, gender, and sexuality. We’ll seek to understand contemporary theorizations of “form” itself,

and develop a deeper understanding of the larger field of poetics and poetic theory. Students will be responsible for in-class presentations, two essays (one of which contains a significant research component), and a number of short, creative assignments. (Liu, Division III)

**ENGL B378 Eating Culture: Food and Britain 1798 to 1929**

This class will explore British culinary culture across the long 19th century. One of our main goals will be to explore the role of matters culinary in the ordering and Othering of the world and its populations. We will pay particular attention to the relationship of food to 19th-century class and labor relations, colonial and imperial discourse, and analyze how food both traces and guides global networks of power, politics and trade. We will work towards theorizing food's materiality, considering the physiognomy of food, the aesthetics of a menu, and the hermeneutics of taste. (Thomas, Division III) *Not offered in 2008-09.*

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

A focused exploration of the multi-genre productions of Southern African writer Bessie Head and the critical responses to such works. Students are asked to help construct a critical-theoretical framework for talking about a writer who defies categorization or reduction. (Beard, Division III) *Not offered in 2008-09.*

**ENGL B385 Problems in Satire**

An exploration of the methodological and theoretical underpinnings of great satire in works by Blake, Dryden, Pope, Rabelais, Smiley, Swift, Wilde and others. (Briggs, Division III)

**ENGL B387 Allegory in Theory and Practice**

Allegory and allegories, from *The Play of Everyman* to *The Crying of Lot 49*. A working knowledge of several different theories of allegory is developed; Renaissance allegories include *The Faerie Queene* and *Pilgrim's Progress*, 19th- and 20th-century allegories include *The Scarlet Letter* and Ralph Ellison's *Invisible Man*. (Hedley, Division III; cross-listed as COML B387)

**ENGL B398 Senior Seminar**

Required preparation for ENGL 399 (Senior Essay). Through weekly seminar meetings and regular writing and research assignments, students will design a senior essay topic or topics of their choice, frame exciting and practical questions about it, and develop a writing plan for its execution. Students will leave the course with a departmentally approved senior essay prospectus, an annotated bibliography on their chosen area of inquiry, and 10 pages of writing towards their senior essay. Students must pass the course to enroll in ENGL 399. (Hemmeter, Ricketts, Rowe)

**ENGL B399 Senior Essay**

Supervised independent writing project required of all English majors. Students must successfully complete ENGL 398 (Senior Conference) and have their Senior Essay prospectus approved by the department before they enroll in ENGL 399. (staff)

**ENGL B403 Supervised Work**

Advanced students may pursue independent research projects. Permission of the instructor and major adviser is required. (staff)

**ENGL B425 Praxis III**

(staff)

Bryn Mawr currently offers the following courses in creative writing:

ARTW B159 Intro to Creative Writing  
ARTW B240 Literary Translation  
    Workshop  
ARTW B260 Short Fiction I  
ARTW B261 Poetry I  
ARTW B264 News and Feature Writing  
ARTW B265 Creative Nonfiction  
ARTW B266 Screenwriting  
ARTW B269 Writing for Children  
ARTW B360 Writing Short Fiction II  
ARTW B362 Play Writing II  
ARTW B382 Poetry Master Class  
ARTW B403 Supervised Work

## **THE JOHANNA ALDERFER HARRIS ENVIRONMENTAL STUDIES PROGRAM**

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*Students may complete an environmental studies concentration as an adjunct to a major in any of the participating departments or programs: Anthropology, Biology, Chemistry, Economics, English, Geology, Growth and Structure of Cities, Mathematics, Physics, Political Science, or Sociology.*

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### *Director*

Donald C. Barber, Geology and  
Environmental Studies

### *Steering Committee*

Peter Briggs, English  
Richard Davis, Anthropology  
Victor J. Donnay, Mathematics  
Jonas Goldsmith, Chemistry  
Karen Greif, Biology  
Carol Hager, Political Science (on leave  
semester I)  
David Karen, Sociology  
Gary McDonogh, Growth and Structure  
of Cities  
Michael Noel, Physics  
Christopher Oze, Geology  
Michael Rock, Economics  
David Ross, Economics (on leave semester  
I)  
Ellen Stroud, Growth and Structure of  
Cities and Environmental Studies  
Neal Williams, Biology

The environmental studies concentration is an interdisciplinary program involving departments and programs in the natural and social sciences and humanities. The concentration allows students to explore the interactions among earth systems, human societies and local and global environments.

General inquiries concerning the concentration should go to the Environmental Studies Program Director Donald Barber, (dbarber@brynmawr.edu). The listed contact persons on the environmental studies steering committee can answer questions pertaining to the concentration in their departments.

The concentration consists of six courses, four of which are fixed, and two of which are chosen from approved groups. Students should consult the catalog listings of their major department for disciplinary coursework specific to the concentration, if any. Additional program information is available on the environmental studies Web site: <http://www.brynmawr.edu/es>.

All concentrators must complete GEOL/CITY B103 Earth Systems and the Environment, CITY B175 Environment and Society and BIOL B220 Ecology. These three core courses must be completed before the senior year. As seniors, all concentrators reconvene in the Environmental Studies Senior Seminar (ANTH/BIOL/CITY/GEOL B397) to discuss in-depth issues within a broader environmental theme, set by mutual consent at the beginning of the semester.

Because the environmental studies concentration seeks to provide perspective on policy questions and the human sides of environmental issues, students must choose courses outside the natural sciences. One of these courses should address issues of planning and policy, and one other should address issues of humans in the environment. Available recommended courses are listed below, divided into these two groups. Alternative courses not shown below also may fulfill these requirements, but the environmental studies director must approve any such course substitution. Students also are encouraged, but not required, to take additional science courses to augment their curriculum; possible courses are listed below. In addition to checking with the department environmental studies contact, each student's coursework plan for the concentration must be reviewed by the environmental studies director.

Note: Some classes shown below have prerequisites; some are not offered every year. College divisions and how often each course is offered are shown (subject to change).

## 158 Areas of Study

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### Planning and Policy (one is required)

	Div.	When Offered
ANTH B210 Medical Anthropology	I	Alternate Years (Alt. Yrs.)
ECON B234 Environmental Economics	I	Occasionally
CITY/ANTH B190 Form of the City	I or III	Every Year (Spring)
CITY B217 Research in Policy Methods	I	Every Year (Spring)
CITY B229 Comparative Urbanism	I	Most Years (Fall or Spring)
CITY B345 Adv. Topics in Environment and Society	I	Every year (Spring)
CITY B360 Urban Social Movements	I	Most Years (Fall or Spring)
POLS/CITY B222 Intro. to Environ. Issues	I	Alt. Yrs. (Spring '09)
POLS B310 Comparative Public Policy	I	Alt. Yrs. (Spring '09)
POLS B321 Technology and Politics	I	Every 3 Years (Fall '08)
POLS B339 The Policy-making Process	I	Alt. Yrs. (Fall)
POLS B354 Comparative Social Movements	I	Every 3 Years (Fall '09)

### Humans in the Environment (one is required)

ANTH B101 Intro. to Anthropology	I	Every Fall
ANTH B203 Human Ecology	I	Every Year (Fall or Spring)
ANTH H263 Anthropology and Architecture	I	Occasionally
CITY B278 American Environmental History	I	Every Spring
CITY B270/370 Japanese Architecture and Planning	I	Every 3 Years
HIST/CITY B237 Urbanization in Africa	I	Occasionally
ENGL B204 Literatures of American Expansion	III	Occasionally
ENGL B213 Nature Writing, Environ. Concern	III	Occasionally
ENGL B309 Native American Literature	III	Occasionally

### Science of the Environment (suggested offerings)

GEOL B206 Energy, Resources and Environ. Policy	II	Occasionally (Fall '08)
GEOL B209 Natural Hazards	IIQ	Alt. Years (Spring '09)
GEOL B302 Low-temperature Geochemistry	II	Alt. Yrs. (Spring '08)
GEOL B312 Quaternary Geology	II	Alt. Yrs. (Fall '08)
GEOL B314 Marine Geology	II	Alt. Yrs. (Fall '09)
BIOL B210 Biology and Public Policy	II	Every Year (Fall or Spring)
BIOL B215 Experimental Design and Statistics	II	Alt. Yrs. (Spring '09)
BIOL B225 Biology of Plants	II	Spring '08
BIOL B309 Biological Oceanography	II	Fall or Spring
GEOL/CITY/BIOL/ARCH B328 Geospatial Analysis (GIS)	II	Every Spring



For a number of the courses listed above, especially those with a substantial component of independent inquiry, students are encouraged to select environmental topics.

In her senior year, in addition to the Environmental Studies Senior Seminar, each student should show evidence of advanced work in environmental studies. This may consist of a research project, a major thesis, or in some departments it would be a 300-level course in which the student deals extensively with environmental issues. In selected cases, with approval of the major department adviser and the environmental studies director, this advanced work may be undertaken as an internship or Praxis course. Additional courses of interest to students of all disciplines include courses at University of Pennsylvania or Swarthmore College. Certain classes from Junior Year Abroad programs may fulfill requirements for the concentration if pre-approved. These include special environmental programs like the University of Kansas Costa Rica programs and the programs sponsored by Swarthmore in Eastern Europe.

Given the flexible requirements of the concentration, it is important that students plan their curriculum as early as possible. Ideally planning should start no later than the first semester of the sophomore year.

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## FILM STUDIES

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*Students may complete a minor in Film Studies.*

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### *Director*

Michael Tratner, English

### *Faculty*

Hoang Tan Nguyen, Lecturer

Elena Gorfinkel, Visiting Assistant Professor

Stephanie Schwartz, Andrew W. Mellon Foundation Postdoctoral Fellow in the Humanities

### *Steering Committee*

Timothy Harte, Russian (on leave semesters I and II)

Homay King, History of Art (on leave semesters I and II)

Imke Meyer, German (on leave semester II)

Katherine Rowe, English

Lisa Saltzman, History of Art

Michael Tratner, English

Sharon Ullman, History (on leave semester II)

Film Studies is an interdisciplinary program of inquiry bringing a range of analytical methods to bear upon films, film audiences, and the social and industrial contexts of film and media production, distribution and exhibition. The courses that comprise the minor in film studies reflect the diversity of approaches in the academic study of cinema. The minor is anchored by core courses in formal analysis, history and theory. Elective courses in particular film

styles, directors, national cinemas, genres, areas of theory and criticism, and issues in film and media culture add both breadth and depth to this program of study.

Film studies is a Bryn Mawr College minor. Students must take a majority of courses on the Bryn Mawr campus; however, minors are encouraged to consider courses offered in the Tri-College consortium and at the University of Pennsylvania. Students should work with the director of the Film Studies Program to develop a minor workplan when declaring the minor.

### *Minor Requirements*

In consultation with the program director, students design a program of study that includes a range of film genres, styles, national cinemas, eras and disciplinary and methodological approaches. Students are strongly encouraged to take at least one course addressing topics in global or non-western cinema. The minor consists of a total of six courses and must include the following:

1. One introductory course in the formal analysis of film
2. One course in film history or an area of film history
3. One course in film theory or an area of film theory
4. Three electives.

At least one of the six courses must be at the 300 level. Courses that fall into two or more of the above categories may fulfill the requirement of the student's choosing, but may not fulfill more than one requirement simultaneously. Students should consult with their advisers to determine which courses, if any, may count simultaneously for multiple credentials. Final approval is at the discretion of the program director.

Film Studies courses currently offered at Bryn Mawr include:

- ENGL B205 Introduction to Film
- ENGL B229 Movies and Mass Politics
- ENGL B238/HART B238 History of Cinema 1895-1945
- ENGL B239/HART B239 Women and Cinema: Social Agency and Cultural Representation
- ENGL B324 Topics in Shakespeare: Shakespeare on Film
- ENGL B334/HART B334 Topics in Film Studies: Queer Cinema
- ENGL B341/HART B341 Cult Genres: Camp, Kitsch, and Trash Cinema
- GERM B262 Foreign Affairs: Travel in Post-War German and Austrian Film
- HART B110 Identification in the Cinema
- HART B271 History of Photography: The American Century
- HART B299/ENGL B299 History of Cinema 1945-present
- HART B308 Topics in Photography: Photography and War

## FINE ARTS

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*Students may complete a major in Fine Arts at Haverford College.*

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### *Faculty*

Gerald Cyrus, Visiting Assistant Professor

Hee Sook Kim, Assistant Professor and  
Chair

Ying Li, Associate Professor

Marianne Weil, Visiting Associate  
Professor

William E. Williams, Professor

The fine arts courses offered by the department are structured to accomplish the following: (1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

### *Major Requirements*

Fine arts majors are required to concentrate in painting, drawing, sculpture, photography, or printmaking. Majors must take four different 100-level foundation courses from four different faculty members which will introduce them to four of the five possible areas of concentration; two 200-level courses outside the area of concentration as well as two 200-level courses in the area of concentration; one 300-level course within that area; three art-history courses or the equivalent to be taken at Bryn Mawr College or elsewhere; and Senior Department Studies 499. Students intending to pursue

graduate work in fine arts are strongly advised to take an additional 300-level course in their area of concentration.

### **ARTS H101 Arts Foundation-Drawing**

A seven-week introductory course for students with little or no experience in drawing. Students will first learn how to see with a painter's eye. Composition, perspective, proportion, light, form, picture plane and other fundamentals will be studied. We will work from live models, still life, landscape, imagination and masterwork. Prerequisite: Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Li)

### **ARTS H102 Arts Foundation-Drawing**

Prerequisite: Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Weil)

### **ARTS H103 Arts Foundation-Photography**

Prerequisite: Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Cyrus)

### **ARTS H104 Arts Foundation-Sculpture**

Prerequisite: Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Weil)

### **ARTS H106 Arts Foundation-Drawing**

Prerequisite: Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Weil)

### **ARTS H107 Arts Foundation-Painting**

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will work from live model,

still life, landscape, imagination and masterwork. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Preference will also be given to students with Foundations-Drawing experience. Over-enrollment will be determined by lottery conducted by the instructor on the first day of class. (Li)

### **ARTS H108 Arts Foundation-Photography**

Prerequisite: Over-enrollment will be determined by lottery conducted by instructor on the first day of class. Course is a repeat of 103D/108H. (Cyrus)

### **ARTS H109 Arts Foundation-Sculpture**

Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. (Weil)

### **ARTS H120 Foundation Printmaking: Silkscreen**

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by the instructor on the first day of class. (Kim)

### **ARTS H121 Foundation Printmaking: Relief Printing**

A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. (staff)

### **ARTS H122 Foundation Printmaking: Lithography**

A seven-week course covering various techniques and approaches to Lithography, including stone and plate preparation, drawing materials, editioning, black and white printing. Emphasizing the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. (Kim)

### **ARTS H123 Foundation Printmaking: Etching**

A seven-week course covering various techniques and approaches to intaglio printmaking including monotypes, soft and hard ground, line, aquatint, chine collage and viscosity printing. Emphasizing the expressive potential of the medium to create a personal visual statement. Prerequisite: Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. (staff)

**ARTS H124 Foundation Printmaking: Monotype**

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. Prerequisite: Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by instructor on the first day of class. (Kim)

**ARTS H216 History of Photography from 1839 to the Present**

An introductory survey course about the history of photography from its beginnings in 1839 to the present. The goal is to understand how photography has altered perceptions about the past, created a new art form, and become a hallmark of modern society. Prerequisite: Sophomore standing (Williams)

**ARTS H217 The History of African-American Art from 1619 to the Present**

A survey course documenting and interpreting the development and history of African-American art from 1619 to present day. Representative works from the art and rare book collections will supplement course readings. Prerequisite: Any HART course, 200-level ARTS Studio Course, Anthropology of Art, AFST course. (Williams)

**ARTS H218 Chinese Calligraphy As An Art Form**

This course combines studio practice and creating art projects with slide lectures, readings, and museum visits. Students will

study the art of Chinese Calligraphy, and its connection with Western art. No Chinese language required. (Li)

**ARTS H223 Printmaking: Materials and Techniques: Etching**

Concepts and techniques of black/white and color intaglio. Line etching, aquatint, soft and hard ground, chin-colle techniques will be explored as well as visual concepts. Developing personal statements will be encouraged. Individual and group critiques will be employed. Prerequisite: Permission of instructor by review of portfolio. (Kim)

**ARTS H224 Computer and Printmaking**

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. Prerequisite: An introductory printmaking course or permission by portfolio review. (Kim)

**ARTS H225 Lithography: Material and Techniques**

(Kim)

**ARTS H231 Drawing (2-D): All Media**

Students are encouraged to experiment with various drawing media and to explore the relationships between media, techniques and expression. Each student will strive to develop a personal approach to drawing

while addressing fundamental issues of pictorial space, structure, scale, and rhythm. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent. (Li)

**ARTS H233 Painting: Materials and Techniques**

Students are encouraged to experiment with various painting techniques and materials in order to develop a personal approach to self-expression. We will emphasize form, color, texture, and the relationship among them; influences of various techniques upon the expression of a work; the characteristics and limitations of different media. Students will work from observation, conceptual ideas and imagination. Course includes drawing projects, individual and group crits, slide lectures, museum and gallery visits. Prerequisite: Fine Arts Foundations or consent. (Li)

**ARTS H241 Drawing (3-D): All Media**

In essence the same problems as in ARTS 231A or B. However, some of the drawing media are clay modeling in half-hour sketches; the space and design concepts solve three-dimensional problems. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts Foundations or consent. (Weil)

**ARTS H243 Sculpture: Materials and Techniques**

The behavior of objects in space, the concepts and techniques leading up to the form in space, and the characteristics and limitations of the various sculpture media and their influence on the final work; pre-

dominant but not exclusive use of clay modeling techniques: fundamental casting procedures. Part of the work is done from life model. May be repeated for credit. Prerequisite: Fine Arts Foundations or consent. (Weil)

**ARTS H251 Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black and white photographic prints. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black and white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures, and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. Prerequisite: ARTS H103 or equivalent. (Williams)

**ARTS H253 The Theory and Practice of Conceptual Art**

In this course, the specific mid-20th-century movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practice to embody the former research. The course invites artists, writers, activists, and cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, and trouble—without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film. (Muse)

**ARTS H260 Photography: Materials and Techniques**

Prerequisite: Fine Arts Foundations or consent. (Williams)

**ARTS H321 Experimental Studio:  
Etching**

Concepts and techniques of color intaglio. Combined printmaking methods as well as solid foundations in printmaking techniques will be encouraged. Personal statements and coherent body of works will be produced during the course. Individual and group critiques will be employed. Prerequisite: Permission of instructor by review of portfolio. (Kim)

**ARTS H322 Experimental Studio:  
Printmaking: Lithography**

Concepts and techniques of color lithography. Combined printmaking methods as well as solid foundations in printmaking techniques will be encouraged. Personal statements and coherent body of works will be produced during the course. Individual and group critiques will be employed. Prerequisite: one course in printmaking or consent. (Kim)

**ARTS H326 Experimental Studio:  
Lithography**  
(Kim)**ARTS H327 Experimental Studio:  
Lithography and Intaglio**

Concepts and techniques of black and white and color lithography. The development of a personal direction is encouraged. Prerequisite: A foundation drawing course and Foundation Printmaking, or permission of instructor (Kim)

**ARTS H331 Experimental Studio:  
Drawing**

Students will build on the work done in 200-level courses, to develop further their individual approach to drawing. Students are expected to create projects that demonstrate the unique character of drawing in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15-minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: ARTS 231A or B, or consent. (Li)

**ARTS H333 Experimental Studio:  
Painting**

Students will build on the work done in 200-level courses to develop further their individual approach to painting. Students are expected to create projects that demonstrate the unique character of their chosen media in making their own art. Completed projects will be exhibited at the end of semester. Class will include weekly crits, museum visits, visiting artists' lecture and crits. Each student will present a 15-minute slide talk and discussion of either their own work or the work of artists who influenced them. Prerequisite: ARTS 223A or B, or consent. (Li)

**ARTS H341 Experimental Studio:  
Drawing**

Prerequisite: ARTS 241A or B, or consent. (Weil)

**ARTS H343 Experimental Studio:  
Sculpture**

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. Prerequisite: ARTS 243A or B, or consent of instructor. (Weil)

**ARTS H351 Experimental Studio:  
Photography**

Students produce an extended sequence of their work in either book or exhibition format using black and white or color photographic materials. The sequence and scale of the photographic prints are determined by the nature of the student's work. Weekly classroom critiques, supplemented by an extensive investigation of classic photographic picture books and related critical texts guide students to the completion of their course work. This two semester course consists of the book project first semester and the exhibition project second semester. At the end of each semester the student may exhibit his/her project. Prerequisite: ARTS 251A and 260B. (Williams)

**ARTS H460 Teaching Assistant  
(Kim)**

**ARTS H480 Independent Study**

This course gives the advanced student the opportunity to experiment with concepts and ideas and to explore in depth his or her talent. Prerequisite: consent of instructor. (Kim)

**ARTS H499 Senior Departmental  
Studies**

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work. Prerequisite: senior majors. (Kim, Li, Weil, Williams)



## FRENCH AND FRANCOPHONE STUDIES

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*Students may complete a major or minor in French and Francophone Studies. Within the major, student may complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.*

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### Faculty

#### **Bryn Mawr College:**

Grace M. Armstrong, Professor of French,  
Major Adviser, and Acting Chair

Benjamin ChereI, Lecturer

Florence Echtman, Instructor

Mélanie Giraud, Instructor

Francis Higginson, Associate Professor  
(on leave semester I)

Brigitte Mahuzier, Associate Professor,  
Director of the Avignon Institute

Agnès Peysson-Zeiss, Lecturer

#### **Haverford College:**

Koffi Anyinéfa, Professor

Florence Echtman, Instructor

Duane Kight, Assistant Professor

David L. Sedley, Associate Professor and  
Chair

The Departments of French at Bryn Mawr and Haverford Colleges offer a variety of courses and two options for the major. The purpose of the major in French is to lay the foundation for an understanding and appreciation of French and Francophone culture through its literature and language, the history of its arts, its thought and its institutions. Course offerings are intended to serve both those students with particular interest

in French and Francophone literature, literary theory and criticism (Literary option), as well as those with particular interest in French and French-speaking countries from an interdisciplinary perspective (Interdisciplinary Studies in French). A thorough knowledge of French is a common goal for both options, and texts and discussion in French are central to the program.

In the 100-level courses, students are introduced to the study of French and Francophone literatures and cultures, and special attention is given to the speaking and writing of French. Courses at the 200 level treat French literature and *civilisation* from the beginning to the present day. Two 200-level courses are devoted to advanced language training and one to the study of theory. Advanced (300-level) courses offer detailed study either of individual authors, genres and movements or of particular periods, themes and problems in French and Francophone culture. In both options, students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

All students who wish to pursue their study of French must take a departmental placement examination prior to arriving at Bryn Mawr; unless they have IB or Advanced Placement credit, they must also present the SAT II French score or take the Placement exam upon their arrival. Those students who begin French have two options: intensive study of the language in the intensive sequence (001-002 Intensive Elementary; 005 Intensive Intermediate and 102 Introduction à l'analyse littéraire et culturelle II or 005 and 105 Directions de la France contemporaine), or non-intensive study of

the language in the non-intensive sequence (001-002 Elementary; 003-004 Intermediate; 101-102 or 101-105). Although it is possible to major in French using either of the two sequences, students who are considering doing so and have been placed at the 001 level are encouraged to take the intensive option.

The Department of French and Francophone Studies also cooperates with the Departments of Italian and Spanish in the Romance Languages major (see page 288).

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing FREN 001-002 Intensive and 005 Intensive with a grade of 2.0, or by completing FREN 003 and 004 (non-intensive) with an average grade of at least 2.0 or with a grade of 2.0 or better in FREN 004.

### *Major Requirements*

Requirements in the major subject are:

1. French and Francophone Literature: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level language course; FREN 213 *Qu'est-ce que la théorie*; three semesters of 200-level literature courses, two semesters of 300-level literature courses, and the year-long Senior Experience, which consists of Senior Conference in the Fall semester and either a Senior Thesis or a third 300-level course culminating in the Senior Essay during the Spring semester. In either case, the work of the
2. Interdisciplinary Studies in French: FREN 005-102 or 005-105 or 101-102 or 101-105; the 200-level language course; two 200-level courses within the department: e.g., FREN 291 or 299; two 200-level courses to be chosen by the student outside the French departments (at BMC/HC or JYA) which contribute coherently to her independent program of study; FREN 326 *Etudes avancées de civilisation* plus two 300-level courses outside the departments; thesis of one semester in French or English. Students interested in this option must present the rationale and the projected content of their program for departmental approval during their sophomore year; they should have excellent records in French and the other subjects involved in their proposed program.
3. Both concentrations: all French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take the 200-level language course. Students may wish to continue from this course to hone their skills further in courses on stylistics and translation offered at Bryn Mawr College or abroad. Students placed at the 200 level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school.

### *Honors*

Undergraduates who have excelled in French by maintaining a minimum grade of 3.7 may, if their proposal is accepted by the department, write a thesis during the second semester of their senior year. However, the acceptance of the proposal and the subsequent writing of such a thesis do not guarantee the award. Departmental honors may also be awarded for excellence in Senior Experience capped by the oral examination at the end of the senior year.

### *Minor Requirements*

Requirements for a French minor are FREN 005-102 or 005-105, or 101-102 or 101-105; the 200-level language course; and four 200-level or 300-level courses. At least one course must be at the 300 level.

### *Teacher Certification*

The Department of French and Francophone Studies offers a certification program in secondary teacher education. For more information, see the description of the Education Program on page 135.

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

Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department, the Special Cases Committee and the Dean of the Graduate School of Arts and Sciences (see page 36).

### *Study Abroad*

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Departments of French,

be allowed to spend their junior year or a semester thereof in France or Francophone countries under one of the junior-year plans approved by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes Françaises d'Avignon*, held under the auspices of Bryn Mawr. The *institut* is designed for selected undergraduates with a serious interest in French and Francophone literatures and cultures, most particularly for those who anticipate professional careers requiring knowledge of the language and civilization of France and French-speaking countries. The curriculum includes general and advanced courses in French language, literature, social sciences, history, art and economics (including the possibility of internships in Avignon). The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

### **FREN B001, B002 Elementary French**

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and nonintensive (five hours a week) sections. This is a year-long course. (Cherel, Giraud, Peysson-Zeiss)

### **FREN B003, B004 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning

Center regularly and attend supplementary oral practice sessions. The course meets in nonintensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit. (Cherel, Giraud, Echtman)

### **FREN B005 Intensive Intermediate French**

The emphasis on speaking and understanding French is continued; literary and cultural texts are read and increasingly longer papers are written in French. In addition to three class meetings a week, students develop their skills in group sessions with the professors and in oral practice hours with assistants. Students use the Language Learning Center regularly. This course prepares students to take 102 or 105 in semester II. Open only to graduates of Intensive Elementary French or to students placed by the department. Students who are not graduates of Intensive Elementary French must take either 102 or 105 to receive credit. (Armstrong, Peysson-Zeiss)

### **FREN B101 Introduction à l'analyse littéraire et culturelle I**

Presentation of essential problems in literary and cultural analysis by close reading of works selected from various periods and genres and by analysis of voice and image in French writing and film. Participation in discussion and practice in written and oral expression are emphasized, as are grammar review and laboratory exercises. (Giraud, Peysson-Zeiss, Division III)

### **FREN B102 Introduction à l'analyse littéraire et culturelle II**

Continued development of students' expertise in literary and cultural analysis by emphasizing close reading as well as oral and written analyses of increasingly complex works chosen from various genres and periods of French and Francophone works in their written and visual modes. Readings include comic theater of the 17th or 18th centuries and build to increasingly complex *nouvelles*, poetry and novels of the 19th and 20th centuries. Participation in guided discussion and practice in oral/written expression continue to be emphasized, as is grammar review. Prerequisite: FREN 005 or 101. (Armstrong, Division III)

### **FREN B105 Directions de la France contemporaine**

An examination of contemporary society in France and Francophone cultures as portrayed in recent documents and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and *les loisirs*. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts and magazines, complemented by video materials. Prerequisite: FREN 005 or 101. (Cherel, Division III)

### **FREN B201 Le Chevalier, la dame et le prêtre: littérature et publics du Moyen Age**

Using literary texts, historical documents and letters as a mirror of the social classes

that they address, this interdisciplinary course studies the principal preoccupations of secular and religious women and men in France from the Carolingian period through 1500. Selected works from epic, *lai*, *roman courtois*, *fabliau*, theater, letters, and contemporary biography are read in modern French translation. (Armstrong, Division III) *Not offered in 2008-09.*

**FREN B205 Le Temps des prophètes: de Chateaubriand à Baudelaire**

From Chateaubriand and Romanticism to Baudelaire, a study of selected poems, novels and plays. (Mahuzier, Division III) *Not offered in 2008-09.*

**FREN B206 Le Temps des virtuoses: Symbolisme, Naturalisme et leur progéniture**

A study of selected works by Claudel, Gide, Proust, Rimbaud, Valéry, Verlaine, and Zola. (Mahuzier, Division III) *Not offered in 2008-09.*

**FREN B207 Missionnaires et cannibales: Maîtres de l'époque moderne**

A study of selected works illustrating the principal literary movements from 1930 to the present. (Higginson, Division III)

**FREN B213 Qu'est-ce que la théorie?**

This course provides exposure to influential 20th-century French theorists while bringing these thinkers to bear on appropriate literary texts. It hones students' critical skills while expanding their knowledge of French intellectual history. The explicitly critical aspect of the course will also serve students throughout their coursework, regardless of field. This course is required for the literary option of the French major. (Mahuzier, Division III; cross-listed as COML B213)

**FREN B231 De la page à l'écran: Romans français et adaptations cinématographiques**

This course proposes to examine different genres of French novels and their cinematographic adaptations. Its purpose is to expose students to different types of narratives, constructed through a wide range of literary and cinematographic techniques. (staff, Division III) *Not offered in 2008-09.*

**FREN B248 Histoire des Femmes en France**

A study of women and gender in France from the Revolution to the present. The course will pay particular attention to the role of women in the French Revolution (declarations, manifestos, women's clubs, *salons*, etc.) and in the post-revolutionary era, as well as to the more contemporary feminist manifestations in France since Simone de Beauvoir's *Deuxième Sexe* and the flow of feminist texts produced in the wake of May '68. (Mahuzier, Division III)

**FREN B251 La Mosaïque France**

A study that opposes the discourse of exclusion, xenophobia, racism and the existence of a mythical, unique French identity by examining 20th-century French people and culture in their richness and variety, based on factors such as gender, class, region, colonization and decolonization, immigration and ethnic background. Films and texts by Begag, Beauvoir, Cardinal, Carles, Duras, Ernaux, Jakez Helias, Modiano, and Zobel (Cherel, Division III; cross-listed as CITY B251)

**FREN B258 L'espace réinventé: Paris: rêve d'urbaniste, songe d'écrivain**

The cityscape is a dominant figure in the 19th and 20th century, at a time where the

notion of “writing the city” really develops, influencing and even structuring beliefs. Urban theory and cultural criticism will supplement literary analysis as we consider how novelists Mercier, Rétif de la Bretonne, Balzac, Hugo, and Zola, and poets Baudelaire and Rimbaud have sought to make visible, through novelistic and lyric voices, the evolution of the perception of the city as architectural, social, and political body since the end of the 18th century. (Giraud, Division III; cross-listed as CITY B258)

**FREN B260 Stylistique et traduction**

Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and nonliterary texts, and original composition. (Cherel, Peysson-Zeiss)

**FREN B262 Débat, discussion, dialogue**

Intensive oral practice intended to bring non-native French speakers to the highest level of proficiency through the development of debating and discussion skills. (staff) *Not offered in 2008-09.*

**FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the *trobairitz*, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as

a metaphor for artistic creation, and socio-political engagement. (Armstrong, Division III; cross-listed as COML B302)

**FREN B306 Libertinage et érotisme au XVIIIe siècle**

A close study of works representative of the 18th-century French novel, with special attention to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel. (staff, Division III) *Not offered in 2008-09.*

**FREN B325, B326 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours. (Mahuzier, Division III; cross-listed as COML B326)

**FREN B350 Voix médiévales et échos modernes**

A study of selected 19th- and 20th-century works inspired by medieval subjects, such as the Grail and Arthurian legends and the Tristan and Yseut stories, and by medieval genres, such as the *roman*, saints' lives, or the miracle play. Included are works by Bonnefoy, Cocteau, Flaubert, Genevoix, Giono, Gracq, Hugo, and Yourcenar. (Armstrong, Division III; cross-listed as COML B350)

**FREN B355 Variations sur le récit moderne: ruses et ressources**

(Armstrong, Higginson, Division III) *Not offered in 2008-09.*

**FREN B398 Senior Conference**

A weekly seminar examining two major French and Francophone literary texts and the interpretive problems they raise. A third theoretical text will encourage students to think beyond traditional literary categories to interrogate issues such as cultural memory, political *engagement*, gendered space, etc. This course prepares students for the second semester of their Senior Experience, during which students not writing a thesis are expected to choose a 300-level course and write a long research paper, the Senior Essay, that they will defend during an oral examination. Seniors writing a thesis in semester II will defend it during their final oral examination. (Sedley) *Alternates between Bryn Mawr and Haverford. Offered at Haverford in 2008-09.*

**FREN B401 Honors**

(staff)

**FREN B403 Supervised Work**

(staff)

Haverford College currently offers the following courses in French and Francophone Studies:

FREN H001 Elementary French

FREN H002 Elementary French Non Intensive

FREN H003 Intermediate French Non Intensive

FREN H004 Intermediate French

FREN H005 Intensive Intermediate French

FREN H101 Introduction à l'analyse littéraire et culturelle I

FREN H102 Introduction à l'analyse littéraire et culturelle II

FREN H105 Directions de la France contemporaine

FREN H202 Crises et identités: La Renaissance

FREN H212 Grammaire avancée: composition et conversation

FREN H312 La Révolution Haïtienne: Histoire et Imaginaire

FREN H312 L'Art du ridicule de Rabelais à Voltaire

FREN H398 Senior Conference

## GENDER AND SEXUALITY

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*Students may complete a minor or concentration in Gender and Sexuality. Students may submit an application to major in Gender and Sexuality through the independent major program.*

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### *Coordinators*

Lázaro Lima, Associate Professor and Co-Coordinator

Theresa Tensuan, Assistant Professor at Haverford College, Co-Coordinator

### *Faculty*

Gina Velasco, Andrew W. Mellon Foundation Predoctoral Fellow in the Humanities

### *Advisory Committee*

Dana Becker, Graduate School of Social Work and Social Research (on leave semester II)

Katherine Rowe, English

Sharon Ullman, History (on leave semester II)

Amanda Weidman, Anthropology

Neil Williams, Biology

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexual-

ity plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, “Interdisciplinary Perspectives on Sex and Gender.” Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women’s studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in Western and non-Western cultures.

### *Minor and Concentration Requirements*

Six courses distributed as follows are required for the concentration:

1. An introductory course (including equivalent offerings at Swarthmore College or the University of Pennsylvania).
2. The junior seminar: Interdisciplinary Perspectives on Sex and Gender (alternating fall semesters between Bryn Mawr and Haverford).
3. Four additional approved courses from at least two different departments, two of which are normally at the 300 level. Units of Independent Study (480) may be used to fulfill this requirement.
4. Of the six courses, no fewer than two and no more than three will also form part of the student’s major.



Requirements for the minor are identical to those for the concentration, with the stipulation that no courses in gender and sexuality will overlap with courses taken to fulfill requirements in the student's major.

Neither a senior seminar nor a senior thesis is required for the concentration or minor; however, with the permission of the major department, a student may choose to count toward the concentration a senior thesis with significant content in gender and sexuality. Students wishing to construct an independent major in gender and sexuality should make a proposal to the Committee on Independent Majors (see page 22).

**GNST B290: Interdisciplinary Perspectives on Sex and Gender**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by a Haverford and a Bryn Mawr professor from different disciplines, this course is offered yearly on alternate campuses. (Beltran, Schneider, Division III). *Offered at Haverford in 2008-09.*

Courses in the Program in Gender and Sexuality change from year to year. Students are advised to check the course guide at the beginning of each semester.

Courses in Gender and Sexuality currently offered at Bryn Mawr:

- ANTH B101 Introduction to Anthropology
- ANTH B102 Introduction to Cultural Anthropology

- ANTH B312 Anthropology of Reproduction
- ARCH B303 Classical Bodies
- COML B321/GERM B321 Advanced Topics in German Cultural Studies: Berlin in the 1920s
- ENGL B201 Chaucer: *Canterbury Tales*
- ENGL B239/HART B239 Women and Cinema: Social Agency and Cultural Representation
- ENGL B263 Toni Morrison and the Art of Narrative Conjure
- ENGL B269 Vile Bodies in Medieval Literature
- ENGL B293 Critical Feminist Studies: An Introduction
- ENGL B360 Women and Law in the Middle Ages
- ENGL B362 African American Literature
- HART B108 Women, Feminism, and History of Art
- HART B348 Topics in German Art
- HIST B357 Topics in British Empire: Race and Nation
- ITAL B235 Italian Women's Movement
- POLS B282 The Exotic Other: Gender and Sexuality in the Middle East
- POLS B375/SOCL B375 Women, Work, and Family
- SOCL B201 The Study of Gender in Society
- SPAN B331 Trans Nation: Queer Diasporas

Courses in gender and sexuality currently offered at Haverford:

- ANTH H204 Anthropology of Gender
- ANTH H244 Anthropology of China
- ECON H224 Women in the Labor Market

- ENGL H254 Pre-Raphaelites, Aesthetes and Decadents: Gender and Sexuality in 19th-century Literature
- ENGL H269 Another Country: Queer Sexualities in the American Novel
- ENGL H286 Arts of the Possible: Literature and Social Justice Movements
- ENGL H302 Speaking in Tongues
- ENGL H347 Spectacle and Spectatorship in 18th-Century London
- ENGL H363 The Awful Rehearsal: Traumas of Freedom in U.S. Literature
- ICPR H190 Introduction to Gender and Sexuality Studies
- ICPR H244 Quaker Social Witness
- ICPR H290 Interdisciplinary Perspectives on Gender
- PHIL H105 Love, Friendship, and the Ethical Life
- PHIL H332 Foucault on Sex and Power
- POLS H123 American Politics: Difference and Discrimination
- POLS H235 African Politics
- POLS H242 Women in War and Peace
- RELG H221 Women and Gender in Early Christianity
- RELG H301 The Letters of Paul in Cultural Context
- RELG H330 Seminar in the Religious History of African-American Women

## GENERAL STUDIES

General studies courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered. These courses cut across disciplines and emphasize relationships among them. They are cross-listed and described under the departments that sponsor them.

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

### **GNST B101 African Civilizations: An Interdisciplinary Introduction to Africana Studies**

The required course introduces students to African societies, cultures and political economies with an emphasis on change and response among African people in Africa and outside. (Ngalamulume, Noonan-Ngwane, Roberts, Division I) *Not offered in 2008-09.*

### **GNST B103 Introduction to Swahili Language and Culture I**

(Mshomba, Division I or III)

### **GNST B104 Learning Foreign Languages** (Bain)

### **GNST B105 Introduction to Swahili Language and Culture II**

(Mshomba, Division I or III)

### **GNST B112 Great Questions of Russian Literature**

(Allen, Division III) *Not offered in 2008-09.*

**GNST B145 Introduction to Latin American, Latino, and Iberian Peoples and Cultures**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies and creative expressions. (staff, Division I or III)

**GNST B155 Introduction to Islamic Civilization**

(Kim, Division III; cross-listed as COML B155)

**GNST B213 Introduction to Mathematical Logic**

(Weaver, Division II; cross-listed as PHIL B213) *Not offered in 2008-09.*

**GNST B224 Gender and Science**

We will question the role of women in the scientific enterprise, the contemporary feminist critique of scientific practice, and what both suggest for science education. Is the face of science changing as more women are becoming professionally involved? Does effective participation in world citizenship require the engagement of all people with scientific inquiry? Might expanding such involvement mean altering the way science is done? What role might classes at women's colleges play in such transformations? (Dalke, McCormack) *Not offered in 2008-09.*

**GNST B261 Palestine and Israeli Society**  
(Neuman, Division I; cross-listed as ANTH B261, HEBR B261 and HIST B261) *Not offered in 2008-09.*

**GNST B265 The Islamic Literary Tradition**

(Kim, Division III; cross-listed as COML B265)

**GNST B277 Topics in Islamic Literature: Travel Narrative**

(Kim, Division III; cross-listed as COML B277) *Not offered in 2008-09.*

**GNST B290 Interdisciplinary Perspectives on Gender and Sexuality**

This course offers a rigorous grounding for students interested in questions of gender and sexuality. Bringing together intellectual resources from multiple disciplines, it also explores what it means to think across and between disciplinary boundaries. Team-taught by Bryn Mawr and Haverford professors from different disciplines, this course is offered yearly on alternate campuses. (Schneider, Beltran, Dalke, Division III) *Offered in 2008-09 at Haverford as ICPR H290.*

**GNST B303 Advanced Mathematical Logic**

(Weaver; cross-listed as PHIL B303) *Not offered in 2008-09.*

**GNST B342 Middle Eastern Diasporas**

(Neuman, Division I; cross-listed as ANTH B342 and HEBR B342) *Not offered in 2008-09.*

**GNST B403 Supervised Work**  
(staff)

**GNST B425 Praxis III—Independent Study**  
(staff)

## GEOLOGY

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*Students may complete a major or minor in Geology. Within the major, students may complete concentrations in environmental studies, geoarchaeology or geochemistry.*

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### *Faculty*

Donald C. Barber, Associate Professor

Lynne Elkins, Instructor

Christopher Oze, Assistant Professor

W. Bruce Saunders, Professor (on leave semester II)

Arlo B. Weil, Associate Professor and Chair

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the Earth is made; of the physical processes which have formed the Earth, especially near the surface; of the history of the Earth and its organisms; and of the various techniques necessary to investigate Earth processes and history.

Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100-level courses. Fieldwork is an essential part of geologic training and is part of all introductory courses, most other classes and most independent research projects.

### *Major Requirements*

Thirteen courses are required for the major: GEOL 101 and 102 or 103; 202, 203, 204, and 205; MATH 101 and 102, or alternates approved by the adviser; a two-semester sequence of CHEM (103-104) or PHYS (101-

102 or 121-122); GEOL 399; and either two advanced geology courses or one advanced geology course and an additional upper-level course in biology, chemistry, mathematics, physics, or computer science.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors undertake a research project (GEOL 399) and write a thesis in the senior year.

### *Honors*

Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

### *Minor Requirements*

A minor in geology consists of two of the 100-level geology courses, and any four of the 200- or 300-level courses offered by the department.

### *Concentration in Environmental Studies*

The environmental studies concentration allows students to explore interactions of the geosphere, biosphere and human societies. The concentration represents interdisciplinary cooperation among the Departments of Anthropology, Biology, Chemistry, Economics, English, Geology, Mathematics, Political Science, Sociology and Growth and Structure of Cities, and is open to students majoring in any of these departments.

The environmental concentration in geology consists of GEOL 101 and 103, 202 and two other 200-level geology courses, 302 or 328 (both are recommended), 397, one other 300-level geology course and 399; BIOL 220; CHEM 101 or 103, and 104; and two semesters of math, statistics or computational methods. Students starting the concentration in Fall 2006 must take CITY 175 Environment and Society. Two additional environmental courses outside of the natural sciences also are required: one addressing issues of planning and policy, and one that addresses issues of humans in the environment. The environmental studies Web site (<http://www.brynmawr.edu/es/core.htm>) lists approved courses in these categories. Paperwork for the concentration should be filed at the same time as the major work plan. Students also should carefully consider their options with regard to study abroad in the junior year. Early consultation with Don Barber and the current director of environmental studies is advised in the planning of courses.

### *Concentration in Geoarchaeology*

The geoarchaeology concentration allows students majoring in anthropology, archaeology or geology to explore the connections among these fields with respect to how our human ancestors interacted with past environments, and how traces of human behavior are preserved in the physical environment. In geology, the geoarchaeology concentration consists of 13 courses: GEOL 101 or 102 or 103, 202, 205, 270, 328, another 200- or 300-level geology course, and 399; CHEM 101 or 103, and 104; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among

current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

### *Concentration in Geochemistry*

The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes earth chemistry. In geology this concentration includes at least: GEOL 101, 103, 202, 205; one of 301 or 302 or 305; CHEM 101 or 103, 104 and 231 (Inorganic Chemistry). Additional chemistry courses might include 211 (Organic Chemistry) or 222 (Physical Chemistry). Other courses that complement this concentration are: calculus, linear algebra, computer programming and computer modeling. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, contact Christopher Oze (Geology) or Sharon Burgmayer (Chemistry).

### **GEOL B101 How the Earth Works**

An introduction to the study of planet Earth—the materials of which it is made, the forces that shape its surface and interior, the relationship of geological processes to people, and the application of geological knowledge to the search for useful materials. Laboratory and fieldwork focus on learning the tools for geological investigations and applying them to the local area and selected areas around the world. Three lectures and one afternoon of laboratory or fieldwork a week. One required one-day field trip on a weekend. (Weil, Division IIL)

### **GEOL B102 Earth History**

The history of the Earth from its beginning and the evolution of the living forms that have populated it. Three lectures, one afternoon of laboratory a week. A required two-day (Fri.-Sat.) field trip is taken in April. (staff, Division III)

### **GEOL B103 Earth Systems and the Environment**

This integrated approach to studying the Earth focuses on interactions among geology, oceanography, and biology. Also discussed are the consequences of population growth, industrial development, and human land use. Two lectures and one afternoon of laboratory or fieldwork per week. A required two-day (Fri.-Sat.) field trip is taken in April. (Barber, Division III; cross-listed as CITY B103)

### **GEOL B202 Mineralogy and Crystal Chemistry**

The crystal chemistry of representative minerals. Descriptive and determinative mineralogy, as well as the relation between the physical properties of minerals and their structures and chemical compositions. The occurrence and petrography of typical mineral associations and rocks is also covered. Lecture three hours, laboratory at least three hours a week. Prerequisite: introductory course in geology or chemistry (both recommended). (Oze, Division III)

### **GEOL B203 Invertebrate Paleobiology**

Biology, evolution, ecology, and morphology of the major marine invertebrate fossil groups. Three lectures and one three-hour laboratory a week. A semester-long research project introducing computer-aided morphometric analysis will be based on material

collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay. (Saunders, Division III)

### **GEOL B204 Structural Geology**

Three lectures and three hours of laboratory a week, plus weekend field trips. Recognition and description of deformed rocks, map reading, and an introduction to the mechanics and patterns of deformation. Prerequisites: GEOL 101 and MATH 101. (Weil, Division III)

### **GEOL B205 Sedimentary Materials and Environments**

An introduction to sediment transport, depositional processes, and stratigraphic analysis, with emphasis on interpretation of sedimentary sequences and the reconstruction of past environments. Three lectures and one lab a week, plus a weekend field trip. Prerequisite: GEOL 101, 102, 103 or instructor permission. Recommended: GEOL 202 and 203. (Barber, Division III)

### **GEOL B206 Energy Resources and Public Policy**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of requirements and supply of energy and of essential resources, of the geological framework that determines resource availability, and of the social, economic, and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science. (Barber, Division II)

### **GEOL B209 Natural Hazards**

A quantitative approach to understanding the earth processes that impact human societies. We consider the past, current, and

future hazards presented by geologic processes, including earthquakes, volcanoes, landslides, floods, and hurricanes. The course includes discussion of the social, economic, and policy contexts within which natural geologic processes become hazards. Case studies are drawn from contemporary and ancient societies. Lecture three hours a week, with one day-long field trip. Prerequisite: one semester of college science or permission of instructor. (Weil, Division II and Quantitative Skills; cross-listed as CITY B210)

#### **GEOL B230 The Science of Soils**

Physical, chemical, and biological processes within soil systems. Emphasis is on factors governing the physical properties, nutrient availability, and plant growth and production within soils. How to classify soils and to assess nutrient cycling and contaminant fate will be covered. Prerequisite: at least one introductory course in Geology, Biology or Chemistry. (Oze, Division II)

#### **GEOL B236 Evolution**

(Gardiner, Saunders; cross-listed as ANTH B236 and BIOL B236)

#### **GEOL B250 Computational Methods in the Sciences**

(staff, Division II and Quantitative Skills; cross-listed as BIOL B250 and CMSC B250) *Not offered in 2008-09.*

#### **GEOL B255 Problem Solving in the Environmental Sciences**

Provides basic quantitative and numerical modeling skills that can be applied to any of the natural sciences, including geology and environmental studies. Students will learn fundamental quantitative concepts while exploring issues such as global warm-

ing, sudden catastrophes, and the effects of steady flow of wind and water on Earth's surface. Lecture/discussion three hours a week. (staff, Division II and Quantitative Skills) *Not offered in 2008-09.*

#### **GEOL B260 Biogeography**

(staff, Division III and Quantitative Skills; cross-listed as BIOL B260) *Not offered in 2008-09.*

#### **GEOL B270 Geoarchaeology**

(Barber, Magee; cross-listed as ANTH B270 and ARCH B270) *Not offered in 2008-09.*

#### **GEOL B302 Low-Temperature Geochemistry**

The geochemistry of Earth surface processes. Emphasis is on the chemistry of surface waters, atmosphere-water environmental chemistry, chemical evolution of natural waters, and pollution issues. Fundamental principles are applied to natural systems with particular focus on environmental chemistry. Prerequisites: CHEM 103, 104 and GEOL 202 or two 200-level chemistry courses, or permission of instructor. (Oze)

#### **GEOL B303 Advanced Paleobiology/Advanced Evolution Seminar**

Principles, theory, and application of various aspects of paleobiology such as evolution. Seminar-based, with a semester-long research project or paper. Three hours of seminar a week and a weekend fieldtrip. Prerequisite: GEOL 203 or permission of instructor. (Saunders) *Not offered in 2008-09.*

#### **GEOL B304 Tectonics**

Three hours of lecture and a problem session a week. Plate tectonics and continental orogeny are reviewed in light of the geologic

record in selected mountain ranges and certain geophysical data. Prerequisite: GEOL 204 or permission of instructor. (Weil)

### **GEOL B305 Igneous and Metamorphic Petrology**

The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: GEOL 202 and CHEM 101 or 103, and 104. (Oze) *Not offered in 2008-09.*

### **GEOL B310 Introduction to Geophysics**

An overview covering how geophysical observations of the Earth's magnetic field, gravity field, heat flow, radioactivity, and seismic waves provide a means to study plate tectonics. Also covered are the geophysical techniques used in mineral and energy resources exploration, and in the monitoring of groundwater, earthquakes and volcanoes. Three class hours a week. Prerequisites: GEOL 101 and PHYS 101, 102. (Weil) *Not offered in 2008-09.*

### **GEOL B312 Quaternary Geology**

The Quaternary Period comprises the last 1.8 million years of Earth history, an interval dominated by climate fluctuations and the waxing and waning of large northern hemisphere ice sheets. This course covers the many types of geological evidence used to reconstruct Quaternary climate variability. Three class hours a week, including hands-on data analysis exercises. Prerequisite: GEOL 103 or 205, or permission of instructor. (Barber)

### **GEOL B314 Marine Geology**

An introduction to the structure of ocean basins, and the marine sedimentary record. Includes an overview of physical, biological, and chemical oceanography, and modern coastal processes such as shoreline erosion. Meets twice weekly for a combination of lecture, discussion and hands-on exercises, including one day-long field trip. Prerequisite: GEOL 101, 102 or 103, and 205, or permission of instructor. (Barber) *Not offered in 2008-09.*

### **GEOL B328 Analysis of Geospatial Data Using GIS**

An introduction to analysis of geospatial data, theory, and the practice of geospatial reasoning. As part of this introduction students will gain experience in using one or more GIS software packages and be introduced to data gathering in the field by remote sensing. Each student is expected to undertake an independent project that uses the approaches and tools presented. (staff; cross-listed as ARCH B328, BIOL B328 and CITY B328)

### **GEOL B350 Advanced Topics in Geology: Volcanology**

A seminar course offered occasionally covering topics on areas of geology not otherwise offered in the curriculum. Prerequisites: advanced standing in geology and consent of the instructor. (Oze)

### **GEOL B397 Senior Seminar in Environmental Studies**

A seminar course that encourages and facilitates environmental problem solving by interdisciplinary teams of ES concentrators. Coursework may take the form of service-learning (Praxis) projects. Students hone their research, collaboration, and leadership



abilities by working on real problems facing our community and the broader world. Students will provide oral and written progress reports and submit written summaries of their findings. Collaborative research projects also are possible. Three hours per week. (Oze, Stroud; cross-listed as ANTH B397, BIOL B397 and CITY B397)

### **GEOL B399 Senior Thesis**

An independent project in the field, laboratory, or library culminating in a written report and oral presentation. Required for all geology majors in the spring semester of the senior year. (Barber, Oze, Weil)

### **GEOL B403 Independent Research**

(staff)

### **GEOL B425 Praxis III**

Independent or group projects with a significant emphasis on community outreach and service. Projects usually focus on addressing environmental issues through collaborative work with off-campus practitioners. Prerequisites: advanced standing in the environmental studies concentration or permission of the instructor. (Barber)

## **GERMAN AND GERMAN STUDIES**

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*Students may complete a major or minor in German and German Studies.*

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### *Faculty*

David Kenosian, Lecturer

Imke Meyer, Associate Professor and  
Chair semester I (on leave semester II)

Azade Seyhan, Professor and Chair  
semester II

### **Haverford College:**

Heidi Schlipphacke, Visiting Associate  
Professor (on leave semester I)

Ulrich Schönherr, Associate Professor and  
Chair

The Department of German and German Studies draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German studies program, incorporating a variety of courses and major options. The purpose of the major in German and German studies is to lay the foundation for a critical understanding of German culture in its contemporary international context and its larger political, social, and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, un-

derstanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly multicultural world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics and urban anthropology and folklore.

A thorough knowledge of German is a goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that would enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complexity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, gender and sexuality, growth and structure of cities, history, history of art, music, philosophy, and political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history and politics given in other departments can count toward requirements for the major or minor.

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing GERM 101 and 102 with an average grade of at least 2.0 or with a grade of 2.0 or better in GERM 102.

### *Major Requirements*

The German and German studies major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 209 or 212, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German studies major normally includes 223 and/or 224; one 200- and one 300-level course in German literature; three courses (at least at the 300 level) in subjects central to aspects of German culture, history, or politics; and one semester of GERM 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, GERM 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

### *Honors*

Any student who has completed a senior thesis and whose grade point average in the

major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

### *Minor Requirements*

A minor in German and German studies consists of seven units of work. To earn a minor, students are normally required to take GERM 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German studies may be counted toward the seven units with the approval of the department.

### *Study Abroad*

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs.

### **GERM B001, B002 Elementary German**

Meets five hours a week with the individual class instructor, two hours with student

drill instructors. Strong emphasis on communicative competence both in spoken and written German in a larger cultural context. (Kenosian, Meyer, Schlipphacke)

### **GERM B101, B102 Intermediate German**

Thorough review of grammar, exercises in composition and conversation. Enforcement of correct grammatical patterns and idiomatic use of language. Study of selected literary and cultural texts and films from German-speaking countries. Two semesters. (Kenosian, Schönherr, Seyhan)

### **GERM H201 Advanced Training: Language, Text, Context**

Emphasis on the development of conversational, writing, and interpretive skills through an introductory study of German political, cultural, and intellectual life and history, including public debate, institutional practices, mass media, cross-cultural currents, folklore, fashion, and advertising. Course content may vary. (Schönherr, Division III)

### **GERM B202 Introduction to German Studies**

Interdisciplinary and historical approaches to the study of German language and culture. Selected texts for study are drawn from autobiography, anthropology, *Märchen*, satire, philosophical essays and fables, art and film criticism, discourses of gender, travel writing, cultural productions of minority groups, and scientific and journalistic writings. Emphasis is on a critical understanding of issues such as linguistic imperialism and exclusion, language and power, gender and language, and ideology and language. (Kenosian, Meyer, Division I or III)

**GERM B209 Introduction to Literary Analysis: Philosophical Approaches to Criticism**

A focus on applications and implications of theoretical and aesthetic models of knowledge for the study of literary works. (Seyhan, Division III; cross-listed as COML B209 and PHIL B209)

**GERM B212 Readings in German Intellectual History: Marx, Nietzsche, Freud, and the Rhetoric of Modernity**

Study of selected texts of German intellectual history, introducing representative works of Theodor W. Adorno, Hannah Arendt, Walter Benjamin, Sigmund Freud, Jürgen Habermas, Georg W. F. Hegel, Martin Heidegger, Werner Heisenberg, Immanuel Kant, G. E. Lessing, Karl Marx, Friedrich Nietzsche, Friedrich Schiller, and Ludwig Wittgenstein. The course aims to introduce students to an advanced cultural reading range and the languages and terminology of humanistic disciplines in German-speaking countries, and seeks to develop their critical and interpretive skills. (Seyhan, Division III; cross-listed as PHIL B204) *Not offered in 2008-09.*

**GERM B223 Topics in German Cultural Studies**

Course content varies. Topic for Spring 2009: Introduction to Gender and Sexuality Studies. Previous topics include: Kafka's Prague; Decadent Munich 1890-1925. (Schlipphacke, Kenosian, Division I or III; cross-listed as COML B223)

**GERM B231 Cultural Profiles in Modern Exile: Ethnographies of Memory: Women's Narratives**

This course investigates the anthropological, philosophical, psychological, cultural,

and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psycho-cultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others. (Seyhan, Division III; cross-listed as ANTH B231 and COML B231)

**GERM B245 Interdisciplinary Approaches to German Literature and Culture**

Course content varies. Topic for Fall 2007: Sexuality and Gender in German Literature and Film. Previous topics include: Women's Narratives on Modern Migrancy, Exile and Diaspora; Nation and Identity in Post-War Austria. (Meyer, Seyhan, Division III; cross-listed as COML B245) *Not offered in 2008-09.*

**GERM B262 Film and the German Literary Imagination**

Course content varies. Topic for Fall 2008: Travel in Post-War German and Austrian Film. Previous topics include: Global Masculinities: The Male Body in Contemporary Cinema. (Meyer, Schlipphacke, Division III)

**GERM B299 Cultural Diversity and Its Representations**

A focus on representations of "foreignness" and "others" in selected German works since the 18th century, including works of art, social texts, and film, and on the cultural productions of non-German writers

and artists living in Germany today. Topic for Spring 2009: Middle Eastern Cultures in Contemporary Germany. (Seyhan, Division I or III; cross-listed as COML B299)

**GERM B305 Modern German Drama**

Theory and practice of dramatic arts in selected plays by major German, Austrian, and Swiss playwrights from the 18th century to the present. Course content varies. Topic for Spring 2009: Dangerous Liaisons: Monogamy and Polygamy in Modern German Drama. Previous topics include Faust: Approaches to Legend in Literature, Drama, and Film; Representations of Family in German Drama. (Meyer, Schlipphacke, Seyhan, Division III; cross-listed as COML B305)

**GERM B308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors**

(Hager, Division I; cross-listed as POLS B308) *Not offered in 2008-09.*

**GERM B310 Topics in German Literature**

Course content varies. Topic for Spring 2009: Decadent Munich: 1890-1925. (Keno-sian, Division III)

**GERM B320 Topics in German Literature and Culture**

Course content varies. Topic for Fall 2008: Contemporary German Fiction. Previous topics include: Romantic Literary Theory and Literary Modernity; Configurations of Femininity in German Literature; and Nietzsche and Modern Cultural Criticism. (Meyer, Schlipphacke, Schönherr, Seyhan, Division III; cross-listed as COML B320)

**GERM B321 Advanced Topics in German Cultural Studies**

Course content varies. Topic for Fall 2008:

Berlin in the 1920s. Previous topics include: Masculinity and Femininity in German Cinema; Vienna 1900; and Kafka's Prague. (Kenosian, Meyer, Schönherr, Seyhan, Division III; cross-listed as CITY B319)

**GERM B329 Wittgenstein**

(Koggel, Division III; cross-listed as PHIL B329) *Not offered in 2008-09.*

**GERM B380 Topics in Contemporary Art: Visual Culture and the Holocaust**

(Saltzman, Division III; cross-listed as HART B380 and HEBR B380)

**GERM B399 Senior Seminar**

(Kenosian, Schlipphacke, Schönherr, Seyhan)

**GERM B403 Supervised Work**

(staff)

Haverford College currently offers the following courses in German and German Studies:

GERM H001 Elementary German

GERM H002 Elementary German

GERM H101 Intermediate German

GERM H102 Intermediate German

GERM H190 Introduction to Gender and Sexuality Studies

GERM H201 Advanced Training: Language, Text, and Context

GERM H215 Survey of Literature in German: Introduction to Postwar Literature

GERM H305 Modern German Drama

GERM H320 Contemporary German Fiction

GERM H399 Senior Conference

## GREEK, LATIN, AND CLASSICAL STUDIES

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*Students may complete a major in Greek, Latin, Classical Languages, or Classical Culture and Society. Students may complete a minor in Greek, Latin, or Classical Culture and Society. Students may complete an M.A. in Greek or Latin in the combined A.B./M.A. program.*

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### *Faculty*

Annette Baertschi, Assistant Professor  
Catherine Conybeare, Associate Professor  
Radcliffe Edmonds, Associate Professor,  
Major Adviser  
Richard Hamilton, Professor and Chair  
Russell T. Scott, Professor

In collaboration with the Department of Classics at Haverford College, the department offers four concentrations in classics: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each concentration, all majors must participate in the Senior Seminar, a full-year course. In the first term students study various fields in classics (e.g., law, literary criticism and history, philosophy, religion, political and social history), while in the second term they write a long research paper and present their findings to the group. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students, according to their concentrations, are encouraged to consider a term of study during junior year at the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

## **GREEK**

The sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion and the other basic forms of expression through which the culture developed. The works of poets, philosophers and historians are studied both in their historical context and in relation to subsequent Western thought.

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing GREK 101 and 104 with an average grade of at least 2.0 or with a grade of 2.0 or better in GREK 104.

### *Major Requirements*

Requirements in the major are two courses at the introductory level, two courses at the 100 level, two courses at the 200 level, one course at the 300 level and the Senior Seminar.

Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy.

By the end of the senior year, majors will be required to have completed a sight translation from Greek to English.

Prospective majors in Greek are advised to take Greek in their first year. For students entering with Greek there is the possibility of completing the requirements for both

A.B. and M.A. degrees in four years. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

### *Minor Requirements*

Requirements for a minor in Greek are two courses at the introductory level, two courses at the 100 level, two courses at the 200 level.

Courses for which a knowledge of Greek is not required are listed under Classical Culture and Society.

### **GREK B010, B011 Traditional and New Testament Greek**

The first part of this year-long course will focus on introducing standard (Classical) Greek. Once the grammar has been fully introduced, early in the spring semester, the class will begin to develop facility by reading part of the New Testament, selections from Xenophon and, finally, a dialogue of Plato. (Hamilton)

### **GREK B101 Herodotus**

Selections from Herodotus' *History*. (Baertschi, Division III)

### **GREK B104 Homer**

Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. (staff, Division III) *Offered at Haverford College in 2008-09.*

### **GREK B201 Plato and Thucydides**

The *Symposium* and the *History of the Sicilian Expedition*. (Edmonds, Division III)

### **GREK B202 The Form of Tragedy**

(staff, Division III) *Offered at Haverford College in 2008-09.*

### **GREK B398, B399 Senior Seminar**

(staff) *Offered at Haverford College in 2008-09*

### **GREK B403 Supervised Work**

(staff)

Haverford College currently offers the following courses in Greek:

GREK H001 Elementary Greek

GREK H002 Elementary Greek

GREK H102 Introduction to Greek  
Poetry: Homer

GREK H202 Advanced Greek: Tragedy

## ***LATIN***

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing LATN 003-112 or 101-112 with an average grade of at least 2.0 or with a grade of 2.0 or better in LATN 112.

### *Major Requirements*

Requirements for the major are LATN 101, 102, two literature courses at the 200 level, two literature courses at the 300 level, HIST 207 or 208, Senior Seminar, and two courses to be selected from the following: Classical and Near Eastern Archaeology or Greek at the 100 level or above; French, Italian or Spanish at the 200 level or above. Courses taken at the Intercollegiate Center for Clas-

sical Studies in Rome are accepted as part of the major. By the end of the senior year, majors will be required to have completed a sight translation from Latin to English.

Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

### *Minor Requirements*

Requirements for the minor are normally six courses, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course.

Courses for which knowledge of Latin is not required are listed under Classical Culture and Society.

#### **LATN B001, B002 Elementary Latin**

Basic grammar, composition and Latin readings, including classical prose and poetry. (Baertschi, Conybeare)

#### **LATN B003 Intermediate Latin**

Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take LATN 101. This course meets three times a week with a required fourth hour to be arranged. (Scott)

#### **LATN B112 Latin Literature**

Livy and Horace Prerequisite: LATN 101 or placement by the department. (Conybeare, Division III)

#### **LATN B202 Advanced Latin Literature Latin of the Empire: Petronius**

Readings from major authors of the first and second centuries C.E. (Baertschi, Division III)

#### **LATN B203 Medieval Latin Literature**

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century. (Conybeare, Division III) *Not offered in 2008-09.*

#### **LATN B301 Vergil's Aeneid**

(Baertschi, Division III) *Not offered in 2008-09.*

#### **LATN B302 Tacitus**

(Scott, Division III) *Not offered in 2008-09.*

#### **LATN B304 Cicero and Caesar**

(Scott, Division III) *Not offered in 2008-09.*

#### **LATN B312 Roman Satire**

(Conybeare, Division III)

#### **LATN B350 Topics in Latin Literature: Suetonius**

Open only to advanced undergraduates, this course includes a weekly seminar and a translation session. Three-quarters of the reading will be from primary sources. Prerequisite: a 200-level Latin course. (Scott, Division III)

#### **LATN B398, B399 Senior Seminar**

(staff) *Offered at Haverford College in 2008-09*

#### **LATN B403 Supervised Work**

(staff)



Haverford College currently offers the following courses in Latin:

LATN H001 Elementary Latin

LATN H002 Elementary Latin

LATN H101 The Language of Love and Hate in the Roman Republic

LATN H102 Introduction to Latin Literature: Comedy

LATN H201 Advanced Latin Literature: Vergil

- two courses in either Latin or Greek beyond the elementary level
- one course in Greek and/or Roman history
- three courses, at least two of which are at the 200 level or higher, in one of the following concentrations—archaeology and art history, philosophy and religion, literature and the classical tradition, or history and society
- three electives, at least one of which is at the 200 level or higher, and one of which must be among the courses counted toward the history/society concentration (except in the case of students in that concentration)

### **CLASSICAL LANGUAGES**

The major in classical languages is designed for the student who wishes to divide her time between the two languages and literatures.

#### *Major Requirements*

In addition to the Senior Seminar, the requirements for the major are eight courses in Greek and Latin, including at least two at the 200 level in one language and two at the 300 level in the other, and two courses in ancient history and/or classical archaeology. There are two final examinations: sight translation from Greek to English, and sight translation from Latin to English.

### **CLASSICAL CULTURE AND SOCIETY**

The major provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to pursue more specialized work in one or more particular areas.

#### *Major Requirements*

The requirements for the major, in addition to the Senior Seminar, are nine courses distributed as follows:

#### *Minor Requirements*

For the minor, six courses drawn from the range of courses counted toward the major are required. Of these, two must be in Greek or Latin at the 100 level and at least one must be in classical culture and society at the 200 level.

#### **CSTS B110 The World Through Classical Eyes**

(Donohue, Division III; cross-listed as ARCH B110) *Not offered in 2008-09.*

#### **CSTS B115 Classical Art**

(Donohue, Division III; cross-listed as ARCH B115, CITY B115 and HART B115) *Not offered in 2008-09.*

#### **CSTS B156 Roman Law in Action**

An introduction to Roman public and private law from the early republic to the high empire. The development of legal institutions, including the public courts, the role of the jurists and the importance of case law,

is stressed. (Scott, Division III) *Not offered in 2008-09.*

**CSTS B160 Daily Life in Ancient Greece and Rome**

(Donohue, Division III; cross-listed as ARCH B160 and CITY B160)

**CSTS B191 The World of the Greek Heroes: Icon and Narrative**

An introduction to Greek mythology comparing the literary and visual representations of the major gods and heroes in terms of content, context, function, and syntax. (Hamilton, Division III)

**CSTS B193 The Routes of Comedy**

A broad survey, ranging from the pre-history of comedy in such phenomena as monkey laughs and ritual abuse to the ancient comedies of Greece and Rome and their modern descendants, from the Marx Brothers and Monty Python to Seinfeld and South Park. (Hamilton, Division III) *Not offered in 2008-09.*

**CSTS B203 High Middle Ages**

(Truitt, Division III; cross-listed as HIST B203)

**CSTS B205 Greek History**

A study of Greece down to the end of the Peloponnesian War (404 B.C.E.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spar-

tan foreign policies; and the “unwritten history” of non-elites. (Edmonds, Division III; cross-listed as HIST B205)

**CSTS B206 Society, Medicine, and Law in Ancient Greece**

An introduction to the social context of Greek history in the Classical and Hellenistic periods. Topics include the Greek household, occupations, slavery, literacy and education, sexuality, ancient medical practices, and the working of law in the polis. Ancient sources are emphasized, including orators, technical writers, inscriptions, and papyri. (staff, Division III; cross-listed as HIST B206) *Not offered in 2008-09.*

**CSTS B207 Early Rome and the Roman Republic**

The history of Rome from its origins to the end of the Republic with special emphasis on the rise of Rome in Italy, the Hellenistic world and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III; cross-listed as HIST B207)

**CSTS B208 The Roman Empire**

Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture and society as presented in the surviving ancient evidence, both literary and archaeological. (Scott, Division I or III; cross-listed as HIST B208) *Not offered in 2008-09.*

**CSTS B209 Eros in Ancient Greek Culture**

This course explores the ancient Greek’s ideas of love, from the interpersonal loves between people of the same or different genders to the cosmogonic Eros that creates and holds together the entire world.

The course examines how the idea of eros is expressed in poetry, philosophy, history, and the romances. (Edmonds, Division III) *Not offered in 2008-09.*

**CSTS B211 Masks, Madness, and Mysteries in Greek Religion**

A review of ancient evidence, both literary and archaeological, pertaining to the cults of Demeter and Dionysus practiced in ancient Greece, followed by an examination of various modern theories that have been proposed to illuminate the significance of the rites. (Hamilton, Division III) *Not offered in 2008-09.*

**CSTS B212 Magic in the Greco-Roman World**

Bindings and curses, love charms and healing potions, amulets and talismans—from the simple spells designed to meet the needs of the poor and desperate to the complex theurgies of the philosophers—the people of the Greco-Roman world made use of magic to try to influence the world around them. This course will examine the magicians of the ancient world and the techniques and devices they used. We shall consider ancient tablets and spell books as well as literary descriptions of magic in the light of theories relating to the religious, political, and social contexts in which magic was used. (Edmonds, Division III)

**CSTS B236 The Ancient Novel**

A survey of the Greek and Roman prose fiction commonly referred to as the ancient novel. Reading these works in translation we will examine issues surrounding the rise of the genre and its cultural context, compare methods of characterization and narrative structure, investigate the relationship between historicity and fictionality, and

consider connections between the ancient novel and its successors. Authors include: Apuleius, Chariton, Heliodorus, Longus, Petronius, and Achilles Tatius. (staff, Division III; cross-listed as COML B236) *Not offered in 2008-09.*

**CSTS B255 Sport and Spectacle in Ancient Greece and Rome**

Sport and spectacle in ancient Greece and Rome as compared with education and sport in modern society. Topics include the Olympic games and other sanctuaries with athletic competitions, the built structures for athletics (stadium, gymnasium, baths, amphitheaters, circuses and hippodrome), festivals, and games such as gladiatorial combats. (Scott, Wright, Division III; cross-listed as ARCH B255, CITY B260 and HIST B285) *Not offered in 2008-09.*

**CSTS B270 Classical Heroes and Heroines**

Examines ancient concepts of heroism, focusing on the model and evolution of classical heroism and different types available to men, women, and children. Topics include: social, cultural, and political functions of heroism; heroic legacies; epic vs. tragic heroes; dangers heroes and heroines may pose; personal costs of heroism; anti-heroes and heroic failures; historical 'heroes' and their literary representation; ancient vs. modern forms of heroism. (Baertschi, Division III; cross-listed as COML B270) *Not offered in 2008-09.*

**CSTS B274 From Myth to Modern Cinema: Greek Tragedy in Contemporary Film**

Explores how contemporary film, which is, like Greek drama, a creative medium appealing to the entire demographic spec-

trum, looks back to the ancient origins. In addition to literary-historical interpretation, the course will involve various methodological approaches such as film and gender theory, psychoanalysis, and feminist theory. (Baertschi, Division III; cross-listed as COML B274)

**CSTS B359 Topics in Classical Art and Archaeology**

(Donohue, Division III; cross-listed as ARCH B359 and HART B358) *Not offered in 2008-09.*

**CSTS B368 Topics in Medieval History**

(Truitt, Division III; cross-listed as HIST B368)

**CSTS B369 Topics in Medieval History**

(staff, Division III; cross-listed as ARCH B369 and HIST B369) *Not offered in 2008-09.*

**CSTS B375 Interpreting Mythology**

The myths of the Greeks have provoked outrage and fascination, interpretation and retelling, censorship and elaboration, beginning with the Greeks themselves. We will see how some of these stories have been read and understood, recounted and revised, in various cultures and eras, from ancient tellings to modern movies. We will also explore some of the interpretive theories by which these tales have been understood, from ancient allegory to modern structural and semiotic theories. (Edmonds, Division III; cross-listed as COML B375) *Not offered in 2008-09.*

**CSTS B398, B399 Senior Seminar**

(staff) *Offered at Haverford College in 2008-09*

**CSTS B403 Supervised Work**

(staff)

**CSTS B425 Praxis III:**

(staff)

Haverford College currently offers the following courses in Classical Studies:

CSTS H121 The Roman Revolution

CSTS H215 Tales of Troy

CSTS H221 The Ancient Novel

CSTS H398 Senior Seminar

CSTS H399 Senior Seminar

CSTS H460 Teaching Assistant

CSTS H480 Independent Study

## GROWTH AND STRUCTURE OF CITIES

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*Students may complete a major or minor in Growth and Structure of Cities. Within the major, students may complete a concentration in Environmental Studies, Hispanic and Hispanic American Studies, and Latin American and Iberian studies (Haverford). Students may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.*

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### Faculty

Juan Manuel Arbona, Associate Professor  
(on leave semester II)

Jeffrey A. Cohen, Senior Lecturer (on leave  
semester I)

Carola Hein, Associate Professor

Gary W. McDonogh, Professor and  
Director

Sam Olshin, Studio Critic

Ingrid Steffensen, Lecturer

Ellen Stroud, Assistant Professor

Daniela Holt Voith, Senior Lecturer

The interdisciplinary Growth and Structure of Cities major challenges students to understand the dynamic relationships connecting urban spatial organization and the built environment with politics, economics, cultures and societies. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created urban life through time and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic rela-

tions, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

### Major Requirements

A minimum of 15 courses (11 courses in Cities and four allied courses) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and an intensive writing course (229 or substitute). These courses should be completed as early as possible in the first and second years; at least two of them must be taken by the end of the first semester of the sophomore year.

In addition to these introductory courses, each student selects six elective courses within the Cities Program, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, 398. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors.

Each student must also identify four courses that represent additional expertise to complement her work in the major. These may include courses such as physics and

calculus for architects, or special skills in design, language, or regional interests. Any minor, concentration, or second major also fulfills this requirement. Cities courses that are cross-listed with other departments or originate in them can be counted only once in the course selection, although they may be either allied or elective courses.

Both the Cities Program electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in architecture, who will need to arrange studio time (226, 228) as well as accompanying courses in math, science and architectural history; they should contact the program director or Daniela Voith in their first year. Likewise, students interested in pursuing a concentration in Environmental Studies should consult with Ellen Stroud early in their career, and those interested in pursuing themes in Iberian, Latin American, and Latino/a themes should consult with Gary McDonogh or Juan Arbona. All students will be asked to provide a statement of their interests and goals to enrich the advising process.

Finally, students should also note that many courses in the program are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology, or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is preferred. The Cities Program regularly works with off-campus and study-abroad programs that are strong in architectural

history, planning, and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts, and other fields. No matter the focus, though, each cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture and experience. Careful methodological choices, clear analytical writing, and critical visual analysis are primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Program, which helps us all take advantage of the major's flexibility in an organized and rigorous way.

### *Minor Requirements*

Students who wish to minor in the Cities Program must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

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

Over the past two decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania.

Students interested in this program should meet with Carola Hein early in their sophomore year (see page 37).

**CITY B103 Earth System Science and the Environment**

(Barber, Riihimaki, Hoyle, Division III; cross-listed as GEOL B103)

**CITY B104 Archaeology of Agricultural and Urban Revolutions**

(Magee, Division III; cross-listed as ARCH B104) *Not offered in 2008-09.*

**CITY B115 Classical Art**

(Donohue, Division III; cross-listed as ARCH B115, CSTS B115 and HART B115) *Not offered in 2008-09.*

**CITY B121 Exploring Society by the Numbers**

(Karen, Division I and Quantitative Skills; cross-listed as SOCL B121) *Not offered in 2008-09.*

**CITY B160 Daily Life in Ancient Greece and Rome**

(Donohue, Division III; cross-listed as ARCH B160 and CSTS B160)

**CITY B175 Environment and Society: History, Place, and Problems**

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies, beginning with definitions: what is nature? what is environment? and how do people and their settlements fit into each? Then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform others. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and

government reports, critically interpreting scientific data, and analyzing work of experts. (Stroud, Division I; cross-listed as SOCL B175)

**CITY B185 Urban Culture and Society**

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Both qualitative and quantitative methods are explored. Philadelphia features prominently in discussion, reading and exploration. (Arbona, McDonogh, Division I; cross-listed as ANTH B185)

**CITY B190 The Form of the City: Urban Form from Antiquity to the Present**

This course studies the city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form. (Hein, Division I or III; cross-listed as ANTH B190 and HART B190)

**CITY B203 Ancient Greek Cities and Sanctuaries**

(Wright, Division III; cross-listed as ARCH B203) *Not offered in 2008-09.*

**CITY B205 Social Inequality**

(Karen, Division I; cross-listed as SOCL B205) *Not offered in 2008-09.*

**CITY B206 Statistical Methods in Economics**

(Vartanian, Ross, Quantitative Skills; cross-listed as ECON B203) *Not offered in 2008-09.*

**CITY B207 Topics in Urban Studies:  
History of Philadelphia Architecture and  
Urbanism**

An exploration of the architecture and evolution of the Philadelphia area over three centuries. A local focus will allow both first-hand experience of buildings and reference to period archival evidence as a basis for constructing a nuanced understanding of the subject. (Cohen, Division I or III) *Not offered in 2008-09.*

**CITY B210 Natural Hazards**

(Weil, Division II and Quantitative Skills; cross-listed as GEOL B209) *Not offered in 2008-09.*

**CITY B213 Taming the Modern  
Corporation**

(Alger, Division I; cross-listed as ECON B213)

**CITY B214 Public Finance**

(Stahnke, Division I; cross-listed as ECON B214)

**CITY B217 Research Methods and  
Theories**

This course engages quantitative, qualitative, and spatial techniques in the investigation and analysis of urban issues. While the emphasis is on designing research strategies in the context of public policy, students interested in other areas should also consider this course. This course is designed to help students prepare for their senior thesis. Form and topic will vary. (Arbona, Division I or III) *Not offered in 2008-09.*

**CITY B218 Globalization and the City**

This course introduces students to contemporary issues related to the urban built environment in Africa, Asia and Latin America

(collectively referred to as the Third World or developing countries) and the implications of recent political and economic changes. (staff, Division I)

**CITY B221 U.S. Economic History**

(Redenius, Division I; cross-listed as ECON B221) *Not offered in 2008-09.*

**CITY B222 Introduction to  
Environmental Issues: Policy-Making in  
Comparative Perspective**

(Hager, Division I; cross-listed as POLS B222) *Not offered in 2008-09.*

**CITY B225 Economic Development**

(Rock, Division I; cross-listed as ECON B225)

**CITY B226 Introduction to Architectural  
Design**

This studio design course introduces the principles of architectural design. Prerequisites: drawing, some history of architecture, and permission of instructor. (Olshin, Voith, Division III)

**CITY B227 Topics in Modern Planning:  
The Global Architecture of Oil**

This course examines oil's global impact on the built environment, following the trail of petroleum around the world. It uses the global architecture of oil—of its extraction, administration, and resale—to examine the impact of international economic networks on architecture and urban form since the mid-19th century. (Hein, Division I; cross-listed as HART B227)

**CITY B228 Problems in Architectural  
Design: Advanced Architectural Design**

A continuation of CITY 226 at a more advanced level. Prerequisites: CITY 226 or



other comparable design work and permission of instructor. (Olshin, Voith, Division III)

**CITY B229 Comparative Urbanism: Global Suburbia**

This research/writing seminar engages a theme of global urban importance through comparative case studies while developing skills in research, analysis of texts and visual materials and writing skills. In 2009, we explore developments beyond the city worldwide: suburbs, shantytowns, gated communities and global sprawl, contrasting American forms, myths and experiences with related and alternative developments in Hong Kong and China, Paris and its *banlieues*, and Buenos Aires. (McDonogh, Division I; cross-listed ANTH B229, EAST B229, and HART B229)

**CITY B232 Latin American Urban Development**

A theoretical and empirical analysis in a historical setting of the factors that have shaped the urban development of Latin America, with emphasis on the relationship between political and social change and economic growth. (Arbona, Division I; cross-listed as HART B232) *Not offered in 2008-09.*

**CITY B234 Environmental Economics** (Rock, Division I; cross-listed as ECON B234) *Not offered in 2008-09.*

**CITY B237 Themes in Modern African History: Urbanization in Africa**

(Ngalamulume, Roberts, Division I; cross-listed as HIST B237) *Not offered in 2008-09.*

**CITY B238 The Economics of Globalization**

(Ceglowski, Division I; cross-listed as ECON B236) *Not offered in 2008-09.*

**CITY B242 Urban Field Research Methods**

(Takenaka, Division I; cross-listed as ANTH B242 and SOCL B242) *Not offered in 2008-09.*

**CITY B244 Great Empires of the Ancient Near East**

(Ataç, Division III; cross-listed as ARCH B244, HIST B244 and POLS B244) *Not offered in 2008-09.*

**CITY B247 Topics in German Cultural Studies**

(Kenosian, Division I or III; cross-listed as GERM B223 and HIST B247) *Not offered in 2008-09.*

**CITY B248 Modern Middle East Cities**

(Harrold, Division I; cross-listed as HEBR B248 and POLS B248)

**CITY B249 Asian American Communities**

(Takenaka, Division I; cross-listed as ANTH B249 and SOCL B249)

**CITY B253 Survey of Western Architecture**

(Cast, Division III; cross-listed as HART B253 and HIST B253) *Not offered in 2008-09.*

**CITY B254 History of Modern Architecture**

A survey of the development of modern architecture since the 18th century, the course concentrates on the period since 1890. (Hein, Division III; cross-listed as HART B254)

**CITY B255 Survey of American Architecture**

An examination of landmarks, patterns, landscapes, designers, and motives in the creation of the American built environment over four centuries. The course will address the master narrative of the traditional survey course, while also probing the relation of this canon to the wider realms of building in the United States. (Cohen, Division III; cross-listed as HART B255)

**CITY B258 L'Espace réinventé**  
(staff, Division III; cross-listed as FREN B258)

**CITY B260 Sport and Spectacle in Ancient Greece and Rome**  
(Scott, Wright, Division III; cross-listed as ARCH B255, CSTS B255 and HIST B285) *Not offered in 2008-09.*

**CITY B266 Schools in American Cities**  
(Cohen, Division I; cross-listed as EDUC B266 and SOCL B266)

**CITY B267 Philadelphia, 1682 to Present**  
(Shore, Division I or III; cross-listed as HIST B267) *Not offered in 2008-09.*

**CITY B268 Greek and Roman Architecture**  
(staff; cross-listed as ARCH B268 and HART B268) *Not offered in 2008-09.*

**CITY B270 Japanese Architecture and Planning**  
The built environment in Japan does not resemble its American or European counterparts, leading visitors to characterize it as visually chaotic even as recent observers praise its lively traditional neighborhoods. This course explores characteristics of Japanese cities, their history and presence, and

examines the particular cultural, political, economic, and social contexts of urban form in Japan. (Hein, Division III; cross-listed as EAST B270 and HART B270) *Not offered in 2008-09.*

**CITY B271 History of Photography**  
(Schwartz, Division III; cross-listed as HART B271) *Not offered in 2008-09.*

**CITY B272 Race and Place in Urban America**  
(staff, Division I; cross-listed as SOCL B272) *Not offered in 2008-09.*

**CITY B273 Topics in Early and Medieval China:**  
(Lin, Division I; cross-listed as EAST B272 and HART B272) *Not offered in 2008-09.*

**CITY B278 American Environmental History**  
Explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Explores definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds. (Stroud, Division I; cross-listed as HIST B278)

**CITY B286 Themes in British Empire**  
(Kale, Division I or III; cross-listed as HIST B286 and POLS B286) *Not offered in 2008-09.*

**CITY B301 Topics in Modern Architecture: American Renaissance**  
A seminar examining texts, figures, and trends in American architecture in a formative period while looking beyond architecture at the City Beautiful Movement,

mural arts and other aesthetic trends. (Steffensen).

**CITY B303 Topics in American History:** (Shore; cross-listed as HIST B303) *Not offered in 2008-09.*

**CITY B305 Ancient Athens: Monuments and Art** (staff; cross-listed as ARCH B305) *Not offered in 2008-09.*

**CITY B306 Advanced Fieldwork Techniques: Places in Time**  
A workshop for research into the histories of places, intended to bring students into contact with some of the raw materials of architectural and urban history. A focus will be placed on historical images and texts, and on creating engaging informational experiences that are transparent to their evidentiary basis. (Cohen, Division I or III)

**CITY B308 Topics in Photography: Photography and War** (Schwartz, Division III; cross-listed as HART B308)

**CITY B312 Topics in Medieval Art: History of Illuminated Manuscripts** (Easton, Division III; cross-listed as HART B311)

**CITY B314 Topics in Social Policy** (staff, Division I; cross-listed as ECON B314)

**CITY B319 Advanced Topics in German Cultural Studies: Berlin in the 1920s** (Meyer, Division III; cross-listed as COML B321 and GERM B321)

**CITY B321 Technology and Politics** (Hager; cross-listed as POLS B321) *Not offered in 2008-09.*

**CITY B323 Topics in Renaissance Art:** (Cast, Division III) *Not offered in 2008-09.*

**CITY B328 Analysis of Geospatial Data Using GIS** (Reese, Huber; cross-listed as ARCH B328, BIOL B328 and GEOL B328)

**CITY B330 Comparative Economic Sociology** (Osirim; cross-listed as SOCL B330) *Not offered in 2008-09.*

**CITY B335 Mass Media and the City**  
Examines urban culture as a ground for conflict, domination, and resistance. We will work with both theoretical and applied analysis of production, texts, readings, and social action within a political/economic framework. Topics include imagery, ownership, boundaries, creation of audience and public spheres, and reinterpretation. We will also consider the implications of critical cultural policy for contemporary cities. Materials are drawn from U.S. and global media, from comics to the Internet, with special emphasis on film, news, and television. (McDonogh, Division I; cross-listed as ANTH B335) *Not offered in 2008-09.*

**CITY B336 East Asian Development** (Rock, Division I; cross-listed as EAST B335 and ECON B335) *Not offered in 2008-09.*

**CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States** (Osirim, Division I; cross-listed as SOCL B338) *Not offered in 2008-09.*

**CITY B339 The Policy Making Process** (Golden; cross-listed as POLS B339) *Not offered in 2008-09.*

**CITY B345 Advanced Topics in Environment and Society: U.S. Urban Environmental History**

This year's seminar we will examine changing urban environments, environmental influences on cities, the environmental impact of urban places, and the concerns and influence of urban environmental activists in the United States. We will be questioning the anti-urban bias of much environmental history, and interrogating definitions of "nature" and "culture" that place people and their habitats outside of the "natural" world. (Stroud, Division I)

**CITY B348 Culture and Ethnic Conflict** (Ross; cross-listed as POLS B348) *Not offered in 2008-09.*

**CITY B355 Topics in the History of London** (Cast, Division I or III; cross-listed as HART B355) *Not offered in 2008-09.*

**CITY B360 Topics in Urban Culture and Society: Latin American Social Movements**  
Social movements have been described as the new force challenging the process of globalization and demanding social justice. This course sets out to explore the conceptual underpinnings of social movements and examine specific cases in urban Latin America—the roofless movement in São Paulo, women's movement in Lima, youth movement in San Salvador, and queer movement in Santiago. While these movements are not exclusive to these cities or to specific countries, they provide insights on the specific situations that articulated their formation as well as the strategies and outlooks that shape them. (Arbona, Division I or III; cross-listed as ANTH B359 and HART B359)

**CITY B365 Techniques of the City: Space, Place, and Power**

Critical reflections on the technologies and methods through which we know the city and envision alternatives, stressing ethnographic work as well as theoretical discussions of place, power, and change. Topics include construction and reproduction of social models, urban infrastructure, modes of representation, and patterns of control. (McDonogh, Division I)

**CITY B368 Topics in Medieval History** (Bjornlie; cross-listed as CSTS B368 and HIST B368) *Not offered in 2008-09.*

**CITY B377 Topics in Modern Architecture: War, Catastrophes, and Reconstruction**

Natural and manmade catastrophes have shaped the city over centuries. As wars and catastrophes continue to ravage cities, this course will explore various historic cases of destruction and rebuilding around the world, analyze reconstruction in regard to local conditions and trauma, and investigate continuities and changes. (Hein, Division III; cross-listed as HART B377)

**CITY B378 Formative Landscapes: The Architecture and Planning of American Collegiate Campuses**

An exploration of the architecture, planning, and visual rhetoric of American collegiate campuses from their early history to the present. Historical consideration of architectural trends and projected imageries will be complemented by student exercises involving documentary research on design genesis, typological contexts, and critical reception. (Cohen, Division III) *Not offered in 2008-09.*

**CITY B397 Senior Seminar in Environmental Studies**

(Oze, Stroud; cross-listed as ANTH B397, BIOL B397 and GEOL B397)

**CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis. (Arbona, Hein, McDonogh, Stroud)

**CITY B399 Senior Thesis**

Students can write a senior thesis written as an independent study in the spring under extraordinary circumstances and with special permission. (staff)

**CITY B403 Independent Study**

(staff)

**CITY B415 Teaching Assistant**

This opportunity is available only by invitation. (staff)

**CITY B450 Urban Internships/Praxis**

Individual opportunities to engage in praxis in the greater Philadelphia area; internships must be arranged prior to registration for the semester in which the internship is taken. Enrollment is limited to five students a semester. Prerequisite: permission of instructor. (staff)

**HEBREW AND JUDAIC STUDIES**

*Hebrew language instruction is available at Bryn Mawr through the intermediate level. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."*

*Faculty*

Amiram Amitai, Lecturer

Deborah Harrold, Lecturer

Tamara Neuman, Visiting Assistant

Professor (on leave semester I)

**HEBR B001, B002 Elementary Hebrew**

This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition, and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills. (Amitai)

See **HEBR B403** for Intermediate Hebrew.

**HEBR B211 Primo Levi, the Holocaust and Its Aftermath**

(Patruno, Division III; cross-listed as COML B211 and ITAL B211) *Not offered in 2008-09.*

**HEBR B248 Modern Middle East Cities**

(Harrold, Division I; cross-listed as CITY B248 and POLS B248)

**HEBR B261 Palestine and Israeli Society**  
(Neuman, Division I; cross-listed as ANTH B261 and HIST B261) *Not offered in 2008-09.*

**HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa**  
(Harrold, Division I; cross-listed as HIST B283 and POLS B283) *Not offered in 2008-09.*

**HEBR B320 Topics in German Literature and Culture**  
(Schlipphacke, Division III; cross-listed as COML B320, ENGL B320, GERM B320 and HART B320) *Not offered in 2008-09.*

**HEBR B342 Middle Eastern Diasporas**  
(Neuman, Division I; cross-listed as ANTH B342 and GNST B342) *Not offered in 2008-09.*

**HEBR B380 Topics in Contemporary Art: Visual Culture and the Holocaust**  
(Saltzman, Division III; cross-listed as HART B380 and GERM B380)

**HEBR B403 Supervised Work in Intermediate Hebrew**  
(Amitai)

## **HISPANIC AND HISPANIC-AMERICAN STUDIES**

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*Students may complete a concentration in Hispanic and Hispanic-American Studies.*

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### *Coordinator*

Gary McDonogh, Growth and Structure of Cities

### *Advisory Committee:*

Michael H. Allen, Political Science

Juan Manuel Arbona, Growth and Structure of Cities

Ignacio Gallup-Díaz, History

Lázaro Lima, Gender and Sexuality, Spanish

Veronica Martínez-Matsuda, Mellon Predoctoral Fellow in History

Gridley McKim-Smith, History of Art

Maria Cristina Quintero, Spanish (on leave semester I)

Enrique Sacerio-Garí, Spanish

Stephanie Schwartz, Mellon Postdoctoral Fellow in History of Art

H. Rosi Song, Spanish

Ayumi Takenaka, Sociology

Latin American, Latino and Iberian peoples, histories, and cultures have represented both central agents and crucibles of transformations across the entire world for millennia. Global histories and local experiences of colonization, migration, exchange, and revolution allow students and faculty to construct a critical framework of analysis and to explore these dynamic worlds, their peoples and cultures, across many disciplines.

As a concentration, such study must be based in a major in another department, generally Spanish, Cities, History, History of Art, Political Science, or Sociology (exceptions can be made in consultation with the major and concentration adviser). To fulfill requirements, the student must complete the introductory course, GNST 145 Introduction to Latin American, Latino and Iberian Peoples and Culture, and then plan advanced courses in language, affiliated fields and the major that lead to a final project in the major that relates closely to themes of the concentration. One semester of study abroad is strongly encouraged in the concentration and students may complete some requirements with appropriately selected courses in many Junior Year Abroad (JYA) programs. The student also must show competence in one of the languages of the peoples of Iberia or Latin America.

Students are admitted into the concentration at the end of their sophomore year after submission of a plan of study worked out in consultation with the major department and the Hispanic and Hispanic-American Studies (HHAS) coordinator. At this time, students will also be asked to file a statement about their interests and goals for the program to help guide advising.

### *Concentration Requirements*

- 1) Competence in a language spoken by significant collectives of Iberian or Latin American peoples to be achieved no later than junior year. This competence may be attested by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by completion of a 200-level course with a merit grade. Faculty will work with students to assess languages not regularly taught in the Tri-Co, including Portuguese, Catalan, and other languages.
- 2) GNST B145 as a gateway course in the first or second year. The student should also take at least five other courses selected in consultation with the program coordinator; at least one of which must be at the 300 level. One of these classes may be cross-listed with the major; up to two may be completed in JYA.
- 3) A long paper or an independent project dealing with Iberian, Latin American, or Latina/o issues, to be completed during the junior year in one of the courses of the major or concentration and read by the HHAS coordinator.
- 4) A senior essay dealing with some issue relevant to the concentration should be completed in the major and read by one faculty member participating in the concentration. All senior concentrators will present their research within the context of an HHAS student-faculty colloquium as well.

### *Junior Year Abroad*

JYA provides both classes and experience in language, society, and culture that are central to the concentration. Students interested in JYA programs in the Iberian Peninsula, Latin America, and the Caribbean should consult with both their major adviser and the concentration coordinator in order to make informed choices. We will also work with students to identify programs that may allow them to work with languages not regularly taught in the Tri-Co, especially Portuguese.

*Classes*

The following are Bryn Mawr classes offered in 2008-09 which may be counted toward the major; these are also indicative of classes and interests that are frequently present in the curriculum. Other classes may be counted with permission of the coordinator. HHAS also accepts all classes listed under the concentration of Latin American and Iberian Studies at Haverford as well as appropriate classes from Swarthmore and Penn. Again, planning with the coordinator will make selection of courses more meaningful.

**GNST B145 Introduction to Latin American, Latino, and Iberian Peoples and Cultures**

A broad, interdisciplinary survey of themes uniting and dividing societies from the Iberian Peninsula through the contemporary New World. The class introduces the methods and interests of all departments in the concentration, posing problems of cultural continuity and change, globalization and struggles within dynamic histories, political economies, and creative expressions. (staff, Division I or III)

ANTH B200/HIST B200 The Atlantic World: Indians, Europeans, and Africans

ANTH B258/SOCL B246 Immigrant Experiences

ANTH B359/CITY B360/HART B359 Topics in Urban Culture and Society: Latin American Social Movements

CITY B229 Comparative Urbanism: Global Suburbia

COML B260/SPAN B260 Ariel/Caliban en el discurso americano

HART B241 Art of Spanish-speaking World

HIST B127 Indigenous Leaders 1452-1750: Accommodation and Resistance

HIST B371 Early Modern Pirate

SPAN B200 Temas cult: España e Hispanoamérica

SPAN B203 Tópicos en lit hispana: Generación 98 y modernismos

SPAN B203 Tópicos en lit hispana: Memoria y Guerra civil

SPAN B208 Drama y sociedad en España

SPAN B227 Genealogía lit latina de EEUU

SPAN B307 Cervantes

SPAN B321 Surrealismo al realismo mágico

SPAN B331 TransNation: Queer Diasporas

Latin American and Iberian studies courses currently offered at Haverford include:

HIST H317 Visions of Mexico

POLS H237 Latin American Politics

SPAN H205 Studies in the Spanish American Novel

SPAN H210 Spanish and Spanish American Film Studies

SPAN H222 Rethinking Latin America in Contemporary Narrative

SPAN H230 Medieval and Golden Age Spain: Literature, Culture, and Society

SPAN H250 Quixotic Narratives

SPAN H343 The Latin American City and its Narratives

SPAN H385 Popular Culture, Cultural Identity, and the Arts in Latin America



## HISTORY

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*Students may complete a major or minor in History.*

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### Faculty

Jane Dammen McAuliffe, President of the College and Professor of History

Ignacio Gallup-Diaz, Associate Professor and Chair

Madhavi Kale, Professor

Kalala Ngalamulume, Associate Professor

Elliott Shore, Professor

Jennifer Spohrer, Assistant Professor

Elly Truitt, Assistant Professor

Sharon R. Ullman, Professor (on leave semester II)

Veronica Martinez-Matsuda, Andrew W. Mellon Foundation Predoctoral Fellow in the Humanities

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to experience the past through attention to long-range questions and comparative history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, while at the same time exploring how historians devise narratives and provide analysis through the study of primary sources. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics at greater depth in a seminar setting.

### Major Requirements

Eleven courses are required for the history major, and three—one 100-level course, Exploring History (HIST 395), and the Senior Thesis (HIST 398)—must be taken at Bryn Mawr. In Senior Thesis (HIST 398), the student selects a topic of her choice, researches it, and writes a thesis.

The remaining eight history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced courses be taken with Bryn Mawr history faculty, as it is with one of them that majors will be working on their senior thesis.)

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

### Honors

Majors with cumulative GPAs of at least 3.0 (general) and 3.5 (history) at the end of their senior year, and who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

### *Minor Requirements*

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one 100-level course, at least one 300-level course within the department, and two additional history courses within the department.

#### **HIST B101 The Historical Imagination**

Explores some of the ways people have thought about, represented, and used the past across time and space. Introduces students to modern historical practices and debates through examination and discussion of texts and archives that range from scholarly monographs and documents to monuments, oral traditions, and other media. (Kale, Division I or III)

#### **HIST B102 Introduction to African Civilizations**

The course introduces students to African societies, cultures, and political economies in historical perspective, with emphasis on change and responses among African people living in Africa and outside. (Ngalamulume, Division I)

#### **HIST B125 The Discovery of Europe**

This course is designed to introduce students to the discipline of history through a critical, historical examination of the idea of Europe. When and why have Europeans thought of themselves as such? How have the boundaries of Europe been drawn? Does Europe really exist? (Spohrer, Division III)

#### **HIST B126 Immigration and Ethnicity in the United States**

How we understand the history of immigration to the territory now known as the United States has been transformed by re-

cent explorations of the notions of “whiteness.” Framed by the ways this powerful lens has recast the meaning of ethnicity, we will focus on individual immigrant groups and the context which they entered and created from the 17th century to the present. (Shore, Division III) *Not offered in 2008-9.*

#### **HIST B127 Indigenous Leaders 1452-1750: Accommodation and Conflict**

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised “traditional” forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied. (Gallup-Diaz, Division I or III)

#### **HIST 131: Chinese Civilization** (Jiang, cross-listed as EAST 131)

#### **HIST B155 Islamic Civilization, A Literary Introduction**

(Kim, Division III; cross-listed as GNST B155) *Not offered in 2008-09.*

#### **HIST B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans**

The aim of this course is to provide an understanding of the way in which peoples, goods, and ideas from Africa, Europe, and the Americas came together to form an interconnected Atlantic World system. The course is designed to chart the manner in which an integrated system was created in the Americas in the early modern period, rather than to treat the history of the Atlantic World as nothing more than an expanded

version of North American, Caribbean, or Latin American history. (Gallup-Diaz, Division I or III; cross-listed as ANTH B200)

**HIST B201 American History: Settlement to Civil War**

This course begins at the moment when this part of the world was a colonial playground for various competing world powers. We will look at the relationship between those powers and the native populations, continue on to the development of the political entity known as the United States and conclude at the moment when that political unit collapses in 1860. (Ullman, Division I or III) *Not offered in 2008-09.*

**HIST B202 American History: Civil War to Present**

This semester begins at the collapse of the young United States in Civil War and the subsequent rebuilding of a new country. We will look at the developing industrial and international power that will emerge in the late 19th and 20th century. The course emphasizes social history as well as political developments, and looks at the powerful impact of race, class, and gender on the production of a distinctly “American” ideology. (Ullman, Division I or III)

**HIST B203 High Middle Ages**

This course will cover the second half of the European Middle Ages, often called the High and Late Middle Ages, from roughly 1000-1400. The course has a general chronological framework, and is based on important themes of medieval history. These include feudalism and the feudal economy; the social transformation of the millennium; monastic reform; the rise of the papacy; trade, exchange, and exploration; urbanism and the growth of towns.

(Truitt, Division I or III, cross-listed as CSTS B203)

**HIST B205 Greek History**

(Edmonds, Division III; cross-listed as CSTS B205)

**HIST B206 Society, Medicine, and Law in Ancient Greece**

(Gottesman, Chiekova, Division I or III; cross-listed as CSTS B206) *Not offered in 2008-09.*

**HIST B207 Early Rome and the Early Republic**

(Scott, Division III; cross-listed as HIST B207).

**HIST B208 The Roman Empire**

(Scott, Division I or III; cross-listed as CSTS B208) *Not offered in 2008-09.*

**HIST B210 Topics in Chinese Culture and History**

(staff, Division III; cross-listed as EAST B210) *Not offered in 2008-09.*

**HIST B212 Pirates, Travelers, and Natural Historians: 1492-1750**

In the early modern period, conquistadors, missionaries, travelers, pirates, and natural historians wrote interesting texts in which they tried to integrate the New World into their existing frameworks of knowledge. This intellectual endeavor was an adjunct to the physical conquest of American space, and provides a framework through which we will explore the processes of imperial competition, state formation, and indigenous and African resistance to colonialism. (Gallup-Diaz, Division I or III) *Not offered in 2008-09.*

**HIST B213 The Byzantine Empire**

This course focuses on the social, cultural, and religious history of the Byzantine Empire with particular attention to Byzantium's interaction with its neighbors. (staff, Division I or III) *Not offered in 2008-09.*

**HIST B219 The Other Side of Medieval Society**

(staff, Division I or III) *Not offered in 2008-09.*

**HIST B225 Europe in the 19th Century: Industry, Empire, and Globalization**

The 19th century was a period of intense change in Europe. Some of the questions this class considers are: the relationship between empire, plantation-style agriculture and industrialization; the development of transportations and communication networks; multinational companies, a mass press, film, and tourism as early markers of globalization. (Spohrer, Division III)

**HIST B226 Europe in the 20th Century: United in Diversity**

In 2000, the European Union adopted "United in Diversity" as its motto. In this course we will look at the social, demographic, material, economic, and political forces that united and divided Europe in the 20th century, such as war, migration, mass production, mass media, and decolonization. We will also look at the policies of unity, division, homogenization, and diversity that Europeans pursued in an attempt to manage these forces. (Spohrer, Division I or III)

**HIST B227 American Attractions: Leisure, Technology, and National Identity**

This interdisciplinary class looks at the forms and social roles of public spectacles

in America from the end of the Civil War to the present and introduces a range of theoretical approaches to cultural analysis. We will focus on the relationship between technological change and the development of commercialized leisure and look at the construction of national identity through popular forms such as the circus, exhibitions and fairs, museums, malls, and especially the cinema. (Ullman, White, Division III; cross-listed as ENGL B227) *Not offered in 2008-09.*

**HIST B228 Benjamin Franklin: His Life and Legacy**

The readings for this course will center on Ben's own *Autobiography*, which will be read before the class begins, and biographies of him through the last 300 years. We will discuss the man, his legacy, his meaning to generations of U.S. citizens, his place in the scientific world and in popular culture. Assignments will center on the varying interpretations of his life through the last three centuries. (Shore, Division I or III) *Not offered in 2008-09.*

**HIST B235 Africa to 1800**

The course explores the development of African societies to 1800. Themes will be drawn from across the continent. We will discuss issues related to the creation, maintenance, or destruction of a social order (small-scale societies and states), production, social reproduction, explanations, identities, conflicts, external contacts and social change, and examine selected narratives, documents, debates, and films. (staff, Division I or III) *Not offered in 2008-09.*

**HIST B236 African History: Africa Since 1800**

The course analyzes the history of Africa in the last two hundred years in the context of global political economy. We will examine the major themes in modern African history, including the 19th-century state formation, expansion, or restructuration; partition and resistance; colonial rule; economic, social, political, religious, and cultural developments; nationalism; post-independence politics, economics, and society, as well as conflicts and the burden of disease. The course will also introduce students to the sources and methods of African history. (Ngalamulume, Division I) *Not offered in 2008-09.*

**HIST B237 Themes in Modern African History: Urbanization in Africa**

The course examines the cultural, environmental, economic, political, and social factors that contributed to the expansion and transformation of preindustrial cities, colonial cities, and cities today. We will examine various themes, such as the relationship between cities and societies; migration and social change; urban space, health problems, city life, and women. (Ngalamulume, Division I; cross-listed as CITY B237)

**HIST B239 Dawn of the Middle Ages**

Described as Late Antiquity or the Early Middle Ages, the period from Constantine to Charlemagne (roughly 300 to 800 C.E.) represents an age of dynamic cultural transition sometimes viewed as a crucible for the blending of Roman, barbarian, and Christian. This course will examine key categories of cultural change including urban and rural landscapes, court society and elites, the movement of migrant peoples, education and literary practices, art, diverse

religious practices, and Church authority. (Truitt, Division III; cross-listed as CSTS B239) *Not offered in 2008-09.*

**HIST B240 Modern Middle East Cities**

(Harrold, Division I; cross-listed as CITY B248, HEBR B248 and POLS B248)

**HIST B241 American Politics and Society: 1890-1945**

While the 20th century has often been called the American Century (usually by Americans), this century can truthfully be looked to as the moment when American influence and power, for good and ill, came to be felt on a national and global scale. While much of this “bigfoot” quality is associated with the post-WWII period, one cannot understand the America of today—at the dawn of the 21st century—without looking at this earlier moment. This course looks closely at the political, social, and cultural developments that helped shape America in these pivotal years. (Ullman, Division III) *Not offered in 2008-09.*

**HIST B242 American Politics and Society: 1940 to the Present**

From a country devastated by economic crisis and wedded to isolationism prior to World War II, America became an unchallenged international powerhouse. Massive grass roots resistance forced the United States to abandon racial apartheid, open opportunities to women, and reinvent its very definition as it incorporated immigrants from around the globe. In the same period, American music and film broke free from their staid moorings and permanently altered global culture. We will explore the political, social, and cultural factors that created modern American history. (Ullman, Division I or III) *Not offered in 2008-09.*

**HIST B243 Atlantic Cultures: Maroon Societies**

The course explores the process of self-emancipation by slaves in the early modern Atlantic World. What was the nature of the communities that free blacks forged? What were their relationships to the empires from which they had freed themselves? How was race constructed in the early modern period? Did conceptions of race change over time? Through readings and discussion we will investigate the establishment of autonomous African settlements and cultures throughout the Americas, and examine the nature of local autonomy within a strife-torn world of contending empires and nation-states. (Gallup-Diaz, Division I or III) *Not offered in 2008-09.*

**HIST B244 Great Empires of the Ancient Near East**

(Ataç, Division III; cross-listed as ARCH B244, CITY B244 and POLS B244) *Not offered in 2008-09.*

**HIST B247 Topics in German Cultural Studies**

(Kenosian, Division I or III; cross-listed as CITY B247 and GERM B223) *Not offered in 2008-09.*

**HIST B250 Nazi Germany and the Holocaust**

This course examines political, cultural, and socioeconomic factors in the creation of the Third Reich and the mass murder of European Jews as well as the memory and representation of the Holocaust. (staff, Division I or III) *Not offered in 2008-09.*

**HIST B256 Christianity and Culture in the Middle Ages**

Surveys the history of Christianity from its inception until the beginnings of European

colonial expansion in the first half of the 16th century. We begin in the first century and trace the growth of Christianity as it spread throughout the Mediterranean basin, into Mesopotamia, Africa, Europe, and central Asia, and eventually to sub-Saharan Africa, East Asia, and the Americas. (staff, Division III) *Not offered in 2008-09.*

**HIST B257 British Empire I: Capitalism and Slavery**

Focusing on the Atlantic slave trade and the slave plantation mode of production, this course explores English colonization, and the emergence and the decline of British Empire in the Americas and Caribbean from the 17th through the late 20th centuries. It tracks some of the intersecting and overlapping routes—and roots—connecting histories and politics within and between these “new” world locations. It also tracks the further and proliferating links between developments in these regions and the histories and politics of regions in the “old” world, from the north Atlantic to the South China sea. (Kale, Division I or III; cross-listed as CITY B257) *Not offered in 2008-09.*

**HIST B258 British Empire: Imagining Indias**

This course considers ideas about and experiences of “modern” India, i.e., India during the colonial and post-Independence periods (roughly 1757-present). While “India” and “Indian history” along with “British empire” and “British history” will be the ostensible objects of our consideration and discussions, the course proposes that their imagination and meanings are continually mediated by a wide variety of institutions, agents, and analytical categories (nation, religion, class, race, gender, to name a few examples). The course uses primary sources,

scholarly analyses, and cultural productions to explore the political economies of knowledge, representation, and power in the production of modernity. (Kale, Division III) *Not offered in 2008-09.*

**HIST B261 Palestine and Israeli Society**

(Neuman, Division I; cross-listed as ANTH B261, GNST B261 and HEBR B261) *Not offered in 2008-09.*

**HIST B263 Impact of Empire: Britain 1858-1960**

Is empire (on the British variant of which, in its heyday, the sun reportedly never set) securely superseded (as some have confidently asserted) or does it endure and, if so, in what forms and domains? Focusing on the expanding British colonial empire from the 17th century on, this course considers its impact through the dynamics of specific commodities, production, and consumption (sugar and tea, for example, but also labor and governance), their cultures (from plantations and factories to households to the state), and their disciplinary technologies (including domesticity, the nation, and discourses on history and modernity). (Kale, Division III)

**HIST B264 Passages from India: 1800-Present**

This course explores the histories and effects of migration from the Indian subcontinent to far-flung destinations across the globe. It starts with the circular migrations of traders, merchants, and pilgrims in the medieval period from the Indian subcontinent to points east (in southeast Asia) and west (eastern Africa). However, the focus of the course is on modern migrations from the subcontinent, from the indentured labor migrations of the British colonial period

(to Africa, the Caribbean, and the South Pacific) to the post-Independence emigrations from the new nations of the subcontinent to Britain, Australia, New Zealand, Canada, and the United States. (Kale, Division I or III)

**HIST B267 History of Philadelphia: 1682 to Present**

This course will focus on the intersection of the sense of Philadelphia as it is popularly understood and the Philadelphia that we can reconstruct individually and together using scholarly books and articles, documentary and popular films and novels, visual evidence, and visits to the chief repositories of the city's history. We will analyze the relationship between the official representations of Philadelphia and their sources and we will create our own history of the city. Preference given to junior and senior Growth and Structure of Cities and History majors, and those students who were previously lotteried out of the course. (Shore, Division I; cross-listed as CITY B267) *Not offered in 2008-09.*

**HIST B271 Medieval Islamic Society and Politics**

Examines the rise and fall of Islamic empires, focusing on political, social and religious movements within the Islamic world from the early conquests until the early Ottoman state. Considers the role of geography in history, state formation and consolidation; the change from tribal societies into settled empires; the place of the medieval Islamic world in a global context; and the social and sectarian divisions that caused political turmoil. (staff, Division I or III) *Not offered in 2008-09.*

**HIST B277 Religion and Dissent in the Middle Ages: 1000-1450**

Explores religious movements during the Middle Ages. Some were incorporated into the church, whereas others were condemned as heretical. Examines the origins of these groups and motivations for their religious beliefs to determine why the church embraced some and condemned others. (staff, Division III) *Not offered in 2008-09.*

**HIST B278 American Environmental History**

(Stroud, Division I; cross-listed as CITY B278).

**HIST B281 Issues in U. S. Foreign Policy**  
(Harrold, Division I; cross-listed as POLS B281) *Not offered in 2008-09.*

**HIST B282 Women and Gender in Modern Europe**

Investigates the participation of women in European history from the French Revolution to the present and examines how gender analysis informs narratives of the past. Topics include: gender and nationalism, socialism and feminism, women and war, femininity and masculinity. (staff, Division I or III) *Not offered in 2008-09.*

**HIST B283 Introduction to the Politics of the Modern Middle East and North Africa**

(Harrold, Division I; cross-listed as HEBR B283 and POLS B283) *Not offered in 2008-09.*

**HIST B285 Sport and Spectacle in Ancient Greece and Rome**

(Scott, Wright, Division III; cross-listed as ARCH B255, CITY B260 and CSTS B255) *Not offered in 2008-09.*

**HIST B286 Themes in British Empire**

This course explores the politics and genealogies on nationalist movements in the Indian subcontinent from the late 19th century through the establishment of sovereign nations from 1947-72, considering the implications and legacies of empire, nationalism and anti-colonialism for the nations and peoples of the subcontinent from Independence through the present. (Kale, Division I or III; cross-listed as CITY B286 and POLS B286) *Not offered in 2008-09.*

**HIST B303 Topics in American History**

Recent topics have included medicine, advertising, and history of sexuality. (Martinez-Matsuda, Division I or III)

**HIST B318 Topics in Modern European History**

Recent topics have included Marxism and History; Socialist Movements and Socialist Ideas. (Spohrer, Division I or III) *Not offered in 2008-09.*

**HIST B319 Topics in Modern European History: Consumers, Fashion, and Class 1800-1950**

From the 1700s to the present, Europe underwent a series of sweeping changes in how people used and related to goods: how consumer goods were produced, where they came from, how they were marketed, who could afford them, and who set the standards for fashion and taste. This seminar looks at the social and economic forces behind changes in consumption in this period, and the social anxieties and tensions they produced. Our texts include historical scholarship on European economies, consumer goods and society and treatises, novels, films and texts created by contem-



poraries in this period. Enrollment limited to 15 students. (Spohrer, Division I or III)

### **HIST B325 Topics in Social History**

(Ullman, Division I or III) *Not offered in 2008-09.*

### **HIST B326 Topics in Chinese History and Culture: Legal Culture and Chinese History**

(Jiang; cross-listed as EAST B325)

### **HIST B327 Topics in Early American History**

This course explores the complex nature of the “religious conquest” of indigenous peoples that was an adjunct process to the physical conquest of territory in the early modern period (1500-1800). We will investigate the indigenous religious systems as they existed before contact, the modes of Christianity that the European missionaries worked to impose upon the “conquered,” and the nature of the complicated forms of ritual practice and spirituality that arose in the communities of those peoples that survived the conquest. (Gallup-Diaz; cross-listed as ANTH B327) *Not offered in 2008-09.*

### **HIST B336 Topics in African History: Social and Cultural History of Medicine**

This course examines disease and illness, and health and healing, in an African context. We will begin by focusing on indigenous understandings of disease that extend the causes of illness beyond the patient’s body, into society and the spiritual world. The course will also include a discussion of the influences of missionary and colonial medicine, and emphasize the pluralistic nature of medicine in postcolonial Africa and the African diaspora. We will also look at

examples of epidemics in Africa, including the AIDS pandemic. Enrollment limited to 15 students. (Ngalamulume, Division I)

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

Recent topics have included social history of medicine; women and gender; and witchcraft ideology, fears, accusations, and trials. (Ngalamulume, Division I or III) *Not offered in 2008-09.*

### **HIST B345 Advanced Topics in Environment and Society: U.S. Urban Environmental History**

(Stroud, Division I; cross-listed as CITY 345)

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

The early modern transatlantic slave trade played a key role in several world-historical processes. Taking in an Americas-wide geographic scope, the course explores how the trade operated and changed over time; the contours of culture in the diaspora; slave resistance; and the formation of maroon communities. Enrollment limited to 15 students. (Gallup-Diaz) *Not offered in 2008-09.*

### **HIST B355 Topics in the History of London**

(Cast; cross-listed as CITY B355 and HART B355) *Not offered in 2008-09.*

### **HIST B357 Topics in British Empire: Race and Nation**

Using a wide range of visual and literary sources, this seminar on British empire will explore the politics of race and nation—both “at home” and “away”—in the making of Britain in the 20th century. (Kale, Division I or III)

**HIST B368 Topics in Medieval History:  
Dark Arts: Medieval Magic**

What is magic? What does it mean to refer to magic as “the occult” or “the Dark Arts”? In medieval Europe, magical knowledge was hotly contested—widely practiced at all social levels, yet often decried as morally and intellectually suspicious. In this seminar we will investigate the definitions and practices of magic and examine what they can reveal about the traditional divides between high and low culture, as well as between licit and illicit knowledge. Enrollment limited to 15 students. (Truitt, Division III; cross-listed as CSTS B368)

**HIST B369 Topics in Medieval History:  
Medicine and Health**

Enrollment limited to 15 students. (Truitt, Division III; cross-listed as ARCH B369 and CSTS B369)

**HIST B371 Topics in Atlantic History:  
The Early Modern Pirate in Fact and Fiction**

This course will explore piracy in the Americas in the period 1550-1750. We will investigate the historical reality of pirates and what they did, and the manner in which pirates have entered the popular imagination through fiction and films. Pirates have been depicted as lovable rogues, anti-establishment rebels, and enlightened multiculturalists who were skilled in dealing with the indigenous and African peoples of the Americas. The course will examine the facts and the fictions surrounding these important historical actors. (Gallup-Diaz)

**HIST B378 Origins of American  
Constitutionalism**

(Elkins, Division I or III; cross-listed as POLS B378) *Not offered in 2008-09.*

**HIST B381 History and Memory**

This course will bring together the latest research findings from the fields of neuroscience, psychology, and neurobiology with the insights into human memory from the fields of literature and art history into a discussion of the implications for the writing of history. Prerequisite: senior standing. (Shore, Division III)

**HIST B383 Two Hundred Years of  
Islamic Reform, Radicalism and  
Revolution**

(Harrold, Division I; cross-listed as POLS B383) *Not offered in 2008-09.*

**HIST B395 Exploring History**

An intensive introduction to theory and interpretation in history through the discussion of exemplary historiographical debates and analyses selected by the instructor. The coursework also includes research for and completion of a prospectus for an original research project. These two goals prepare senior majors for their own historical production, when the senior thesis is complete. Enrollment is limited to senior history majors. (Kale, Ngalamulume)

**HIST B398 Senior Thesis**

Students research and write a thesis on a topic of their choice. Enrollment is limited to senior history majors. (Gallup-Diaz, Spohrer, Truitt, Division I or III)

**HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser. (staff)

**HIST B425 Praxis III: Independent  
Study**  
(staff)

## HISTORY OF ART

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*Students may complete a major or minor in History of Art.*

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### *Faculty*

David J. Cast, Professor

Martha Easton, Lecturer

Christiane Hertel, Professor and Major Adviser (A-L)

Homay King, Associate Professor (on leave semesters I and II)

Dale Kinney, Professor (on leave semester I and II)

Steven Z. Levine, Professor

Gridley McKim-Smith, Professor and Major Adviser (M-Z)

Lisa Saltzman, Professor and Chair

Stephanie Schwartz, Andrew W. Mellon Foundation Postdoctoral Fellow in the Humanities

Diala Touré, Lecturer

The curriculum in History of Art immerses students in the study of visual culture. Structured by a set of evolving disciplinary concerns, students learn to interpret the visual through methodologies dedicated to the historical, the material, the critical, and the theoretical. Majors are encouraged to supplement courses taken in the department with history of art courses offered at Swarthmore and the University of Pennsylvania. Majors are also encouraged to study abroad for a semester. Should they choose to do so, they should plan to undertake that work during the spring semester of their junior year.

### *Major Requirements*

The major requires eleven units, approved by the major adviser. A usual sequence of courses would include at least one 100-level “critical approaches” seminar, four 200-level lecture courses, four 300-level seminars, and junior seminar in the fall semester of the junior year and senior conference in the spring semester of senior year. In the course of their departmental studies, students are strongly encouraged to take courses across media and areas, and in at least three of the following fields of study: Ancient and Medieval, Renaissance and Baroque, Modern and Contemporary, Film, and Non-Western.

With the approval of the major adviser, courses in fine arts or with significant curricular investment in visual studies may be counted toward the fulfillment of the distribution requirements. Similarly, courses in art history taken abroad or at another institution in the United States may be counted. Generally, no more than two such courses may be counted toward the major requirements.

A senior paper, based on independent research and using scholarly methods of historical and/or critical interpretation must be submitted at the end of the spring semester. Generally 25-40 pages in length, the senior paper represents the culmination of the departmental experience.

### *Honors*

Seniors whose major average at the beginning of the spring semester is 3.7 or higher will be invited to write an honors thesis instead of the senior paper.

### *Minor Requirements*

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

#### **HART B100 The Stuff of Art**

(Burgmayer, Division III; cross-listed as CHEM B100) *Not offered in 2008-09.*

#### **HART B103 Critical Approaches to Visual Representation: Icons and Idols**

What is an icon? What is an idol? How do they differ or are they the same? And what is the relation between icons, idols, and images? This course treats potent image-objects across cultures and across time, including religious icons (Madonnas), pop icons (Madonna), and comparable image-objects of other traditions, such as African *minkisi* and Native American totems. Readings range from Plato and the Old Testament to contemporary criticism. (Kinney, Division III) *Not offered in 2008-09.*

#### **HART B104 Critical Approaches to Visual Representation: The Classical Tradition**

An investigation of the historical and philosophical ideas of the classical, with particular attention to the Italian Renaissance and the continuance of its formulations throughout the Westernized world. (Cast, Division III)

#### **HART B105 Critical Approaches to Visual Representation: Poetry and Politics in Landscape Art**

An introduction to the representation and perception of nature in different visual media, with attention to such issues as nature and utopia; nature and violence; natural freedom; and the femininity of nature. (Hertel, Division III)

#### **HART B107 Critical Approaches to Visual Representation: Self and Other in the Arts of France**

A study of artists' self-representations in the context of the philosophy and psychology of their time, with particular attention to issues of political patronage, gender and class, power and desire. (Levine, Division III)

#### **HART B108 Critical Approaches to Visual Representation: Women, Feminism, and History of Art**

An investigation of the history of art since the Renaissance organized around the practice of women artists, the representation of women in art, and the visual economy of the gaze. (Easton, Division III)

#### **HART B110 Critical Approaches to Visual Representation: Identification in the Cinema**

An introduction to the analysis of film through particular attention to the role of the spectator. (Gorfinkel, Division III)

#### **HART B115 Classical Art**

(Donohue, Division III; cross-listed as ARCH B115, CITY B115 and CSTS B115) *Not offered in 2008-09.*

#### **HART B190 The Form of the City**

(Hein, Division I or III; cross-listed as ANTH B190 and CITY B190)

#### **HART B204 Greek Sculpture**

(Webb, Division III; cross-listed as ARCH B205) *Not offered in 2008-09.*

#### **HART B205 Introduction to Film**

(Gorfinkel, Division III; cross-listed as ENGL B205) *Not offered in 2008-09.*

**HART B206 Hellenistic and Roman Sculpture**

(Donohue, Division III; cross-listed as ARCH B206)

**HART B209 Topics in Chinese Cultural History**

(Lin, Division III; cross-listed as EAST B210 and PHIL B250) *Not offered in 2008-09.*

**HART B210 Medieval Art**

An overview of artistic production in Europe antiquity to the 14th century. Special attention will be paid to problems of interpretation and recent developments in art-historical scholarship. (Easton, Division III)

**HART B223 Topics in German Cultural Studies**

(staff, Division III; cross-listed as COML B223 and GERM B223) *Not offered in 2008-09.*

**HART B227 Topics in Modern Planning**

(staff, Division I; cross-listed as CITY B227) *Not offered in 2008-09.*

**HART B230 Renaissance Art**

A survey of painting in Florence and Rome in the 15th and 16th centuries (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael), with particular attention to contemporary intellectual, social, and religious developments. (Cast, Division III)

**HART B237 Northern Renaissance Art**

An introduction to painting, graphic arts, and sculpture in Germany in the first half of the 16th century, with emphasis on the influence of the Protestant Reformation on the visual arts. Artists studied include Altdorfer, Cranach, Dürer, Grünewald, Holbein and Riemenschneider. (Hertel, Division III)

**HART B238 The History of Cinema 1895 to 1945**

Introduction to the international history of film as a narrative and aesthetic form, with consideration of cultural, social, political, technological, and economic determinants that allowed film across the world to evolve, thrive, and become the defining artistic medium of the 20th century. (Gorfinkel, Division III; cross-listed as ENGL B238)

**HART B239 Women and Cinema: Social Agency and Cultural Representation**

This course will examine the particular challenges that women filmmakers face, as well as the unique and innovative contributions they have made to film aesthetics and narrative form. The class will address central debates within feminism from the 1970s to the present, in particular, feminism's influence on women's independent film production and the question of female authorship. (Gorfinkel, Division III; cross-listed as ENGL B239)

**HART B241 Art of the Spanish-speaking World**

A study of painting and sculpture in Spain from 1492 to the early-19th century, with emphasis on such artists as El Greco, Velázquez, Zurbarán, Goya and the polychrome sculptors. As relevant, commentary is made on Latin America and the Spanish world's complex heritage, with its contacts with Islam, Northern Europe, and pre-Columbian cultures. Continuities and disjunctions within these diverse traditions as they evolve both in Spain and the Americas are noted, and issues of canon formation and national identity are raised. (McKim-Smith, Division III)

**HART B246 Interdisciplinary Approaches to German Literature and Culture**

(Meyer, Division III; cross-listed as GERM B245) *Not offered in 2008-09.*

**HART B250 Nineteenth-Century Art in France**

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix, Gérault, Ingres, Manet, and Monet. Extensive readings in art criticism are required. (Levine, Division III)

**HART B253 Survey of Western Architecture**

The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered. (Cast, Hein, Division III; cross-listed as CITY B253 and HIST B253) *Not offered in 2008-09.*

**HART B254 History of Modern Architecture**

(Hein, Division III; cross-listed as CITY B254)

**HART B255 Survey of American Architecture**

(Steffensen, Cohen, Division III; cross-listed as CITY B255) *Not offered in 2008-09.*

**HART B260 Modern and Contemporary Art**

This course will involve an inquiry into the history of 20th-century visual culture, European and American, through an exploration of art practice, art history, art criticism and art theory. Against the dominant and

paradigmatic theorization of modernism, the course will introduce and mobilize materials aimed at its critique. (Saltzman, Division III)

**HART B266 Contemporary Art and Theory in the Global Present**

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory. (Saltzman, Division III) *Not offered in 2008-09.*

**HART B268 Greek and Roman Architecture**

(staff; cross-listed as ARCH B268 and CITY B268) *Not offered in 2008-09.*

**HART B269 Japanese Art**

A study of visual culture of Japan from prehistory to the present, through the lens of Japanese history, literature, and religion. Topics will include: the interaction of Buddhism and Japanese art and architecture; the illustration of the “Tale of Genji” and Heian court culture; scrolls, screens, and the mechanics of painting format; nature as literary and symbolic motif; class, gender, and *ukiyo-e*; and trends in contemporary Japanese art. Discusses the idea of cultural interaction and appropriation between Japan, China, and the West. (Easton, Division III) *Not offered in 2008-09.*

**HART B270 Japanese Architecture and Planning**

(Hein, Division III; cross-listed as CITY B270 and EAST B270) *Not offered in 2008-09.*

**HART B271 History of Photography: The American Century**

Examines the development of photography, from its invention to contemporary artistic practices. Beginning with an investigation

of the scientific origins, traces the complex functions of the photographic image. Familiarizes students with key figures in European and American photography as well as key texts reflecting the unstable status of the photographic object between technology and aesthetics, mass culture and the avant-garde, art and document. (Schwartz, Division III; cross-listed as CITY B271)

**HART B272 Topics in Early and Medieval China: Chinese Cities and City Culture**

(Lin, Division III; cross-listed as CITY B273 and EAST B272)

**HART B276 Video Art**

If the origins of video art date to 1965, when Sony introduced its Portapac to the United States and Nam Jun Paik shot his first piece in New York; its theorization dates to 1976, when Rosalind Krauss published her field defining essay. This course functions as both an introduction and an immersion in the history and theory of video art. Prerequisite: HART 110, HART/ENGL 205, HART 266, HART 299 or permission of instructor. (Saltzman, Division III) *Not offered in 2008-09.*

**HART B287 Media Culture and Movies**  
(staff, Division III; cross-listed as ENGL B287) *Not offered in 2008-09.*

**HART B282 Arts of Sub-Saharan Africa**  
This course examines the significant artistic and architectural traditions of African cultures south of the Sahara in their religious, philosophical, political, and social aspects. (Touré)

**HART B294 Art and Exploitation: Gender and Sexuality in 1960s Cinema**

An introduction to the historical contexts

and representational politics of screen sexuality in American cinema of the 1960's and will chart the ways in which various genders and sexualities were deployed as commodity, spectacle and formal transgression during a turbulent cinematic decade. (Gorfin- kel, Division III; cross-listed as ENGL B294) *Not offered in 2008-09.*

**HART B299 History of Narrative Cinema**

(King, Division III; cross-listed as ENGL B299) *Not offered in 2008-09.*

**HART B305 Classical Bodies**

(Donohue, Division III; cross-listed as ARCH B303) *Not offered in 2008-09.*

**HART B306 Film Theory**

(King, Division III; cross-listed as COML B306 and ENGL B306) *Not offered in 2008-09.*

**HART B308 Topics in Photography: Photography and War**

Examining photographic practices between the 1850's and the 1970's, this seminar seeks to move beyond the reflective analysis of the city in the image and as the subject of representation to the relationship between photography and urbanization. Taking up various theories and models it explores how making records and reorganization of space developed as related means of modernization. (Schwartz, Division III; cross-listed as CITY B308)

**HART B311 Topics in Medieval Art: Illuminated Manuscripts**

Topics include illuminated manuscripts and the role of gender in medieval art. (Easton, Division III; cross-listed as CITY B312)

**HART B320 Topics in German Literature and Culture**

(staff, Division III; cross-listed as COML B320, ENGL B320, GERM B320 and HEBR B320) *Not offered in 2008-09.*

**HART B321 Late Gothic Painting in Northern Europe**

A study of late medieval illuminated manuscripts and Early Netherlandish painting. (Easton) *Not offered in 2008-09.*

**HART B323 Topics in Renaissance Art**

Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600. (Cast, Division III; cross-listed as CITY B323) *Not offered in 2008-09.*

**HART B331 Palladio and Neo-Palladianism**

A seminar on the diffusion of Palladian architecture from the 16th century to the present. (Cast; cross-listed as CITY B331)

**HART B334 Topics in Film Studies: Queer Cinema**

(Nguyen, Division III; cross-listed as ENGL B334)

**HART B337 Contemplating Art Cinema: Michael Haneke, Claire Denis, and the Dardenne Brothers**

Considers the provocative films of international auteurs Michael Haneke, Claire Denis, and Jean Pierre and Luc Dardenne in the context of discourses of "art cinema" and film authorship, and in terms of historical and aesthetic traditions of realism and modernism in European cinema, past and present. Prerequisite: One course from ENGL/HART B205; HART B110; or HART/ENGL B299; or consent of the instructor.

(Gorfinkel, Division III; cross-listed as ENGL B337) *Not offered in 2008-09.*

**HART B340 Topics in Baroque Art: Velazquez**

(McKim-Smith, Division III; cross-listed as COML B340)

**HART B341 Cult Genres**

Serving to theorize and historicize cult film and questions of the aesthetic and cultural value, this class will examine conceptual issues of taste, reception, and mass culture as they have accrued around cult film phenomena such as the midnight movie, the cult horror film, exploitation film, underground, and camp cinema. Prerequisite: One course from: ENGL/HART B205; HART B110; HART/ENGL B299; or consent of instructor. (Gorfinkel, Division III; cross-listed as ENGL B341)

**HART B348 Advanced Topics in German Cultural Studies**

(Hertel, Meyer, Division III; cross-listed as CITY B319, COML B321 and GERM B321) *Not offered in 2008-09.*

**HART B349 Theories of Authorship in the Cinema**

The study of the author-director remains one of the primary categories through which film is to be understood; various directors and critical approaches to this topic will be studied. (King; cross-listed as ENGL B349) *Not offered in 2008-09.*

**HART B350 Topics in Modern Art**

(Levine, Division III) *Not offered in 2008-09.*

**HART B354 Topics in Art Criticism**

Individual topics in art-historical methodology, such as art and psychoanalysis, femi-



nism, post-structuralism, or semiotics are treated. (Levine, Division III; cross-listed as COML B354 and HEBR B354)

**HART B355 Topics in the History of London**

Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the 18th century. (Cast, Division I or III; cross-listed as CITY B355 and HIST B355) *Not offered in 2008-09.*

**HART B358 Topics in Classical Art and Archaeology**

(Donohue, Division III; cross-listed as ARCH B359 and CSTS B359) *Not offered in 2008-09.*

**HART B359 Topics in Urban Culture and Society: Latin American Social Movements**

(Arbona, Division I or III; cross-listed as ANTH B359 and CITY B360)

**HART B362 The African Art Collection**

This seminar will introduce students to the African art holdings that are part of the Art and Archaeology Collections. (Touré)

**HART B377 Topics in Modern Architecture: War, Catastrophes, and Reconstruction**

(Hein, Division III; cross-listed as CITY B377)

**HART B380 Topics in Contemporary Art: Visual Culture and the Holocaust**

Poems and novels, films and photographs, paintings and performances, monuments and memorials, even comics—in the aftermath of Art Spiegelman's *Maus*—have been the cultural forms that engage us with the catastrophic and traumatic history of the

Holocaust. Through these cultural forms we have come to know events considered by some to defy the very possibility of historical, let alone aesthetic, representation. Our task will be to examine such cultural objects, aided by the extensive body of the critical, historical, theoretical, and ethical writings through which such work has been variously critiqued and commended. (Saltzman, Division III; cross-listed as GERM B380 and HEBR B380)

**HART B397 Junior Seminar**

Designed to introduce majors to the canonical texts in the field of art history and to formalize their understanding of art history as a discipline. Beginning with such foundational figures as Plato and Pliny and ending with the leading art historical practitioners of the poststructural and the performative, junior majors will read across the history of art history. Required of and limited to History of Art majors. (Levine, Division III)

**HART B399 Senior Conference**

A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper. (Cast, Easton, Division III)

**HART B403 Supervised Work**

Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required. (staff)

**HART B425 Praxis III**

(staff)

## INTERNATIONAL STUDIES

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*Students may complete a minor in International Studies.*

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### *Directors*

Grace M. Armstrong, Co-Director

Mary J. Osirim, Co-Director

### *Steering Committee*

Michael H. Allen, Political Science

Cynthia D. Bisman, Graduate School of  
Social Work and Social Research

Carola Hein, Growth and Structure of  
Cities

Philip Kilbride, Anthropology

Christine M. Koggel, Philosophy (on leave  
semesters I and II)

Imke Meyer, German (on leave semester  
II)

Kalala J. Ngalamulume, Africana Studies  
and History

Michael Rock, Economics

International studies is the study of relationships among people and states affected by increasingly permeable borders and facing global issues. The minor in international studies aims to prepare students to be responsible citizens by introducing them to issues of importance in an increasingly interdependent world of global dynamics in politics, economics, ideas, language, and culture. Around the world, international studies programs are preparing students for productive roles in transnational or intergovernmental institutions and in the areas of public policy, governance, business, diplomacy, development, and cultural studies. A goal of the minor is to provide a

foundation for students interested in pursuing career opportunities in these areas or in entering graduate programs in international studies.

The minor combines applied and theoretical approaches to international studies and draws from an increasing number of disciplines that are now exploring the descriptive and normative aspects of living in a world impacted by features of globalization. The minor allows students to use the disciplinary methods and materials acquired in their major as a base from which to engage in the necessarily inter- and multidisciplinary course work of international studies. Finally, the minor employs a broad conception of international studies by incorporating the study of politics, economics, philosophy, and political theory (as captured in the core courses) with the complementary study of specific themes (as captured by each of the five tracks).

Although language study is not required *per se* for the minor, students intending to undertake graduate work in international studies should plan to acquire proficiency in a foreign language, which is a requirement (at the time of admission or graduation) in the most selective programs here and abroad.

### *Minor Requirements*

Students minoring in international studies must complete a total of seven courses. Four of these are core courses. Three of these form a coherent group coming (one each) from political science, economics, and philosophy and the fourth provides critical inquiry into cultural differences. The core courses form the base from which

students can then concentrate their study in one of five tracks: international politics, international economics, social justice, area studies, or language and arts. Within a track, students can choose three electives from among a range of courses drawn from the social sciences and humanities. The three electives should demonstrate coherence and be approved by an adviser from the Center for International Studies.

### *Core courses*

There are a total of four core courses. All students are required to take three courses, one from each of political science, economics, and philosophy. These disciplines have become central to international studies programs. Each of the two sets identified below form a coherent group of three courses designed to introduce students to the field as a whole by providing them with resources for studying the most basic elements of globalization in the context of international relations, economics and politics. If one of the core courses from a set is not offered in a given year, substitutions will be made with another allied course, offered at Bryn Mawr or Haverford, with the approval of an adviser from the Center for International Studies.

POLS B141 Introduction to International Politics

ECON B225 Economic Development

PHIL B344 Development Ethics

or

PHIL B221 Ethics

ECON B206 International Trade

POLS B391 International Political Economy

To complete the core requirements, students must take one course on cultural differences. This requirement allows students to acquire a greater appreciation of the significance of culture in the global context by providing an awareness of how different values, norms, beliefs, and practices affect possibilities for understanding different cultures and for cross-cultural dialogue and consensus. The course may be selected from (but is not limited to) the following:

ANTH B102 Introduction to Anthropology: Cultural Anthropology

COML/PHIL B202 or B323 Culture and Interpretation

ANTH/COML/GERM/CITY B245 Women's Narratives on Modern Migrancy, Exile and Diaspora

FREN B251 La Mosaïque France

### *Electives*

In addition to the four core courses listed above, three electives are required. Each of the five tracks identifies a major topic or theme in international studies that builds on or develops the core. Students should choose the three electives from the approved lists under one of the tracks identified below. Electives should demonstrate coherence and be approved by an adviser. At least one of the courses must be a 300-level course. Please refer to the International Studies Web site for detailed information regarding approved electives: <http://www.brynmawr.edu/internationalstudies>.

### *International Politics*

This track allows students to focus on the dynamics and structures of intergovernmental and transnational relationships from the perspective of the discipline of political science. Through engagement with the most salient theoretical and policy debates, students may focus upon such themes as globalization and resistance to it, development and sustainability, nationalism and sovereignty, human rights, conflict and peace, public international law and institutions, and nongovernmental or civil society organizations and movements at regional, transregional, and global levels.

The three elective courses are to be selected from an approved list or be approved by an adviser from the Center for International Studies.

### *International Economics*

This track allows students to focus on various theoretical, empirical, and policy issues in international economics. Each of the courses in the track—trade, open-economy macroeconomics, development, and environmental economics—focuses on different economic aspects of the international or global economy. International trade looks at the major theories offered to explain trade and examines the effects of trade barriers and trade liberalization on welfare. International macroeconomics and international finance examines policy-making in open economies, exchange rate systems, exchange rate behavior, and financial integration and financial crises. Development economics is concerned, among other things, with understanding how developing countries can structure their participation in the global

economy so as to benefit their development. Environmental economics uses economic analysis to examine the behavioral causes of local, regional, and global environmental and natural resource problems and to evaluate policy responses to them.

The three elective courses are to be selected from an approved list or be approved by a faculty member in Economics affiliated with the Center for International Studies.

### *Social Justice*

This track allows students to explore issues of social and political change in the context of economic and political transition in the global context. Students gain insight into how global issues affect relationships among people and cultures within and across national boundaries and how global issues are in turn affected by these relationships. Major themes include: a) migration, imperialism, and colonialism; b) international/ethnic conflict and cooperation; c) culture and values; d) justice and global issues; e) globalization and urban development; and f) social movements and change in the global context.

A coherent set of courses can be achieved by selecting the three electives from approved lists within one of the thematic groupings or be approved by an adviser from the Center for International Studies.

### *Area Studies*

This track allows students to situate and apply the economic, political, and social theory provided in the core to the study of a particular geopolitical area. It provides students with a global frame of reference from which to examine issues of history,

migration, colonization, modernization, social change, and development through an area study.

A coherent set of courses can be achieved by selecting the three electives from approved lists within an area study or be approved by an adviser from the Center for International Studies.

### *Language and Arts*

This track allows students to explore human interaction at the global level through language, literature, music, and arts. Students in this track focus their studies on the forms of language and the arts that are generated through global processes and in turn affect the generation and exchange of ideas in and between different societies and cultures.

A coherent set of courses can be achieved by selecting the three electives from approved lists within a language study or be approved by an adviser from the Center for International Studies.

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## **ITALIAN**

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*Students may complete a major or minor in Italian.*

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### *Faculty*

#### **Bryn Mawr College**

Titina Caporale, Lecturer

Dennis J. McAuliffe, Visiting Associate Professor

Gabriella Troncelliti, Language Assistant

Roberta Ricci, Assistant Professor, Chair,  
Director of Summer in Pisa Program

Nancy J. Vickers, Professor

#### **Haverford College**

Ute Striker, Instructor

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. The Department of Italian also cooperates with the Departments of French and Spanish in the Romance Languages major (see page 288).

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing ITAL 105 (intensive) with a grade of 2.0, or by completing ITAL 101 and 102 (non-intensive) with an average grade of at least 2.0 or with a grade of 2.0 or better in ITAL 102.

### *Major Requirements*

Major requirements in Italian are 10 courses: ITAL 101, 102 and eight additional units, at least three of which are to be chosen from the offerings on the 300 level, and no more

than one from an allied field. All students must take a course on Dante (301), one on the Italian Renaissance (304), one on Petrarch and Boccaccio (ITAL 303), two on modern Italian literature, and one on theory. Where courses in translation are offered, students may, with the approval of the department, obtain major credit provided they read the texts in Italian, submit written work in Italian and, when the instructor finds it necessary, meet with the instructor for additional discussion in Italian.

Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

Students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102 or from ITAL 105.

### *Honors*

The opportunity to conduct a project of supervised sustained research (ITAL 403 Independent Study) is open to all majors with a 3.7 GPA. Students who want to graduate with honors are asked to write a senior thesis and to defend it with members of the Italian Department and/or a third outside reader at the end of the senior semester. Students wishing to do so will present a topic that a faculty member is willing to supervise, a written proposal of the topic chosen, and, if approved by the department, will spend one semester in the senior year working on the thesis.

### *Minor Requirements*

Requirements for the minor in Italian are ITAL 101, 102 and four additional units including two at the 200 level and two at the 300 hundred level. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from ITAL 101 and 102 or from ITAL 105. For courses in translation, the same conditions for majors in Italian apply.

### *Study Abroad*

Italian majors are encouraged to study in Italy during the junior year in a program approved by the College. The Bryn Mawr summer program in Pisa offers courses for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania.

### **ITAL B001, B002 Elementary Italian I/II: Non-intensive**

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition, and translation. The readings are chosen from a range that includes journalistic prose, recipe books, the language of publicity, literary prose, and poetry, and use of the language is encouraged through songs, games, and creative composition. (McAuliffe, Ricci)

**ITAL B001, B002 Elementary Italian I/II: Intensive**

This intensive communicative course is an accelerated introduction to speaking, understanding, reading, and writing. Aspects of Italian culture and contemporary life also are introduced through the use of video, songs, film, etc. The course is taught completely in Italian, and authentic contemporary materials are used to immerse the students into an integrative linguistic environment. (Caporale)

**ITAL B101, B102 Intermediate Italian**

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel, as well as newspaper and magazine articles to analyze aspects on modern and contemporary Italy. We will also view and discuss Italian films and discuss internet materials. (McAuliffe, Ricci)

**ITAL B105 Intensive Intermediate Italian**

This course builds on the previous two courses of intensive Italian (001-002) in the development of speaking, understanding, reading, and writing, and completes the study of Italian grammar. In addition to enriching students' knowledge of both written and spoken Italian, this course will provide a window onto aspects of contemporary Italian culture and society. In addition we will study aspects of the evolution of Italian from a literary language through SMS messaging; festivals and folklore; political satire;

popular songs as windows onto their times; and detective movies. The students will practice writing and will revise compositions after initial draft versions. (Caporale)

**ITAL B200 Advanced Conversation and Composition**

The purpose of this course is to increase fluency in Italian and to facilitate the transition to literature courses. The course, taught in Italian, integrates language and cultural studies. Topics include: the unification of Italy; Fascism and the Resistance; "the economic miracle" of the 1960s; students' and workers' movements; the Mafia; the "years of lead" and of terrorism. The course employs a wide variety of linguistic materials and instructional media, including movies, video clips, radio and television broadcasts, songs, poetry, articles, essays, newspapers, literary writings, and internet resources. (Caporale)

**ITAL B201 Prose and Poetry of Contemporary Italy**

A study of the artistic and cultural developments of pre-Fascist, Fascist, and post-Fascist Italy seen through the works of poets such as Montale, Quasimodo, and Ungaretti, and through the narratives of Ginzburg, P. Levi, Moravia, Pavese, Pirandello, Silone, Vittorini, and others. (staff) *Not offered in 2008-09.*

**ITAL B204 Manzoni**

Why is *I promessi sposi* considered by many the best historical novel in Italian and one of the best in any language? What contribution did Manzoni's novel make to the development of the Italian language? to the Italian unification movement? to the understanding of Italian Catholicism? to the Italian romantic movement? Seminar

discussions will be based on a close reading of the novel, as well as short selections of Manzoni's other works. A variety of critical methods of interpretation will be explored both in class and in research projects leading to a critical analytical research paper. Conducted in Italian. (McAuliffe)

**ITAL B205 The Short Story of Modern Italy**

Examination of the best of Italian short stories from post-unification to today's Italy. In addition to their artistic value, these works will be viewed within the context of related historical and political events. Among the authors to be read are Buzzati, Calvino, Ginzburg, P. Levi, Moravia, Pirandello, and Verga. (staff) *Not offered in 2008-09.*

**ITAL B207 Dante in Translation**

A reading of the *Vita Nuova* and *Divina Commedia* in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal and civic responsibilities, love, genre, governmental accountability, church-state relations, economics and social justice, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. (McAuliffe, Ricci)

**ITAL B208 Petrarca and Boccaccio in Translation**

The course will focus on a close analysis of Petrarch's *Canzoniere* and Boccaccio's *Decameron*, with attention given also to their minor works and the historical/literary context connected with these texts.

Attention will also be given to Florentine literature, art, thought, and history from the death of Dante to the age of Lorenzo de' Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; Florentine humanism from Salutati to Alberti; and the literary, artistic, and intellectual culture of the Medici court in the 1470s and 80s (Ficino, Poliziano, Lorenzo de' Medici, Botticelli). (McAuliffe, Ricci) *Not offered in 2008-09.*

**ITAL B209 Humanism and the Renaissance in Translation**

As well as detailed analysis of some of the most fascinating texts of the period, the opportunity is offered to explore broader questions, such as the impact of the massive expansion of the printing industry on literary culture, the nature of the cultural impact of the Counter Reformation on literature, the construction of gender and the place of women in Cinquecento literary culture, the *Questione della lingua* and its impact on literary culture, chivalric and epic genre, the Counter Reformation and its cultural effects, and the neo-Platonic debate on beauty. Prerequisite: two years of Italian or the equivalent. (McAuliffe, Ricci) *Not offered in 2008-09.*

**ITAL B211 Primo Levi, the Holocaust, and Its Aftermath**

A consideration, through analysis and appreciation of his major works, of how the horrific experience of the Holocaust awakened in Primo Levi a growing awareness of his Jewish heritage and led him to become one of the dominant voices of that tragic historical event, as well as one of the most original new literary figures of post-World War II Italy. Always in relation to Levi and his works, attention will also be given to



other Italian women writers whose works are also connected with the Holocaust. (staff; cross-listed as COML B211 and HEBR B211) *Not offered in 2008-09.*

### **ITAL B212 Italia D'Oggi**

This course, taught in Italian, will focus primarily on the works of the so-called "migrant writers" who, having adopted the Italian language, have become a significant part of the new voice of Italy. In addition to the aesthetic appreciation of these works, this course will also take into consideration the social, cultural, and political factors surrounding them. (staff) *Not offered in 2008-09.*

### **ITAL B225 Italian Cinema and Literary Adaptation**

A survey, taught in English but also valid for Italian languages credit for those who qualify to do reading and writing in Italian, of Italian cinema with emphasis placed on its relation to literature. The course will discuss how cinema conditions literary imagination and how literature leaves its imprint on cinema. We will "read" films as "literary images" and "see" novels as "visual stories." The reading of the literary sources will be followed by evaluation of the corresponding films (all subtitled) by well-known directors, including Bellocchio, Bertolucci, Rosi, the Taviani brothers, and L. Visconti. (Ricci) *Not offered in 2008-09*

### **ITAL B235 The Italian Women's Movement**

This course aims to dispel the amazement of those who wonder how feminism could have taken root in a country where, for centuries, women have been wearing black shawls and their public life has been limited to an appearance at mass. Emphasis will

be put on Italian women writers and film directors, who are often left out of syllabi adhering to traditional canons. Topics to be explored are: the construction of gender, the relationship of writing to identity and subjectivity, the maternal discourse, and the continuity among women (mothers, daughters, and grandmothers). (Ricci)

### **ITAL B301 Dante**

Prerequisite: two years of Italian or the equivalent. Taught in Italian. See course description for ITAL B207. (McAuliffe, Ricci)

### **ITAL B303 Petrarca and Boccaccio**

Prerequisite: two years of Italian or the equivalent. Taught in Italian. See course description for ITAL 208. (McAuliffe, Ricci) *Not offered in 2008-09.*

### **ITAL B304 The Renaissance in Italy: Literature and Beyond**

Prerequisite: two years of Italian or the equivalent. Taught in Italian. See course description for ITAL 209. (McAuliffe, Ricci)

### **ITAL B398 Senior Seminar**

(McAuliffe, Ricci)

### **ITAL B399 Senior Conference**

Under the direction of the instructor, each student prepares a paper on an author or a theme that the student has chosen. This course is open only to senior Italian majors. (McAuliffe, Ricci)

### **ITAL B403 Supervised Work**

Offered with approval of the Department. (McAuliffe, Ricci)

## LINGUISTICS

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*Students may major in Linguistics through Swarthmore College and minor in Linguistics through Haverford College.*

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### *Faculty*

#### **Coordinators:**

Shizhe Huang, Haverford College,  
Bi-College Coordinator

Jason Kandybowicz, Swarthmore College,  
Tri-College Coordinator

#### **Bryn Mawr College**

Deepak Kumar, Professor of Computer  
Science (on leave semester I)

Amanda Weidman, Assistant Professor of  
Anthropology

#### **Haverford College**

Marilyn Boltz, Professor of Psychology

Ashok Gangadean, Professor of  
Philosophy

Danielle Macbeth, Professor of Philosophy

Shizhe Huang, Associate Professor of  
Chinese and Linguistics

Ana López-Sánchez, Assistant Professor of  
Spanish

#### **Swarthmore College**

Theodore Fernald, Associate Professor of  
Linguistics and Chair

K. David Harrison, Associate Professor of  
Linguistics

Jason Kandybowicz, Visiting Assistant  
Professor of Linguistics

Vera Lee-Schoenfeld, Visiting Assistant  
Professor of Linguistics

Donna Jo Napoli, Professor of Linguistics

Linguistics is the study of language, the medium which allows us to communicate and share our ideas with others. As a discipline, linguistics examines the structural components of sound, form, and meaning, and the precise interplay between them. Modern linguistic inquiry stresses analytical and argumentation skills, which will prepare students for future pursuits in any field where such skills are essential.

Linguistics is also relevant to other disciplines, such as psychology, philosophy, sociology, and anthropology.

The primary goals of the linguistics minor are to introduce students to the field of linguistics proper through a series of foundation courses in linguistics theory and methodology; to provide training in the application of certain theoretical and methodological tools to the analysis of linguistic data; and to offer an array of interdisciplinary courses that allow students to explore other related fields that best suit their interests.

### *Major Requirements*

Students may major in linguistics through the Linguistics department at Swarthmore College (<http://www.swarthmore.edu/Soc-Sci/Linguistics/>). Contact the department for more details.

### *Minor Requirements*

Students may minor in linguistics through Haverford by completing six credits in the following three areas of study:

- A. Mandatory Foundation Courses (three credits):
- LING H113 or LING S050  
Introduction to Syntax
- LING H114 or LING S040  
Introduction to Semantics
- LING H115 Phonetics and Phonology
- B. Synthesis Courses (choose one):
- LING H282 Structure of Chinese
- LING H382 Syntax and Semantics of Mandarin Chinese
- LING S060 Structure of Navajo
- LING S062 Structure of American Sign Language
- LING S064 Structure of Tuvan
- C. Elective Courses (choose two):
- LING/PSYC H238 The Psychology of Language
- LING B239 Introduction to Linguistics
- LING H242 Chinese Language in Culture and Society
- LING/PHIL H253 Analytic Philosophy of Language
- LING/PHIL H260 Historical Introduction to Logic
- LING/ANTH B281 Language in the Social Context
- LING H295 Seminar in Syntax: The Minimalist Program
- CMSC B325 Computational Linguistics
- LING H365 The Politics of Language in the Spanish-Speaking World
- All linguistics courses offered at Swarthmore College will be accepted for credit for various categories.
- Bryn Mawr College currently offers the following courses in Linguistics:
- LING B239 Introduction to Linguistics** (Kandybowicz, Division I)
- LING B281 Language in Social Context** (Weidman, Division I; cross-listed as ANTH B281)
- Haverford College currently offers the following courses in Linguistics:
- LING H113 Introduction to Syntax
- LING H114 Introduction to Semantics
- LING H115 Phonetics and Phonology
- LING H238 Psychology of Language
- LING H295 Seminar in Syntax
- LING H382 Syntax and Semantics of Mandarin Chinese
- Swarthmore College currently offers the following courses in Linguistics:
- LING S001 Introduction to Language and Linguistics
- LING S005 First-Year Seminar: Linguistic Underpinnings of Racism and Bias
- LING S007 Hebrew for Text Study I
- LING S008 Russian Phonetics
- LING S010 Hebrew for Text Study II
- LING S014 Old English/History of the Language
- LING S020 Computational Linguistics: Natural Language Processing
- LING S033 Introduction to Classical Chinese
- LING S034 Psychology of Language

LING S040 Semantics  
LING S043 Morphology and the Lexicon  
LING S045 Phonetics and Phonology  
LING S050 Syntax  
LING S052 Historical and Comparative Linguistics  
LING S053 Language Minority Education in the United States: Issues and Approaches  
LING S054 Oral and Written Language  
LING S061 Structure of Navajo  
LING S070 Translation Workshop  
LING S075 Field Methods  
LING S094 Research Project  
LING S095 Community-Service Credit: Literacy and People with Hearing Loss  
LING S096 Community-Service Credit: Literacy  
LING S097 Field Research  
LING S100 Research Seminar  
LING S120 Anthropological Linguistics: Endangered Languages  
LING S134 Psycholinguistics Seminar  
LING S195 Senior Honors Thesis  
LING S199 Senior Honors Study

## MATHEMATICS

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*Students may complete a major or minor in Mathematics. With the major, students may complete the requirements for secondary school certification. Majors may complete an M.A. in Mathematics, if accepted into the combined A.B./M.A. program, or may enter the 3-2 Program in Engineering and Applied Science at the California Institute of Technology.*

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### *Faculty*

Leslie C. Cheng, Associate Professor (on leave semester I)  
Victor J. Donnay, Professor  
Jane T. Farella, Instructor  
Helen G. Grundman, Professor  
Rhonda J. Hughes, Professor  
Peter G. Kasius, Instructor (on leave semester II)  
Paul M. Melvin, Professor  
Amy N. Myers, Lecturer  
Lisa M. Traynor, Professor and Chair

The Mathematics curriculum is designed to expose students to a wide spectrum of ideas in modern mathematics, train students in the art of logical reasoning and clear expression, and provide students with an appreciation of the beauty of the subject and of its vast applicability.

### *Major Requirements*

A minimum of 10 semester courses is required for the major, including the six core courses listed below and four electives at or above the 200 level.

**Core Requirements:**

MATH B201 Multivariable Calculus  
(H121 or H216)  
 MATH B203 Linear Algebra (H215)  
 MATH B301 Real Analysis I (H317)  
 MATH B303 Abstract Algebra I (H333)  
 MATH B302 Real Analysis II (H318) **or**  
 MATH B304 Abstract Algebra II  
(H334)  
 MATH B398 **or** B399 Senior Conference

With the exception of Senior Conference, equivalent courses at Haverford or elsewhere may be substituted for Bryn Mawr courses with approval of the major adviser. In consultation with a major adviser, a student may also petition the department to accept courses in fields outside of mathematics as electives if these courses have serious mathematical content appropriate to the student's program.

Mathematics majors are encouraged to complete their core requirements other than Senior Conference by the end of their junior year. Senior Conference must be taken during the senior year. Students considering the possibility of graduate study in mathematics or related fields are urged to go well beyond the minimum requirements of the major. In such cases, a suitable program of study should be designed with the advice of a major adviser.

*Honors*

A degree with honors in mathematics will be awarded by the department to students who complete the major in mathematics and also meet the following further requirements: at least two additional semesters of work at the 300 level or above (this includes Supervised

Work 403), completion of a meritorious project consisting of a written thesis and an oral presentation of the thesis, and a major grade point average of at least 3.6, calculated at the end of the senior year.

*Minor Requirements*

The minor requires five courses in mathematics at the 200 level or higher, of which at least two must be at the 300 level or higher.

*Advanced Placement*

Students entering with a 4 or 5 on the Calculus AB advanced placement test will be given credit for MATH 101 and should enroll in MATH 102 as their first mathematics course. Students entering with a 4 or 5 on the Calculus BC advanced placement test will be given credit for MATH 101 and 102, and should enroll in MATH 201 as their first mathematics course. All other students are strongly encouraged to take the Mathematics Placement Exam so they can be best advised.

*A.B./M.A. Program*

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years (see page 36).

*3-2 Program in Engineering and Applied Science*

See page 36 for a description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, for earning both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

**MATH B001 Fundamentals of Mathematics**

Basic techniques of algebra, analytic geometry, graphing, and trigonometry for students who need to improve these skills before entering other courses that use them, both inside and outside mathematics. Placement in this course is by advice of the department and permission of the instructor. (Farella)

**MATH B005 Math Workshop**

Review of arithmetic and introduction to the basics of elementary and intermediate algebra for students whose mathematical backgrounds require such support. This course prepares students to take either MATH 001 or MATH 104 immediately thereafter. Placement in this course is by advice of the department. 0.5 course credit. (Farella)

**MATH B101, B102 Calculus with Analytic Geometry I and II**

Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, applications of the definite integral, infinite series. May include a computer lab component. Prerequisite: math readiness or permission of the instructor. Students in the calculus sequence need a grade of 2.0 or better to continue with the next course. (Donnay, Hughes, Myers, Division II and Quantitative Skills)

**MATH B104 Elements of Probability and Statistics**

This course introduces students to key concepts in both descriptive and inferential statistics. Students learn how to collect,

describe, display, and interpret both raw and summarized data in meaningful ways. Topics include summary statistics, graphical displays, correlation, regression, probability, the law of averages, expected value, standard error, the central limit theorem, hypothesis testing, sampling procedures, and bias. Students learn to use statistical software to summarize, present, and interpret data. This course may not be taken after any other statistics course. Prerequisite: math readiness or permission of instructor. (Grundman, Myers, Quantitative Skills)

**MATH B201 Multivariable Calculus**

Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, line and surface integrals, Green's and Stokes' Theorems. May include a computer lab component. Prerequisite: MATH 102 or permission of instructor. (Kasius, Melvin, Division II and Quantitative Skills)

**MATH B203 Linear Algebra**

Matrices and systems of linear equations, vector spaces and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces and quadratic forms. May include a computer lab component. Prerequisite: MATH 102 or permission of instructor. (Hughes, Melvin, Division II and Quantitative Skills)

**MATH B205 Theory of Probability with Applications**

Random variables, probability distributions on  $\mathbb{R}^n$ , limit theorems, random processes. Prerequisite: MATH 201. (staff, Division II and Quantitative) *Not offered in 2008-09.*

**MATH B206 Transition to Higher Mathematics**

An introduction to higher mathematics with a focus on proof writing. Topics include active reading of mathematics, constructing appropriate examples, problem solving, logical reasoning, and communication of mathematics through proofs. Students will develop skills while exploring key concepts from algebra, analysis, topology, and other advanced fields. Corequisite: MATH 203; not open to students who have had a 300-level math course. (Traynor, Division II)

**MATH B210 Differential Equations with Applications**

Ordinary differential equations, including general first-order equations, linear equations of higher order and systems of equations, via numerical, geometrical, and analytic methods. Applications to physics, biology, and economics. Corequisite: MATH 201 or 203. (Cheng, Division II and Quantitative Skills)

**MATH B221 Introduction to Topology and Geometry**

An introduction to the ideas of topology and geometry through the study of knots and surfaces in three-dimensional space. The course content may vary from year to year, but will generally include some historical perspectives and some discussion of connections with the natural and life sciences. Corequisite: MATH 201 or 203. (staff, Division II and Quantitative Skills) *Not offered in 2008-09.*

**MATH B225 Introduction to Financial Mathematics**

Topics to be covered include market conventions and instruments, Black-Scholes option-pricing model, and practical aspects

of trading and hedging. All necessary definitions from probability theory (random variables, normal and lognormal distribution, etc.) will be explained. Prerequisite: MATH 102. ECON 105 is recommended. (staff, Division II) *Not offered in 2008-09.*

**MATH B231 Discrete Mathematics**

An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, counting techniques, difference equations, graphs, and trees. (Hughes, Division II and Quantitative Skills; cross-listed as CMSC B231)

**MATH B261 Introduction to Harmonic Analysis and Wavelets**

A first introduction to harmonic analysis and wavelets. Topics to be covered: Fourier series, Fourier transform, wavelets, and their applications, including signal processing and medical imaging. Prerequisite: MATH 203 or permission of instructor. (staff, Division II) *Not offered in 2008-09.*

**MATH B290 Elementary Number Theory**

Properties of the integers, divisibility, primality and factorization, congruences, Chinese remainder theorem, multiplicative functions, quadratic residues and quadratic reciprocity, continued fractions, and applications to computer science and cryptography. Prerequisite: MATH 102. (Kasius, Division II)

**MATH B295 Select Topics in Mathematics**

This course will cover topics that are not part of the standard departmental offerings and will vary from semester to semester.

Students may take this course more than once. Prerequisites vary, depending on the topic. (staff, Division II)

### **MATH B301, B302 Introduction to Real Analysis I and II**

The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann integral, power series, Fourier series and other limit processes. Prerequisite: MATH 201. (Donnay, Traynor, Division II)

### **MATH B303, B304 Abstract Algebra I and II**

Groups, rings, and fields and their homomorphisms. Quotient groups, quotient rings, and the isomorphism theorems. Standard examples including symmetric groups, free groups, and finitely generated abelian groups; integral domains, PID's and UFD's, and polynomial rings; finite and infinite fields. Sylow theory and field extensions. Additional topics may include: Galois theory, modules and canonical forms of matrices, algebraic closures, and localization. Prerequisite: MATH 203. (Grundman, Division II)

### **MATH B311 Partial Differential Equations**

Heat and wave equations on bounded and unbounded domains, Laplace's equation, Fourier series and the Fourier transform, qualitative behavior of solutions, computational methods. Applications to the physical and life sciences. Prerequisite: MATH 301 or permission of instructor. (Hughes, Division II)

### **MATH B312 Topology**

General topology (topological spaces, continuity, compactness, connectedness, quotient spaces), the fundamental group and covering spaces, introduction to geometric topology (classification of surfaces, manifolds). Typically offered yearly in alternation with Haverford. Corequisite: MATH 301, MATH 303, or permission of instructor. (Melvin, Division II)

### **MATH B322 Functions of Complex Variables**

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations, infinite products, entire functions, Riemann mapping theorem, Picard's theorem. Prerequisite: MATH 301 or permission of instructor. (staff, Division II) *Not offered in 2008-09.*

### **MATH B390 Number Theory**

Algebraic number fields and rings of integers, quadratic and cyclotomic fields, norm and trace, ideal theory, factorization and prime decomposition, lattices and the geometry of algebraic integers, class numbers and ideal class groups, computational methods, Dirichlet's unit theorem. Prerequisite: MATH 303 or permission of instructor. (staff, Division II) *Not offered in 2008-09.*

### **MATH B395, B396 Research Seminar**

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. Prerequisite: Permission of instructor. (staff)



**MATH B398, B399 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year. (Grundman, Traynor)

**MATH B403 Supervised Work**

(staff)

**MUSIC**

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*Students may complete a major or minor in Music at Haverford College*

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*Faculty*

Ingrid Arauco, Associate Professor and Chair

Christine Cacioppo, Visiting Instructor

Curt Cacioppo, Ruth Marshall Magill Professor

Richard Freedman, Professor

Heidi Jacob, Associate Professor and Director of the Haverford-Bryn Mawr Orchestral Program

Thomas Lloyd, Associate Professor and Director of the Haverford-Bryn Mawr Choral Program

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The composition/theory program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and ensembles formed within the context of Haverford's chamber music program. Students can receive academic credit for participating in these ensembles (MUSC 102, 214, 215, 216, and 219), and can receive credit for Private Study (MUSC 208, 209, 210) in voice or their chosen instrument.

### *Special Programs and Funds*

The Music Department Guest Artists Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been Native American flutist Mary Youngblood, the Cuarteto Latinoamericano, pianist Charles Abramovic, violinist Arnold Steinhardt, the Network for New Music, and the American String Quartet. The William Heartt Reese Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the glee club and orchestra at Haverford from 1947 to 1975. The fund supports applied music lessons for students enrolled in the department's private study program. The John H. Davison '51 Fund for Student Composers supports new works by student composers. This fund recognizes Davison's 40 years of teaching and musical creativity at Haverford. The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony. The Kesinger Family Fund for Asian Performing Arts sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has sponsored

visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

### *Major Requirements*

- 1) Theory-composition: 203a, 204b, 303a.
- 2) Musicology: three courses chosen from 221a, 222b, 223a, 224b, 325a or b.
- 3) Two electives in music, chosen from: 207a or b, 221a, 222b, 223a, 224b, 227a, 228a, 250a or b, 251a or b, 265a or b, 266b, 304b, and 325a or b.
- 4) Performance: participation in a department-sponsored performance group is required for at least a year. MUSC 208, 209, or 210f,i instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
- 5) An additional full credit course equivalent is required of music majors in their senior year. The senior experience in music may be fulfilled through an independent study project (usually a composition, performance, or research paper pursued in the context of MUSC 480) or through enhancement of a regular advanced course offering to include an independent study component. The format of the senior experience will be determined prior to the beginning of the student's senior year, after consultation with the department.
- 6) Majors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

### *Minor Requirements*

- 1) Theory-Composition: 203a, 204b
- 2) Musicology: two courses chosen from 221a, 222b, 223a, 224b.
- 3) One elective chosen from: 207a or b, courses not already taken in fulfillment of requirement two, 228a or b, 250a or b, 251a or b, 265a or b, 266b, 303a, 304b, 325a or b
- 4) MUSC 208, 209, 210f,i instrumental or vocal private study or department ensemble participation for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.

Substitutions for Haverford College courses in fulfillment of the major or minor in music must be approved in advance by the Music Department.

### *Requirements for Honors*

Departmental honors or high honors will be awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior experience.

### **Theory and Composition Courses**

#### **MUSC H110 Musicianship and Literature**

Intensive introduction to the notational and theoretical materials of music, complemented by work in sight-singing and keyboard harmony. Discussion of musical forms and techniques of melody writing and harmonization; short projects in composition. (Arauco)

#### **MUSC H203 Tonal Harmony I**

The harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart,

Beethoven, Schubert, and others. Emphasis is on composing melodies, constructing phrases, and harmonizing in four parts. Composition of minuet and trio, set of variations, or other homophonic piece is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: Music 110 or consent of instructor. (Cacioppo)

#### **MUSC H204 Tonal Harmony II**

Continuation of MUSC 203, introducing chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: MUSC 203. (Arauco)

#### **MUSC H265 Symphonic Technique and Tradition**

In this course, we will be familiarizing ourselves with significant orchestral repertory of the past three centuries, learning to read the orchestral score, studying the capabilities of various orchestral instruments and how they are used together, and tracing the evolution of orchestral writing and orchestral forms from the Classical period to the present. Short exercises in scoring for orchestra; final project is a presentation on a major orchestral work of your choice. Prerequisite: MUSC 203. (Arauco)

#### **MUSC H266 Composition**

An introduction to the art of composition through weekly assignments designed to invite creative, individual responses to a variety of musical ideas. Scoring for various instruments and ensembles; experimentation with harmony, form, notation and text set-

ting. Weekly performance of student pieces; end-of-semester recital. Prerequisite: MUSC 204 or consent of instructor. (Arauco)

**MUSC H303 Advanced Tonal Harmony**  
Study of late-19th-century harmonic practice in selected works of Liszt, Wagner, Brahms, Faure, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short exercises; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills. Prerequisite: MUSC 204. (Arauco)

**MUSC H304 Counterpoint**  
Eighteenth-century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Canon; composition of two-part invention; fugal writing in three parts; chorale prelude; analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills. Prerequisite: MUSC 204. (Cacioppo)

**MUSC H325 Seminar in 20th Century Theory and Practice**  
Classic and contemporary 20th-century composers, works, and trends, with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: MUSC 303a or 224. (Arauco)

### Performance Courses

**MUSC H102 Chorale**  
Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Prerequisite: Audition and consent of the instructor. (Lloyd)

**MUSC H107 Introductory Piano**  
MUSC 107 is an introduction to music and the art of playing the piano. The course consists of a weekly hour-long session on Tuesday evenings (lecture, directed listening, or playing workshop) plus an individual lesson of 20 minutes at an arranged time. A short paper on the listening assignments is required, as is playing on the class recital at the end of the term (these together will comprise the final exam). Enrollment limited to 16 students (5 spaces for majors/minors). (Cacioppo)

**MUSC H207 Topics in Piano**  
Combines private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, critical examination of sound recorded sources. Preparation of works of selected composer or style period for end of semester class recital is required. Topic for Fall 2008: The Italian Keyboard Tradition. Topic for Spring 2009: American Roots. Prerequisite: Audition and consent of instructor. (Cacioppo)

### MUSC H208 Private Study: Instrumental

All students enrolled in the private study program should be participating in a departmentally directed ensemble or activity (Chorale, Orchestra, etc.) as advised by their program supervisor. All students in the private study program perform for a faculty jury at the end of the semester. Students assume the cost of their private lessons, but may apply for private study subsidies at the beginning of each semester's study through the department. Prerequisite: Departmental audition and consent of supervisor. (Jacob)

**MUSC H209 Private Study: Voice**

Prerequisite: Departmental audition and consent of supervisor. (Lloyd)

**MUSC H210 Private Study: Piano and Organ**

Prerequisite: Departmental audition and consent of supervisor. (Cacioppo)

**MUSC H214 Chamber Singers**

Chamber Singers is a 30-voice mixed choir that performs a wide range of mostly a cappella repertoire from the Renaissance to the present day in original languages. Attendance required at three 80-minute rehearsals weekly. Prerequisite: Audition and consent of instructor. (Lloyd)

**MUSC H215 Chamber Music**

Intensive rehearsal of works for small instrumental groups, with supplemental research and listening assigned. Performance is required. The course is available to those who are concurrently studying privately, or who have studied privately immediately prior to the start of the semester. Prerequisite: Audition and consent of instructor. (Jacob)

**MUSC H216 Orchestra**

For students participating in the Haverford-Bryn Mawr Orchestra, this course addresses the special musical problems of literature rehearsed and performed during the semester. Prerequisite: Audition and consent of instructor. (Jacob)

**MUSC H219 Art Song**

A performance course devoted to the French, German, English, and American art song literature from Schubert to the present. Weekly performance classes will be accompanied by weekly individual coachings with the instructor, culminating in a public

recital at the end of the semester. Prerequisite: Audition and consent of instructor. (Lloyd)

**Musicology Courses****MUSC H111 Introduction to Western Music**

A survey of the European musical tradition from the middle ages to modern times. Students will hear music by Monteverdi, Bach, Mozart, Beethoven, Wagner, Stravinsky, Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments. (Freedman)

**MUSC H132 Writing Beethoven**

An exploration of Beethoven's life and works, considered in the context of changing aesthetic and cultural values of the last two centuries. Students will listen to Beethoven's music, study some of his letters and conversation books, and read some of the many responses his art has engendered. In their written responses to all of this material, students will think about Beethoven's music and artistic personality as well as about the ideas and assumptions that have guided the critical reception of art and life. They will learn to cultivate their skills as readers and listeners while improving their craft as writers. (Freedman)

**MUSC H221 Medieval and Renaissance Music**

Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation, and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez, and Orlando di Lasso, among many others.

Classroom assignments will consider basic problems raised by the study of early music: questions of style and structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. Prerequisite: MUSC 110 or 111 or consent of instructor. (Freedman)

### **MUSC H222 Baroque Music**

Music of the 17th and 18th centuries, with focus on central developments of opera, sacred music, and instrumental genres. Through careful study of works by Monteverdi, Lully, Corelli, Handel, Rameau, and Bach, students will explore changing approaches to musical style and design, basic problems of performance practice, and how musicologists have sought to understand the place of music in cultural history. Prerequisite: MUSC 110 or 111 or consent of instructor (Freedman)

### **MUSC H223 Classical Music**

The music of Haydn, Mozart, Beethoven, and Schubert, among many others. Classroom assignments will lead students to explore the origins and development of vocal and instrumental music of the years around 1800, and to consider the ways in which musicologists have approached the study of this repertory. Prerequisite: MUSC 110 or 111 or consent of instructor. (Freedman)

### **MUSC H224 Romantic Music**

Music by Schubert, Chopin, Schumann, Verdi, Wagner, Dvorak, Brahms, and Mahler, among others, with special focus on changing approaches to style of expression, and to the aesthetic principles such works articulate. Themes for Fall 2008 include "Sounds and Images", "Ballads and

Myths", "Nationalisms", and "Nostalgia and History". Assignments will allow students to explore individual vocal and instrumental works, and will give students a sense of some of the perspectives to be found in the musicological literature on 19th century music. Prerequisite: MUSC 110 or 111, or consent of instructor. (Freedman)

### **MUSC H251 Music, Film, and Narrative**

An introduction to music and film, with special attention to works from the 1930's through the 1950's by composers such as Auric, Copland, Eisler, Herrmann, Korngold, Prokofiev, Shostakovich, Steiner, Tiomkin, and Waxman. Close study of orchestration, harmony, and thematic process as they contribute to cinematic narrative and form. Source readings to include artistic positions staked out by film composers themselves, as well as critical and scholarly essays by leading writers on the narrative possibilities of film music. Prerequisite: MUSC 203 or equivalent knowledge of music theory. (Freedman)

### **MUSC H480 Independent Study**

Prerequisite: Approval of department and consent of instructor. (Arauco, Cacioppo, Freedman, Jacob, Lloyd)

### **Diverse Traditions Courses**

#### **MUSC H149 Native American Music and Belief**

Surveys the principal styles of Native North American singing in ceremonial and secular contexts; discusses contemporary Indian musical crossovers and the aesthetic of multiculturalism; emphasizes class participation in singing traditional Indian songs. (Cacioppo)

### MUSC H227 Jazz and the Politics of Culture

A study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance in the context of how assumptions about order and disorder in music reflect deeply-felt views about society and culture. Enrollment limited to 35 students. Prerequisite: Sophomore standing or higher. (Freedman)

## NEURAL AND BEHAVIORAL SCIENCES

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*Students may complete a concentration in Neural and Behavioral Sciences within the majors of biology and psychology.*

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### Coordinator

Earl Thomas, Professor of Psychology at Bryn Mawr College

### Advisory Committee

Douglas Blank, Computer Science

Peter D. Brodfuehrer, Concentration Adviser for Biology

Rebecca Compton, Psychology at Haverford College

Karen F. Greif, Biology

Paul Grobstein, Biology (on leave semester I)

Deepak Kumar, Computer Science (on leave semester I)

Andrea Morris, Concentration Adviser for Biology at Haverford College

Leslie Rescorla, Psychology

Wendy F. Sternberg, Concentration Adviser for Psychology at Haverford College

Anjali Thapar, Psychology

Earl Thomas, Concentration Adviser for Psychology

The desire to understand human and animal behavior in terms of nervous system structure and function is long standing. Historically, this task has been approached from a variety of disciplines including medicine, biology, psychology, and physiology. The field of neuroscience emerged as an interdisciplinary approach, combining techniques

and perspectives from these disciplines to yield new insights into the workings of the nervous system and behavior.

The concentration in the neural and behavioral sciences is designed to allow students to pursue their interests in behavior and the nervous system across disciplines. The concentration is offered by the Departments of Biology and Psychology at Bryn Mawr and the Departments of Biology and Psychology at Haverford College. Students undertaking the concentration must major in one of these four departments.

The concentration consists of two components. Students must satisfy the requirements of the department in which they major, with appropriate modifications related to the concentration (consult departmental advisers listed above). For the concentration itself, students must take a series of courses that represent the background in the neural and behavioral sciences and other sciences common to all approaches to the nervous system and behavior.

*Concentration Requirements*

1. One semester of introductory coursework in Biology and Psychology (with lab)
2. One of the following courses in neural and behavioral sciences:  
 Neurobiology and Behavior (BIOL 202 at Bryn Mawr)  
 Behavioral Neuroscience (PSYC 218 at Bryn Mawr)  
 Biological Psychology (PSYC 217 at Haverford)

*Requirements 1 and 2 must be completed before the senior year.*

3. Two semesters of senior research (BIOL 401, PSYC 401 at Bryn Mawr).
4. Senior Seminar for concentrators (BIOL 396, PSYC 396 at Bryn Mawr).
5. Participation in faculty-student concentration events (approximately two per semester).
6. Three courses from the list below or a course approved by the student's major department, with at least two courses drawn from outside the student's major department.

*List Of Courses*

Note—not all courses are offered in a given year and two half-semester courses equal one full-semester course

**Psychology**

- B201 Learning Theory and Behavior
- B209 Abnormal Psychology
- B212 Human Cognition
- H213 Memory and Cognition
- H220 Psychology of Time
- H238 Psychology of Language
- H240 Psychology of Pain and Pain Inhibition
- H250 Biopsychology of Emotion and Personality
- H260 Cognitive Neuroscience
- B323 Cognitive Neuroscience
- B350 Developmental Cognitive Disorders
- B351 Developmental Psychopathology
- H370 Neuroscience of Mental Illness
- B395 Psychopharmacology



**Biology**

- H187 Computing Across the Sciences
- B250 Computational Models in the Sciences
- B271 Developmental Biology
- B303 Animal Physiology
- B304 Cell and Molecular Neurobiology
- H306 Inter and Intra Cellular Communication (half-semester course)
- H309 Molecular Neurobiology (half-semester course)
- H312 Development and Evolution (half-semester course)
- B313/314 Integrative Organismal Biology I and II
- B321 Neuroethology
- B322 From Channels to Behavior
- H350 Pattern Formation in the Nervous System (half-semester course)
- B364 Developmental Neurobiology

**Allied disciplines:**

**Computer Science**

- B120 Visualizing Information
- B250 Computational Models in the Sciences
- B325 Computational Linguistics
- B361 Emergence
- B371 Cognitive Science
- B372 Introduction to Artificial Intelligence
- B376 Androids: Design and Practice
- B380 Developmental Robotics

**Linguistics**

- H113 Introduction to Syntax
- H114 Introduction to Semantics
- H245 Phonetics and Phonology

**Philosophy**

- H106 The Philosophy of Consciousness and the Problem of Embodiment
- H251 Philosophy of Mind

## PEACE AND CONFLICT STUDIES

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*Students may complete a concentration in Peace and Conflict Studies.*

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### *Faculty*

Marc Howard Ross, Political Science,  
Coordinator

Tamara Neuman, Visiting Assistant  
Professor (on leave semester I)

The goal of the Bi-College concentration is to present a range of social science theories and methods relevant to explaining human conflict and cooperation in settings ranging from local small communities to the international system.

### *Concentration Requirements*

The concentration is composed of a six-course cluster centering around conflict and cooperation within and between nations. Of these six courses, no more than three may be in the student's major. The peace and conflict studies concentration draws upon the long-standing interest in war, conflict and peacemaking, and social justice, as well as questions derived from work in the fields of anthropology, economics, history, political science, social psychology, and sociology. It draws on these fields for theoretical understandings of matters such as bargaining, social, economic, and political sources of conflict, cooperative and competitive strategies of negotiation, intergroup relations, social justice, human rights, post-conflict peacemaking, and the role of institutions in conflict management.

Students meet with the coordinator in the spring of their sophomore year to work out a plan for the concentration. All concentrators are required to take three core courses: the introductory course, POLS 111 (offered as ICPR 111 at Haverford); either POLS 206 or ANTH 322; and POLS 347. It is advised that concentrators complete at least two of these three courses by the end of their junior year.

Students are required to take three additional courses chosen in consultation with the coordinator, working out a plan that focuses this second half of their concentration regionally, conceptually, or around a particular substantive problem. These courses might include international conflict and resolution; ethnic conflict in general or in a specific region of the world (e.g., South Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, bargaining, or game theory; an applied problem, such as reducing violence among youth, minority-majority relations, the arts and peacemaking, community mediation, or post-conflict peacebuilding and reconciliation.

Peace and conflict studies courses currently available at Bryn Mawr include:

ANTH B111/POLS B111 Introduction to  
Peace and Conflict Studies

ANTH B200/HIST B200 The Atlantic  
World: Indians, Europeans, and  
Africans

ANTH B206/POLS B206 Conflict and  
Conflict Management: A Cross-  
cultural Approach

ANTH B235/POLS B235 Transitional  
Justice in Post-Conflict Societies

ANTH B347/POLS B347 Advanced  
Issues in Peace and Conflict Studies:  
Utopias, Dystopias, and Peace

HIST B126 Immigration and Ethnicity

POLS B141 Introduction to International  
Politics

POLS B316 The Politics of Ethnic, Racial,  
and National Groups

POLS B358/PSYCH B358 The Political  
Psychology of Ethnic Conflict

Peace and conflict studies courses currently  
available at Haverford include:

ENGL H286 Arts of the Possible:  
Literature and Social Justice  
Movements

HIST H240 History and Principles of  
Quakerism

ICPR H111 Introduction to Peace and  
Conflict Studies

ICPR H281 Violence and Public Health

ICPRH 301 Human Rights: Development  
and International Activism

ICPR H301 Human Rights: Development  
and International Activism

POLS H151 International Politics

POLS H235 African Politics

POLS H242 Women in War and Peace

POLS 256 The Evolution of the Jihadi  
Movement

POLS 357 Conflict in the Middle East

POLS 358 The War on Terrorism

SOCL H235 Class, Race, and Education

## PHILOSOPHY

*Students may complete a major or minor in  
Philosophy.*

### *Faculty*

Robert J. Dostal, Professor and Acting  
Chair

Christine M. Koggel, Professor (on leave  
semesters I and II)

Michael Krausz, Professor

Bharath Vallabha, Assistant Professor

Morgan Wallhagen, Lecturer

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law, and social services. The major in philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics, and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion, and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprising 13 member institutions in the

Delaware Valley. It sponsors conferences on various topics in philosophy and an annual undergraduate student philosophy conference.

### *Major Requirements*

Students majoring in philosophy must take a minimum of 11 semester courses and attend the monthly noncredit departmental colloquia. The following five courses are required for the major: the two-semester Historical Introduction (PHIL 101 and 201); Ethics (PHIL 221); Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212), or Logic (PHIL 103); and Senior Conference (PHIL 398 and PHIL 399). At least three other courses at the 300 level are required. Majors must take one historical course that concentrates on the work of a single philosopher or a period in philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

### *Honors*

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

### *Minor Requirements*

Students may minor in philosophy by taking six courses in the discipline at any level.

They must also attend the monthly non-credit departmental colloquia.

### *Cross-Registration*

Students may take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania. Courses at these institutions may satisfy Bryn Mawr requirements, but students should check with the chair of the department to make sure specific courses meet requirements.

### *Prerequisites*

No introductory-level course carries a prerequisite. However, most courses at both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

### **PHIL B101 Historical Introduction to Philosophy: Ancient Philosophy**

What is the fundamental nature of the world? Can we have knowledge about the world and ourselves, and if so, how? What is the good life? In this course, we explore answers to these sorts of metaphysical, epistemological and ethical questions by examining the works of the pre-Socratics and of the two central Greek philosophers, Plato and Aristotle. (Dostal, Vallabha, Division III)

### **PHIL B102 Introduction to Problems in Philosophy**

Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge; persons; freedom

and determinism; the grounds of rationality; cognitive and moral relativism; and creativity in both science and art. (Krausz, Division III) *Not offered in 2008-09.*

**PHIL B103 Introduction to Logic**

Training in reading and writing proof discourses (i.e., those segments of writing or speech that express deductive reasoning) to gain insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in theory of knowledge. (staff) *Not offered in 2008-09.*

**PHIL B201 Historical Introduction to Philosophy: Modern Philosophy**

The development of philosophic thought from Descartes to Nietzsche. (Vallabha, Wallhagen, Division III)

**PHIL B202 Culture and Interpretation**

A study of methodological and philosophical issues associated with interpreting alternative cultures, including whether ethnocentrism is inevitable, whether alternative cultures are found or imputed, whether interpretation is invariably circular or relativistic, and what counts as a good reason for one cultural interpretation over another. (Krausz, Division III; cross-listed as COML B202) *Not offered in 2008-09.*

**PHIL B204 Readings in German Intellectual History**

(Seyhan, Division III; cross-listed as GERM B212) *Not offered in 2008-09.*

**PHIL B209 Introduction to Literary Analysis: Philosophical Approaches to Criticism**

(Seyhan, Division III; cross-listed as COML B209 and GERM B209)

**PHIL B211 Theory of Knowledge**

This course will be an introduction to the theory of knowledge, or epistemology. We will examine in detail arguments about two central concerns of epistemologists in the 20th century: skepticism about our knowledge of objects in the external world and epistemological naturalism. (Krausz, Vallabha, Division III) *Not offered in 2008-09.*

**PHIL B212 Metaphysics**

An examination of the issues that arise when we try to discern the fundamental nature of the world. What does it mean to say that something is real, objective, mind-independent, or true? How do we go about deciding whether the world includes values, God, mind, numbers? Is there a reason to regard science's description of the world as depicting the world as it really is? (Wallhagen, Division III)

**PHIL B221 Ethics**

An introduction to ethics by way of an examination of moral theories and a discussion of important ancient, modern, and contemporary texts which established these theories: virtue ethics, deontology, utilitarianism, emotivism, care ethics. This course considers questions concerning freedom, responsibility, and obligation. What is the relation of ethics to religion? How should we think about ethics in a global context? Is ethics independent of culture? A variety of practical questions will be considered. (Dostal, Koggel, Division III)

**PHIL B222 Aesthetics Nature and Experience of Art**

*Prerequisite: One introductory course in philosophy.* Here are some questions we will discuss in this course: What sort of thing is

a work of art? Can criticism in the arts be objective? Do such cultural entities answer to more than one admissible interpretation? What is the role of a creator's intentions in fixing upon admissible interpretations? What is the nature of aesthetic experience? What is creativity in the arts? Readings will be drawn from contemporary sources from the analytic and continental traditions, including John Dewey, *Art as Experience*, and works in Gary Iseminger, ed., *Intention and Interpretation*. (Krausz, Division III; cross-listed as COML B222)

**PHIL B228 Introduction to Political Philosophy: Ancient and Early Modern**  
(Salkever, Division III; cross-listed as POLS B228 and PHIL B228)

**PHIL B229 Concepts of the Self**  
In this course, we will discuss several related philosophical questions about the nature of the self, introspection, self-knowledge, and personal identity. What kind of thing is the self? Is the self identical with your body or something distinct from it? What is introspection? What are you conscious of when you are self-conscious? How does knowledge of your own thoughts, sensations, and desires differ from other kinds of knowledge? What kinds of changes can you undergo and still remain the same person you were before? We will address these issues by reading work from both historical and contemporary sources. (Wallhagen, Division III)

**PHIL B230 Discrete Mathematics**  
(Hughes, Division II and Quantitative Skills; cross-listed as CMSC B231 and MATH B231)

**PHIL B231 Introduction to Political Philosophy: Modern**  
(staff, Division III; cross-listed as POLS B231)

**PHIL B238 Science, Technology and the Good Life**  
This course considers questions concerning what is science, what is technology, and what is their relationship to each other and to the domains of ethics and politics. We will consider how modern science defined itself in its opposition to Aristotelian science. We will examine the Cartesian and Baconian scientific models and the self-understanding of these models with regard to ethics and politics. Developments in the philosophy of science will be considered, e.g., positivism, phenomenology, feminism, sociology of science. Biotechnology and information technology illustrate fundamental questions. The "science wars" of the 1990s provide debates concerning science, technology, and the good life. (Dostal, Division III; cross-listed as POLS B238) *Not offered in 2008-09.*

**PHIL B243 Twentieth-Century Continental Philosophy**  
Surveys 20th-century continental philosophy: phenomenology, existentialism, hermeneutics, Marxism and the Frankfurt school, structuralism, and post-structuralism and deconstruction. Themes include meaning and truth, the basis for ethics and politics, embodiment, language, the "other," and feminism. Philosophers discussed include Derrida, Foucault, Gadamer, Habermas, Heidegger, Husserl, Merleau-Ponty, and Sartre. Prerequisites: PHIL B101 or PHIL B201. (Dostal, Division III)

**PHIL B244 Philosophy and Cognitive Science**

Cognitive science is a multidisciplinary approach to the study of human cognition. It goes from the abstract study of concepts of cognition at one end to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers at the other. Philosophy, linguistics, psychology, computer science, and neuroscience are the major contributors to cognitive science. (Vallabha, Division III) *Not offered in 2008-09.*

**PHIL B245 Philosophy of Law**

(Elkins; cross-listed as POLS B245) *Not offered in 2008-09.*

**PHIL B252 Feminist Theory**

An examination of feminist critiques of traditional philosophical conceptions of morality, the self, reason, and objectivity; philosophical contributions to issues of concern for feminists, such as the nature of equality, justice, and oppression, are studied. Prerequisite: one course in philosophy or permission of instructor. (Koggel, Division III; cross-listed as POLS B253) *Not offered in 2008-09.*

**PHIL B300 Nietzsche, Kant, Plato: Modes of Practical Philosophy**

(Salkever, Division III; cross-listed as POLS B300)

**PHIL B310 Philosophy of Science**

An examination of positivistic science and its critics. Topics include the possibility and nature of scientific progress from relativistic perspectives. (Krausz, Grobstein, Division III; cross-listed as BIOL B310) *Not offered in 2008-09.*

**PHIL B314 Existentialism**

The course examines the philosophical roots and development of existentialism through selected readings (including novels and plays where relevant) in the works of Simone de Beauvoir, Camus, Heidegger, Jaspers, Kierkegaard, Marcel, Nietzsche, and Sartre. The focus will be on the main features of the existentialist outlook, including treatments of freedom and choice, the person, subjectivity and intersubjectivity, being, time, and authenticity. (staff, Division III) *Not offered in 2008-09.*

**PHIL B317 Philosophy of Creativity**

This course will address the following questions: What are the criteria of creativity? Is explaining creativity possible? Should we understand creativity in terms of persons, processes or products? What is the relation between creativity and skill? What is genius? What is creative imagination? Is there a difference between creativity in the arts and creativity in the sciences? What is the relation between the context of discovery and the context of justification? What is the relation between tradition and creativity? Is there a significant relationship between creativity and self-transformation? This course follows upon PHIL 222 Aesthetics, but does not presuppose it. (Krausz, Division III) *Not offered in 2008-09.*

**PHIL B318 Philosophy of Language: Early Analytic**

In this course we will examine core philosophical questions about the nature of language and meaning. What are meanings, and how can linguistic entities (such as words and sentences) "have" them? How do words refer? How can they refer to non-existent entities (Santa Claus, Gandalf)? What is the relation of language to thought? We shall

also consider the (supposed) importance of the analysis of language to philosophy (and the so-called “Linguistic Turn” in philosophy). We shall address these questions primarily through a study of the writings of the early analytic philosophers, especially Frege, Russell, and the early Wittgenstein. (staff, Division III) *Not offered in 2008-09.*

**PHIL B319 Philosophy of Mind**

What is the mind and how is it related to the body? Considers the main contemporary answers to this question: dualism, functionalism, and embodied cognition. Evaluates by exploring the mental states: consciousness, emotions, and thought. Considers whether objective description of consciousness is possible; whether consciousness is related to action; how emotions are related to reason and culture; and whether thinking requires engaging the environment and other people. Tries to balance philosophical and scientific approaches to the mind. Prerequisite: At least one course in philosophy or consent of the instructor. (Vallabha, Division III)

**PHIL B321 Greek Political Philosophy  
Aristotle: Ethics and Politics**

(Salkever, Division III; cross-listed as POLS B320)

**PHIL B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation, must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate either realism or constructivism or any other ontology? Discussions will be

based on contemporary readings. (Krausz, Division III; cross-listed as COML B323)

**PHIL B325 Philosophy of Classical Music**

This course will consider philosophical issues pertaining to the ontology of works of music, meaning and understanding of music, emotions and expressiveness of music, music and intentionality, scores in relation to performances, the idea of rightness of interpretation, music and morality, and music in relation to other arts and practices. Examples of works will be provided in class. Prerequisite: a 200-level philosophy course or a course in music, music theory, or criticism, or permission of instructor. (Krausz, Division III) *Not offered in 2008-09.*

**PHIL B326 Relativism: Cognitive and Moral**

Cognitive relativists believe that truth is relative to particular cultures or conceptual schemes. In an analogous way, moral relativists believe that moral rightness is relative to particular cultures or conceptual schemes. Relativistic theories of truth and morality are widely embraced in the current intellectual climate, and they are as perplexing as they are provocative. This course will examine varieties of relativism and their absolutistic counterparts. Readings will be drawn from contemporary sources. (Krausz, Division III)

**PHIL B327 Political Philosophy in the 20th Century**

(Salkever, Division III; cross-listed as POLS B327) *Not offered in 2008-09.*

**PHIL B329 Wittgenstein**

Wittgenstein is notable for developing two philosophical systems. In the first, he at-



tempted to show there is a single common structure underlying all language, thought, and being, and that the job of philosophy was to make it clear. In the second, he denied the idea of such a structure was even coherent, and claimed that the job of philosophy was to free philosophers from bewitchments due to misunderstandings of ordinary concepts in language. The course begins by examining the first system in the *Tractatus-Logico-Philosophicus* and turns to his rejection of his earlier ideas in *Philosophical Investigations* and in *On Certainty*. (Koggel, Division III; cross-listed as GERM B329) *Not offered in 2008-09.*

#### **PHIL B330 Kant**

*Prerequisite: PHIL 201 or the equivalent.* The significance of Kant's transcendental philosophy for thought in the 19th and 20th centuries cannot be overstated. His work is profoundly important for both the analytical and the so-called "continental" schools of thought. This course will provide a close study of Kant's breakthrough work: *The Critique of Pure Reason*. We will read and discuss the text with reference to its historical context and with respect to its impact on developments in epistemology, philosophy of mind, philosophy of science, philosophy of religion as well as developments in German Idealism and 20th-century phenomenology. (Dostal, Division III)

#### **PHIL B336 Plato: Later Dialogues**

An examination of several so-called "late" dialogues, primarily *Theaetetus*, *Sophist*, *Statesman*, and *Philebus*. Special attention is given to the literary character of the dialogues, with thematic focus on dialectic and dialogic inquiry, Aristotelian modes of explanation and the Platonic images of the philosopher and the political leader. Fun-

damental ontological, epistemological, and political questions are considered in these dialogues. (Dostal, Division III; cross-listed as POLS B336) *Not offered in 2008-09.*

#### **PHIL B338 Phenomenology: Heidegger and Husserl**

This upper-level seminar will consider the two main proponents of phenomenology—a movement in philosophy in the 20th century that attempted to restart philosophy in a radical way. Its concerns are philosophically comprehensive: ontology, epistemology, philosophy of science, ethics, and so on. Phenomenology provides the important background for other later developments in 20th-century philosophy and beyond: existentialism, deconstruction, post-modernism. This seminar will focus primarily on Edmund Husserl's *Crisis of the European Sciences* and Martin Heidegger's *Being and Time*. Other writings to be considered include some of Heidegger's later work and Merleau-Ponty's preface to his *Phenomenology of Perception*. (Dostal, Division III) *Not offered in 2008-09.*

#### **PHIL B344 Development Ethics**

This course explores the questions and moral issues raised by development in the context of globalization. Questions to be considered include: In what direction and by what means should a society develop? What are the obligations, if any, of rich countries to poor countries? What role, if any, should rich countries, international institutions, and nongovernmental organizations have in the development or self-development of poor countries? To what extent, if any, do moral relativism, national sovereignty, and universalism pose a challenge to cross-cultural ethical inquiry about theories of human flourishing, human rights, and jus-

tice? (Koggel, Division III; cross-listed as POLS B344) *Not offered in 2008-09.*

**PHIL B347 Philosophy of Perception**

A discussion of several issues in the philosophy of perception. What exactly do we perceive? What is the role of concepts in our experience? What is the relation between perceptual experience and empirical judgment? Does our capacity to think depend on our ability to perceive? (Vallabha, Division III) *Not offered in 2008-09.*

**PHIL B349 Social and Political Theory**

(staff, Division I or III; cross-listed as SOCL B349) *Not offered in 2008-09.*

**PHIL B364 Political Philosophy**

(Salkever, Elkins, Division III; cross-listed as COML B364 and POLS B364) *Not offered in 2008-09.*

**PHIL B367 Hegel's *Philosophy of Right***

(Elkins, Division III; cross-listed as POLS B367) *Not offered in 2008-09.*

**PHIL B368 The Enlightenment and Its Critics**

(staff, Division III; cross-listed as POLS B368) *Not offered in 2008-09.*

**PHIL B371 Topics in Legal and Political Philosophy**

(Elkins, Division I or III; cross-listed as POLS B371) *Not offered in 2008-09.*

**PHIL B372 Introduction to Artificial Intelligence**

(Kumar, Division II and Quantitative Skills; cross-listed as CMSC B372) *Not offered in 2008-09.*

**PHIL B398 Senior Seminar**

Senior majors are required to write an undergraduate thesis on an approved topic. The senior seminar is a two-semester course in which research and writing are directed. Seniors will meet collectively and individually with the supervising instructor. (Dostal, Koggel, Krausz, Vallabha, Division III)

**PHIL B399 Senior Seminar**

(Dostal, Koggel, Krausz, Vallabha, Division III)

**PHIL B403 Supervised Work**

(staff)

## PHYSICS

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*Students may complete a major or minor in Physics. Within the major, students may complete a minor in educational studies or complete the requirements for secondary education certification. Students may complete an M.A. in the combined A.B./M.A. program.*

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### *Faculty*

Peter A. Beckmann, Professor and Undergraduate Adviser

Mark Matlin, Senior Lecturer and Laboratory Coordinator

Elizabeth F. McCormack, Professor

David Nice, Visiting Assistant Professor

Michael W. Noel, Associate Professor and Chair

Michael Schulz, Assistant Professor and Graduate Adviser

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the world around us. They are designed to both relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

### *Required Introductory Courses for the Major and Minor*

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. Although College credit is given for a score of 4 or 5 on

the AP tests and for a score of 5 or above on the IB examination, the AP and IB courses are not equivalent to PHYS 121 and PHYS 122 and advanced placement will not, in general, be given. However, students with a particularly strong background in physics are encouraged to take the departmental advanced placement examination either during the summer before entering Bryn Mawr or just prior to, or during, the first week of classes. Then, the department can place students in the appropriate course. Students are not given credit for courses they place out of as a result of taking this placement exam. It is best for a student considering a physics major to complete the introductory requirements in the first year. However, the major sequence is designed so that a student who completes the introductory sequence by the end of the sophomore year can major in physics.

### *Major Requirements*

Beyond the two introductory physics courses and the two introductory mathematics courses, nine additional courses are required for the major. (Haverford courses may be substituted for Bryn Mawr courses where appropriate.) Six of the nine courses must be PHYS 201, 214, 306, 331, and MATH 201, 203. The remaining three courses must be chosen from among the other 300-level physics courses, one of which may be substituted with any one course from among ASTR 305, 320, and 322, or any one course from among MATH 303, 312, and 322.

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be

well prepared for graduate school, students should take PHYS 302, 303, 308, and 309 (in addition to PHYS 306 and 331 which are required for the major). These students should also take any additional physics, mathematics, and chemistry courses that reflect their interests, and should engage in research with a member of the faculty by taking PHYS 403. (Note that PHYS 403 is usually two semesters and does not count toward one of the 13 courses required for the major.) Seniors can take graduate courses, usually PHYS 501: Quantum Mechanics or PHYS 503: Electromagnetism, to get a head start on graduate school.

Typical plans for a basic four-year major in physics are listed below.

**Four-Year Plan meeting the minimum requirements for the major:**

1st Year	PHYS 121, 122 MATH 101, 102
2nd Year	PHYS 201, 214 MATH 201, 203
3rd Year	PHYS 306, 331, and one other 300-level physics course
4th Year	Two 300-level physics courses

**Four-Year Plan providing adequate preparation for graduate school:**

1st Year	PHYS 121, 122 MATH 101, 102
2nd Year	PHYS 201, 214 MATH 201, 203
3rd Year	PHYS 306, 331, and either 303, 309 or 308, 302
4th Year	PHYS 308, 302 or 303, 309 PHYS 403 (both semesters)

The physics program at Bryn Mawr allows for a student to major in physics even if the introductory courses are not completed until the end of the sophomore year, as long as calculus (MATH 101 and 102) is taken in the first year. It is also possible, although difficult, for the student majoring in three years to be adequately prepared for graduate school. To do this, the outline below should be supplemented with (at least) PHYS 403 for both semesters in the 4th year.

**Three-Year Plan meeting the minimum requirements for the major:**

1st Year	MATH 101, 102
2nd Year	PHYS 121, 122 MATH 201, 203
3rd Year	PHYS 201, 214, 306, 331
4th Year	Three 300-level physics courses

*Honors*

The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and a minimum grade point average. The research must be described in a senior thesis presented to the department. A grade point average of 3.4 or higher in 200- and 300-level physics courses (excluding PHYS 380 and 390) and an overall grade point average of at least 3.0, both calculated at the end of the senior year, must be achieved.

*Minor Requirements*

The requirements for the minor, beyond the introductory sequence, are PHYS 201, 214, 306, 331; MATH 201, 203; and one additional 300-level physics course. The astronomy and mathematics courses described under "Major Requirements" may

not be substituted for the one additional 300-level physics course.

### *Minor in Educational Studies or Secondary-School Teacher Certification*

Students majoring in physics can pursue a minor in educational studies or state certification to teach at the secondary-school level. Students seeking the minor need to complete six education courses including a two-semester senior seminar, which requires five to eight hours per week of fieldwork. To earn secondary-school certification (grades 7-12) in physics, students must: complete the physics major plus two semesters of chemistry and one semester as a teaching assistant in a laboratory for introductory or intermediate physics courses; complete six education courses; and student-teach full-time (for two course credits) second semester of their senior year.

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

To earn an M.A. degree in physics in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate physics major and also must complete six units of graduate level work in physics. Of these six units, as many as two units may be undergraduate courses at the 300 level taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be graduate seminars at the 500 level, and two units must be graduate research at the 700 level leading to the submission and oral defense of an acceptable M.A. thesis. Students must also demonstrate skill in computing or in a foreign language.

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

The 3-2 Program in Engineering and Applied Science is offered in cooperation with the California Institute of Technology. Students earn both an A.B. at Bryn Mawr and a B.S. at Caltech. Financial aid is not available at Caltech for non-US citizens.

### *Courses at Haverford College*

Many upper-level physics courses are taught at Haverford and Bryn Mawr in alternate years as indicated in the listings of the specific courses below. These courses (numbered 302, 303, 308, 309, and 322) may be taken at either institution to satisfy major requirements. In addition, 100- and 200-level courses can be used to replace 100- and 200-level courses at Bryn Mawr but these courses are not identical and careful planning is required.

### *Introductory Physics Sequences*

Students on a pre-health professions track wanting to take one year of physics should take PHYS 101 and PHYS 102. Some students on a physical sciences major track could take PHYS 121 and PHYS 122 and others might take PHYS 122 and PHYS 201. See your major adviser and carefully note the math pre- and co-requisites for these courses. PHYS121/122/201/214 is a coordinated, four-semester sequence in physics.

### **PHYS B101, B102 Introductory Physics**

Intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinemat-

ics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, atomic and nuclear physics, and particle physics and cosmology. An effective and usable understanding of algebra and trigonometry is assumed. First year students who will take or place out of MATH 101 should take PHYS 121. Lecture three hours, laboratory three hours. (staff, Division IIL and Quantitative Skills)

#### **PHYS B107 Conceptual Physics**

This course addresses how human beings model physical systems far from the everyday realm, as well as how human senses work and the role of biological evolution. We develop models for electromagnetism, quantum mechanics, special relativity, general relativity, cosmology, particle physics, and nuclear physics. No mathematics is used. Readings include Abbott's *Flatland*, Wells' *The Country of the Blind*, Borges' *Library of Babel*, Kafka's *Metamorphosis*, other short stories, and selected scientific articles. Lecture three hours, discussion session one hour, laboratory three hours. This course does not satisfy the Quantitative Skills requirement. Also see PHYS 150 which is PHYS 107 without the laboratory. (Beckmann, Division IIL)

#### **PHYS B109 How Things Work**

This course gives students the opportunity to explore the physical principles that govern the objects and activities familiar in their everyday lives. For example, objects such a roller coasters, rockets, light bulbs and Xerographic copiers will be used to explore motion, fluids, heat, and electricity. Lecture three hours, laboratory three hours. Note: this course does not satisfy

the Quantitative Skills requirement. Also: see PHYS 160 which is PHYS 109 without the laboratory. (Noel, Division IIL) *Not offered in 2008-09.*

#### **PHYS B121 Modeling the Physical World: Foundations and Frontiers**

This course presents current conceptual understandings and mathematical formulations of fundamental ideas used in physics. Students will develop physical intuition and problem-solving skills by exploring key concepts in physics such as the conservation of energy and momentum and modern topics in physics including the unification of the fundamental forces, relativistic space-time, nuclear and particle physics, and cosmology. This course can serve as a stand-alone survey of physics or as the first of a four-semester sequence designed for those majoring in the physical sciences. Lecture three hours, laboratory three hours. Corequisite: MATH 101. (staff, Division IIL and Quantitative Skills)

#### **PHYS B122 Classical Mechanics**

The lecture material covers Newtonian Mechanics of single particles, systems of particles, rigid bodies, and continuous media with applications, one-dimensional systems including forced and nonlinear oscillators, scattering and orbit problems. Lecture three hours, laboratory three hours. Prerequisites: PHYS 121 and MATH 101. Corequisite: MATH 102. (staff, Division IIL and Quantitative Skills)

#### **PHYS B150 Conceptual Physics**

PHYS 107 but without the laboratory. (Beckmann, Division II)

#### **PHYS B160 How Things Work**

PHYS 109 but without the laboratory. (Noel, Division II) *Not offered 2008-09.*

**PHYS B201 Electromagnetism and Physical Optics**

The lecture material covers electrostatics, electric currents, magnetic fields, electromagnetic induction, Maxwell's equations, electromagnetic waves, and elements of physical optics, including principles of diffraction, interference, and coherence. Scalar and vector fields and vector calculus are introduced and developed as needed. The laboratory involves passive and active circuits and analog and digital electronics. Lecture three hours, laboratory three hours. Prerequisite: PHYS 102 or 122. Corequisite: MATH 201. (staff, Division IIL and Quantitative Skills)

**PHYS B214 An Introduction to Quantum Mechanics**

An introduction to the principles governing systems at the atomic scale or below. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, the time dependence of quantum states, angular momentum in the microscopic world, simple atoms, and atomic nuclei. Recent developments, such as paradoxes calling attention to the counter-intuitive aspects of quantum physics, will be discussed. The laboratory involves quantum mechanics, solid state physics, and optics experiments. Lecture three hours, laboratory three hours. Prerequisite: PHYS 201, MATH 201. Corequisite: MATH 203. (staff, Division IIL and Quantitative Skills)

**PHYS B302 Advanced Quantum Mechanics and Applications**

This course presents nonrelativistic quantum mechanics, including Schrödinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the

harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 214 and PHYS 306. (staff) *Alternates between Bryn Mawr and Haverford; 2008-09 at Haverford.*

**PHYS B303 Statistical Mechanics and Thermodynamics**

This course presents the statistical description of the macroscopic states of classical and quantum systems, including conditions for equilibrium, microcanonical, canonical and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac and Maxwell Boltzmann statistics. Examples and applications are drawn from thermodynamics, solid state physics, low temperature physics, atomic and molecular physics and electromagnetic waves. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS 214. Corequisite: PHYS 306. (staff) *Alternates between Bryn Mawr and Haverford; 2008-09 at Bryn Mawr.*

**PHYS B306 Mathematical Methods in the Physical Sciences**

This course presents topics in applied mathematics and computational methods useful to students, including physicists, engineers, physical chemists, geologists and computer scientists studying the natural sciences. Topics are taken from coordinate transformations and tensors, vector spaces, Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, an introduction to group theory and numerical methods for matrix diagonalization, solving systems of ordinary differential equations, solving

partial differential equations, and Monte Carlo simulations. Lecture three hours and additional recitation sessions as needed. Prerequisites: MATH 201 and 203. (staff)

### **PHYS B308 Advanced Classical Mechanics**

This course presents kinematics and dynamics of particles and macroscopic systems using Newtonian, Lagrangian, and Hamiltonian mechanics. Topics include oscillations, normal mode analysis, inverse square laws, nonlinear dynamics, rotating rigid bodies, and motion in noninertial reference frames. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS 214. Corequisite: PHYS 306. (staff) *Alternates between Bryn Mawr and Haverford; 2008-09 at Haverford.*

### **PHYS B309 Advanced Electromagnetic Theory**

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and relativity. Examples and applications are taken from superconductivity, plasma physics, and radiation theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 214 and 306. (staff) *Alternates between Bryn Mawr and Haverford; 2008-09 at Bryn Mawr.*

### **PHYS B322 Solid State Physics**

This course presents the physics of solids. Topics include crystal structure and diffraction, the reciprocal lattice and Brillouin zones, crystal binding, lattice vibrations and normal modes, phonon dispersion, Einstein and Debye models for the specific heat, the free electron model, the Fermi surface, electrons in periodic structures, the Bloch

theorem, band structure, semiclassical electron dynamics, semiconductors, and superconductivity. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 214 and 306. (staff) *Alternates between Bryn Mawr and Haverford; 2008-09 at Bryn Mawr.*

### **PHYS B325 Advanced Theoretical Physics**

This course presents one or more of several subjects, depending on instructor availability and student interest. The possible subjects are (1) special relativity, general relativity, and gravitation, (2) the standard model of particle physics, (3) particle astrophysics and cosmology, (4) relativistic quantum mechanics, (5) grand unified theories, (6) string theory, loop quantum gravity, and causal set theory. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 306 and 308. Corequisite: PHYS 302. (staff). *Not offered 2008-09.*

### **PHYS B331 Advanced Experimental Physics**

This laboratory course consists of set-piece experiments as well as directed experimental projects to study a variety of phenomena in atomic, molecular, optical, nuclear, and solid state physics. The experiments and projects serve as an introduction to contemporary instrumentation and the experimental techniques used in physics research laboratories in industry and in universities. Students write papers in a format appropriate for research publications and make a presentation to the department. Laboratory eight hours a week. Prerequisite: PHYS 201. Corequisite: PHYS 214. (staff) *Not offered 2008-09.*



**PHYS B380 Assistant Teaching in Physics**

Students work with a faculty member as they serve as assistant teachers in a college course in physics. Students will participate in a directed study of the literature on teaching and learning pedagogy, participate in constructing and designing a course, and engage in teaching components of the course. Prerequisite: PHYS 214. (staff)

**PHYS B390 Independent Study**

At the discretion of the department, juniors or seniors may supplement their work in physics with the study of topics not covered in regular course offerings. (staff)

**PHYS B403 Supervised Research**

At the discretion of the department, juniors and seniors may supplement their work in physics with research in one of the faculty research groups. Students provide a written paper and give an oral presentation at the end of the semester or year. Students are encouraged to contact individual faculty members and the departmental Web pages for further information. (Beckmann, McCormack, Noel, Nice, Schulz).

**THE CAROLINE McCORMICK SLADE DEPARTMENT OF POLITICAL SCIENCE**

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*Students may complete a major or minor in Political Science. Within the major, students may complete a concentration in environmental studies.*

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*Faculty*

Michael H. Allen, Professor

Jeremy Elkins, Associate Professor (on leave semesters I and II)

Marissa Martino Golden, Associate Professor and Chair

Carol J. Hager, Associate Professor (on leave semester I)

Deborah Harrold, Lecturer

Marc Howard Ross, Professor

Stephen G. Salkever, Professor

The major in Political Science aims at developing the reading, writing and thinking skills needed for a critical understanding of the political world. Coursework includes a variety of approaches to the study of politics: historical/interpretive, quantitative/deductive, and philosophical. Using these approaches, students examine political life in a variety of contexts from the small-scale neighborhood to the international system, asking questions about the different ways in which humans have addressed the organization of society, the management of conflicts, and the organization of power and authority.

*Major Requirements*

The major consists of a minimum of 10 courses, including 398 and 399. Two of

these must be chosen from among any of the following entry-level courses: 101, 121, 131, 141, 205, 220, 228, and 231. The major must include work done in two distinct fields. A minimum of three courses must be taken in each field, and at least one course in each field must be at the 300 level. Majors take the Senior Seminar (398) in the first semester of the senior year and write the Senior Essay (399) in the second.

Fields are not fixed in advance, but are set by consultation between the student and departmental advisers. The most common fields have been American politics, comparative politics, international politics, and political philosophy, but fields have also been established in American history, East Asian studies, environmental studies, Hispanic studies, international economics, political psychology, public policy, and women and politics, among others.

Up to three courses from departments other than Political Science may be accepted for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: an entire field may be drawn from courses in a related department (such as economics or history) or courses taken in related departments will count toward the major if they are closely linked with work the student has done in political science. Ordinarily, courses at the 100 level or other introductory courses taken in related departments may not be used for major credit in political science. In addition, at least three of the courses taken towards completion of the major must be taken in the Bryn Mawr Department of Political Science, not counting POLS 398 and 399.

### *Honors*

Students who have done distinguished work in their courses in the major and who write outstanding senior essays will be considered by the department for departmental honors.

### *Minor Requirements*

A minor in political science consists of six courses distributed across at least two fields. At least two of the courses must be at the 300 level. At least three of the courses must be taken from the Bryn Mawr Department of Political Science course offerings.

### *Concentration in Environmental Studies*

The Department of Political Science participates with other departments in offering a concentration within the major in environmental studies (see page 156).

### *Cross-Registration*

All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford that are accepted for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. All Bryn Mawr majors in political science must take at least three courses in political science at Bryn Mawr, not counting POLS 398 and 399.

### **POLS B101 Large Questions in Political Science**

An introduction to various theoretical and empirical approaches to the study of politics with emphasis on three concepts central to political life in all societies: authority, community, and conflict. The course examines

these concepts in relation to local communities, nations, and the international system. (Harrold, Division I)

**POLS B111 Introduction to Peace and Conflict Studies**

A broad and interdisciplinary overview of the study of conflict management. Areas to be introduced will include interpersonal conflict and conflict management, alternative dispute resolution and the law, community conflict and mediation, organizational, intergroup, and international conflict, and conflict management. This course will also serve as a foundation course for students in or considering the peace and conflict studies concentration. (Neuman, Division I; cross-listed as ANTH B111)

**POLS B121 Introduction to American Politics**

An introduction to the major features and characteristics of the American political system. Features examined include voting and elections; the institutions of government (Congress, the Presidency, the courts and the bureaucracy); the policy-making process; and the role of groups (interest groups, women, and ethnic and racial minorities) in the political process. Enrollment is limited to 35 students. (Golden, Division I)

**POLS B131 Introduction to Comparative Politics**

An introduction to the comparative study of political systems. A sampling of major questions addressed by comparative approaches such as why authority structures differ across countries; how major issues such as inequality, environmental degradation, and ethno-nationalism arise in different polities; and why governmental responses to those issues differ so widely. Comparisons are

made across time and space. Emphasis is placed on institutional, cultural, and historical explanations. Enrollment is limited to 35 students. (Hager, Harrold, Division I)

**POLS B141 International Politics**

An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power management, imperialism, war, cold war, bargaining, and peace. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. Enrollment is limited to 35 students. (Allen, Division I)

**POLS B206 Conflict and Conflict Management: A Cross-Cultural Approach**

This course examines cross-cultural differences in the levels and forms of conflict and its management through a wide range of cases and alternative theoretical perspectives. Conflicts of interest range from the interpersonal to the international levels and an important question is the relevance of conflict and its management in small-scale societies as a way to understand political conflict and dispute settlement in the United States and modern industrial settings. Prerequisite: one course in political science, anthropology, or sociology. (Ross, Division I; cross-listed as ANTH B206)

**POLS B220 Constitutional Law**

A consideration of some of the leading cases and controversies in American constitutional law. The course will focus on such questions as the role of the constitution in mediating the relationship between public and private power with respect to both dif-

ference and hierarchy, and on the role of judicial review within a constitutional system. Enrollment is limited to 35 students. (Elkins, Garfield, Division I)

**POLS B222 Introduction to Environmental Issues: Policy-making in Comparative Perspective**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy-making. Consideration is given to the prospects for international cooperation in solving environmental problems. (Hager, Division I; cross-listed as CITY B222)

**POLS B228 Introduction to Political Philosophy: Ancient and Early Modern**

An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Aristotle, Hobbes, Machiavelli, Plato, and Rousseau. (Salkever, Division III; cross-listed as PHIL B228)

**POLS B231 Introduction to Political Philosophy: Modern**

A continuation of POLS 228, although 228 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Hegel, Locke, Marx, J.S. Mill, and Nietzsche. (Salkever, Bove, Division III; cross-listed as PHIL B231)

**POLS B234 Legal Rights in the Administrative State**

Through an intensive examination of judicial opinions and secondary texts, this course considers the nature of law and rights in the administrative state. Topics include the sources of legitimate agency power, the role of courts and agencies in interpreting

statutes, and the rights of individuals to participate in agency decision-making and to challenge agency action. (Elkins, Division I) *Not offered in 2008-09.*

**POLS B235 Transitional Justice in Post-Conflict Societies**

(Doughty, Division I; cross-listed as ANTH B235)

**POLS B238 Science, Technology, and the Good Life**

(Dostal, Division III; cross-listed as PHIL B238) *Not offered in 2008-09.*

**POLS B241 The Politics of International Law and Institutions**

An introduction to international law, which assumes a working knowledge of modern world history and politics since World War II. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understandings of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: POLS 141. (Allen, Division I)

**POLS B243 African and Caribbean Perspectives in World Politics**

This course makes African and Caribbean voices audible as they create or adopt visions of the world that explain their positions and challenges in world politics. Students learn analytical tools useful in understanding other parts of the world. Prerequisite: POLS 141. (Allen, Division I)

**POLS B244 Great Empires of the Ancient Near East**

(Ataç, Division III; cross-listed as ARCH B244, CITY B244 and HIST B244) *Not offered in 2008-09.*

**POLS B245 Philosophy of Law**

Introduces students to a variety of questions in the philosophy of law. The specific topics may change from year to year, depending on student interest and current events. Sample topics include: defining law; law and morality; purpose of law; law as surprise; rule violations and civil disobedience; law and pluralism; and feminist jurisprudence. (Elkins, Division I; cross-listed as PHIL B245) *Not offered in 2008-09.*

**POLS B246 Middle Eastern Political Fiction**

Where life is infused with politics, fiction can be a realm where the personal and social aspects of politics are examined. Where censorship is important, other forms of writing are means to discuss political and social issues. Our novels in translation address issues of nationalism, patriarchy and gender relations, war and peace, dilemmas of development, and cultural conflict. Readings from Iran, Israel, Turkey, and the Arabic speaking world will include works by Leila Abuzaid, Ghassan Khanafani, Naguib Mahfouz, Orhan Pamuk, and A.B. Yehoshua. (Harrold, Division I) *Not offered in 2008-09.*

**POLS B248 Modern Middle East Cities**

Taking advantage of the considerable new scholarship on cities, the course will draw from diverse fields to bring different methods to the study of Middle Eastern cities and urbanization. The course will treat the negotiation of state control, urban planning and its alterations in urban practices, social movements and new spaces of politics, competing architectural visions, globalizations, and new local identities. It will treat such topics as Islamic charities in Cairo, shop-

ping malls as public space in Dubai City, Islamic politics in public space in Istanbul, the restructuring of Beirut, and ideas of modernity in the construction of Tel Aviv. (Harrold, Division I; cross-listed as CITY B248, HEBR B248 and HIST B240)

**POLS B251 Politics and the Mass Media**

A consideration of the mass media as a pervasive fact of U.S. political life and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably POLS 121. (Chomsky, Division I)

**POLS B253 Feminist Theory**

(staff, Division III; cross-listed as PHIL B252) *Not offered in 2008-09.*

**POLS B254 Bureaucracy and Democracy**

The federal bureaucracy may well be the most maligned branch of government. This course moves beyond the stereotypes to examine the role of this "fourth branch" in the American political system. The course pays special attention to the bureaucracy's role as an unelected branch in a democratic political system, its role in the policy process and its relationship with the other branches of government. (Golden, Division I)

**POLS B255 Media and Elections**

Addresses the role of mass media in the electoral process, considering the importance of information for citizens and voters. Evaluates the nature, quality, and character of media coverage; candidate statements and

campaign ads; and considers the impact of media coverage on elections. Finally considers the implications of the electoral process for democracy. (Chomsky, Division I)

**POLS B262 Who Believes What and Why: the Sociology of Public Opinion** (Wright, Division I; cross-listed as SOCL B262) *Not offered in 2008-09.*

**POLS B265 Political Data Analysis (Paradigms and Perestroika)**  
This course invokes renewed emphasis in the discipline of political science on methodological pluralism. In that spirit, it introduces students to a variety of different ways in which to gather data in order to make knowledge claims about politics. Data are construed broadly to encompass qualitative information as well as quantitative. Methods range from historical contextualization to experiments, surveys, field studies, and interpretations of texts and images. (Schram, Division I) *Not offered in 2008-09.*

**POLS B278 Oil, Politics, Society, and Economy**  
Examines the role oil has played in transforming societies, in shaping national politics, and in the distribution of wealth within and between nations. Rentier states and authoritarianism, the historical relationships between oil companies and states, monopolies, boycotts, sanctions and demands for succession, and issues of social justice mark the political economy of oil. (Harrold, Division I) *Not offered in 2008-09.*

**POLS B281 Issues in U. S. Foreign Policy**  
With the beginning of the Cold War, U. S. policy makers defined the Middle East as a major area of concern, and the United

States became involved in blocking or assisting European, Israeli, or Soviet interests. This course will examine the development of U. S. foreign policy in the Middle East up to and including the U. S. policies in Afghanistan and Iraq. We will consider assumptions and theoretical underpinnings of U. S. policy, how U. S. policy has been made, the role of oil resources, and the special relationship with Israel. Prerequisites: one course in American politics, American history, Middle East politics, or U.S. foreign policy. (Harrold, Division I) *Not offered in 2008-09.*

**POLS B282 The Exotic Other: Gender and Sexuality in the Middle East**  
This course is concerned with the meanings of gender and sexuality in the Middle East, with particular attention to the construction of tradition, its performance, reinscription and transformation, and to Western interpretations and interactions. Prerequisite: one course in social science or humanities. (Harrold, Division I)

**POLS B283 Introduction to the Politics of the Modern Middle East and North Africa**  
This course is a multidisciplinary approach to understanding the politics of the region, using works of history, political science, political economy, film, and fiction as well as primary sources. The course will concern itself with three broad areas: the legacy of colonialism and the importance of international forces; the role of Islam in politics; and the political and social effects of particular economic conditions, policies, and practices. (Harrold, Division I; cross-listed as HEBR B283 and HIST B283) *Not offered in 2008-09.*

**POLS B300 Nietzsche, Kant, Plato:  
Modes of Practical Philosophy**

A study of three important ways of thinking about theory and practice in Western political philosophy. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. (Salkever; cross-listed as PHIL B300)

**POLS B308 Political Transformation in  
Eastern and Western Europe: Germany  
and Its Neighbors**

This course examines the many recent changes in Europe through the lens of German politics. From the two World Wars to the Cold War to the East European revolutions of 1989 and the European Union, Germany has played a pivotal role in world politics. We will identify cultural, political, and economic factors that have shaped this role and analyze Germany's actions in the broader context of international politics. (Hager; cross-listed as GERM B308) *Not offered in 2008-09.*

**POLS B310 Comparative Public Policy**

A comparison of the policy-making process and policy outcomes in a variety of countries. Focusing on particular issues such as environmental, social welfare, and economic policy, we will identify institutional, historical, and cultural sources of the differences. We will also examine the growing importance of international-level policy-making and the interplay between international and domestic pressures on policy makers. (Hager) *Not offered in 2008-09.*

**POLS B316 The Politics of Ethnic,  
Racial, and National Groups**

An analysis of ethnic and racial conflict and cooperation that will compare and contrast the experiences of regional and immigrant minorities in Europe. Particular attention is

paid to the processes of group identification and political organization; the politicization of racial and ethnic identity; patterns of conflict and cooperation between minorities and the majority population over time; and different paths to citizenship. The course will examine the experiences of white ethnic groups, African-Americans, Hispanic Americans, Asian Americans as well as Islamic, African, Asian, and regional national groups in Europe. (Ross, Division I)

**POLS B320 Greek Political Philosophy:  
Ethics and Politics**

A consideration of major works by Thucydides, Plato, and Aristotle, along with readings from the current debate over the relevance of Greek philosophy to philosophy and politics today. (Salkever; cross-listed as PHIL B321)

**POLS B321 Technology and Politics**

An analysis of the complex role of technology in Western political development in the industrial age. We focus on the implications of technological advance for human emancipation. Discussions of theoretical approaches to technology will be supplemented by case studies illustrating the politics of particular technological issues. Prerequisite: one course in political science or permission of instructor. (Hager; cross-listed as CITY B321) *Not offered in 2008-09.*

**POLS B327 Political Philosophy in the  
20th Century**

A study of 20th-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Jurgen Habermas, and John

Rawls. Topics include the relationship of individual rationality and political authority, the “crisis of modernity,” and the debate concerning contemporary democratic citizenship. Prerequisites: POLS 228 and 231, or PHIL 101 and 201. Enrollment is limited to 18 students. (Salkever; cross-listed as PHIL B327) *Not offered in 2008-09.*

**POLS B336 Plato: Later Dialogues**

(Dostal; cross-listed as PHIL B336) *Not offered in 2008-09.*

**POLS B339 The Policy Making Process**

This course examines the processes by which we make and implement public policy in the United States, and the institutions and actors involved in those processes. The aim of the course is to increase our understanding of how these institutions and actors interact at different stages in the policy process and the nature of the policies that result. Examples will be drawn from a range of policy domains including environmental policy and civil rights. Enrollment is limited to 20 students. (Golden, Division I; cross-listed as CITY B339) *Not offered in 2008-09.*

**POLS B344 Development Ethics**

(Koggel, Division III; cross-listed as PHIL B344) *Not offered in 2008-09.*

**POLS B347 Advanced Issues in Peace and Conflict Studies: Utopias, Dystopias, and Peace**

An in-depth examination of crucial issues and particular cases of interest to advanced students in peace and conflict studies through common readings and student projects. Various important theories of conflict and conflict management are compared and students undertake semester-long field research. The second half of the semester

focuses on student research topics with continued exploration of conflict-resolution theories and research methods. Prerequisite: POLS 206, 111, or Haverford’s POLS 247. (Neuman, Division I; cross-listed as ANTH B347)

**POLS B348 Culture and Ethnic Conflict**

An examination of the role of culture in the origin, escalation, and settlement of ethnic conflicts. This course examines the politics of culture and how it constrains and offers opportunities for ethnic conflict and cooperation. The role of narratives, rituals, and symbols is emphasized in examining political contestation over cultural representations and expressions such as parades, holy sites, public dress, museums, monuments, and language in culturally framed ethnic conflicts from all regions of the world. Prerequisites: two courses in the social sciences. (Ross; cross-listed as CITY B348)

**POLS B349 Social and Political Theory**

(Hay, Division I or III; cross-listed as PHIL B349) *Not offered in 2008-09.*

**POLS B354 Comparative Social Movements: Power, Protest, and Mobilization**

A consideration of the conceptualizations of power and “legitimate” and “illegitimate” participation, the political opportunity structure facing potential protesters, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements that have occurred both within and across countries, especially the feminist, environmental, and peace movements. (Hager; cross-listed as SOCL B354)



**POLS B358 Political Psychology of Group Identification**

(McCauley, Ross; cross-listed as PSYC B358)

**POLS B364 Political Philosophy: Irony and Inquiry**

In the work of both Plato and Nietzsche, there is a special and important relation between substance and “style”—that is, between what is said, how it is said, and what it is meant to do. Through a close reading of primary texts, this course will explore this relation. In the course of our inquiry, we will explore such questions as the relationship of truth and power; of immanence and transcendence; of thought, action, and the good life; and the notion of philosophical irony. (Salkever, Elkins, Division III; cross-listed as COML B364 and PHIL B364) *Not offered in 2008-09.*

**POLS B367 Hegel’s *Philosophy of Right***

Hegel’s *Philosophy of Right*, his major work of legal and political philosophy, is an account of the ethical basis of the state and of the relationship of politics, law, and morality. In this course, we will engage in a close reading of the full text of the *Philosophy of Right* and consider several supplementary texts, including Marx’s *Critique of the Philosophy of Right*. (Elkins, Division III; cross-listed as PHIL B367) *Not offered in 2008-09.*

**POLS B371 Topics in Legal and Political Philosophy**

This course examines a variety of topics on the relationship between justice, authority, community, violence, and law. Specific issues include the role of violence in liberal polities and legal regimes, civil disobedience, the relationship of law, state, and

society, morality and war, and hate speech. (Elkins; cross-listed as PHIL B371) *Not offered in 2008-09.*

**POLS B372 Comparative Democratic Institutions**

This course examines the structure and dynamics of different democratic institutions. In this process, we consider differences between parliamentary and presidential systems, between different electoral systems, and different systems for power sharing such as federalism and consociationalism. The goal of the course is to understand the workings of these institutions, the practical implications of particular institutional designs, and the normative justifications invoked to support them in different historical contexts. Particular attention will be paid to the historical processes through which democratization emerged in the West, with comparisons to processes of political transformation in the “Third World” and elsewhere. (Ahmed, Division I) *Not offered in 2008-09.*

**POLS B374 Gender and Power in Comparative Context: Patriarchy Across Cultures**

Patriarchy and fraternity are powerful forms of authority in traditional and modern societies, forms of authority that operate along lines of gender and age and have proved resilient and resistant to feminist challenge. This course examines patriarchy, fraternity, and forms of resistance through political theory and empirical analysis of social practices. Our studies will include different historical practices of veiling in Muslim countries, violence and nature in the American West, young women factory workers in Malaysia and labor protest, women politi-

cians in Turkey, fathers, sons, and soldiers in Israel, and discourses of respect, respectability, and masculinity for African American men. (Harrold, Division I) *Not offered in 2008-09.*

#### **POLS B375 Women, Work, and Family**

As the number of women participating in the paid workforce who are also mothers exceeds 50 percent, it becomes increasingly important to study the issues raised by these dual roles as well as to study women's decisions to participate in the paid workforce itself. This seminar will examine the experiences of working and nonworking mothers in the United States, the roles of fathers, the impact of working mothers on children, and the policy implications of women, work, and family. (Golden; cross-listed as SOCL B375)

#### **POLS B378 Origins of American Constitutionalism**

This course will explore some aspects of early American constitutional thought, particularly in the periods immediately preceding and following the American Revolution. The premise of the course is that many of the questions that arose during that period—concerning, for example, the nature of law, the idea of sovereignty, and the character of legitimate political authority—remain important questions for political, legal, and constitutional thought today, and that studying the debates of the revolutionary period can help sharpen our understanding of these issues. Prerequisites: sophomore standing and previous course work in American history, American government, political theory, or legal studies. (Elkins, Division I or III; cross-listed as HIST B378) *Not offered in 2008-09.*

#### **POLS B383 Two Hundred Years of Islamic Reform, Radicalism, and Revolution**

This course will examine the transformation of Islamic politics in the past two hundred years, emphasizing historical accounts, comparative analysis of developments in different parts of the Islamic world. Topics covered include the rationalist Salafy movement; the so-called conservative movements (Sanussi of Libya, the Mahdi in the Sudan, and the Wahhabi movement in Arabia); the Caliphate movement; contemporary debates over Islamic constitutions; among others. The course is not restricted to the Middle East or Arab world. Prerequisites: a course on Islam and modern European history, or an earlier course on the Modern Middle East or 19th-century India, or permission of instructor. (Harrold, Division I; cross-listed as HIST B383) *Not offered in 2008-09.*

#### **POLS B385 Democracy and Development**

(Ross, Rock, Division I; cross-listed as ECON B385) *Not offered in 2008-09.*

#### **POLS B391 International Political Economy**

This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as finance, trade, migration, and foreign investment are examined in the light of selected approaches. (Allen, Division I)

**POLS B393 U.S. Welfare Politics: Theory and Practice**

Major theoretical perspectives concerning the welfare state with a focus on social policy politics, including recent welfare reforms and how in an era of globalization there has been a turn to a more restrictive system of social provision. Special attention is paid to the ways class, race, and gender are involved in making of social welfare policy and the role of social welfare policy in reinforcing class, race, and gender inequities. Prerequisite: POLS B121 or SOCL B102. (Schram, Division I; cross-listed as SOCL B393)

**POLS B398 Senior Conference**

Required of senior majors. This course is divided into two parts. During the first eight weeks of the term, department faculty meet weekly with senior majors to discuss core questions of method and epistemology in political science and to consider a few selected examples of outstanding work in the discipline. The rest of the term is devoted to individual reading and tutorial instruction in preparation for writing the senior essay. (Allen, Golden, Ross, Salkever)

**POLS B399 Senior Essay**

(Allen, Golden, Hager, Harrold, Ross, Salkever)

**POLS B403 Supervised Work**

(staff)

**POLS B425 Praxis III: Independent**

**Study**

(staff)

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**PSYCHOLOGY**

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*Students may complete a major or minor in Psychology. Within the major, students may complete a concentration in neural and behavioral sciences.*

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*Faculty*

Kimberly Wright Cassidy, Professor and Provost

Clark R. McCauley, Professor

Lauren Myers, Lecturer

Paul Neuman, Senior Lecturer

Leslie Rescorla, Professor

Marc Schulz, Associate Professor (on leave semester II)

Anjali Thapar, Associate Professor

Earl Thomas, Professor and Chair

Robert H. Wozniak, Professor (on leave semester I)

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological, and social psychology, as well as for graduate study in law, medicine, and business.

### *Major Requirements*

Major requirements in psychology are either PSYC 101 or 102 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; and additional courses at the 200 and 300 levels, as described below. Students may choose to take either PSYC 101 or 102, or they can elect to take both, as the content areas differ. If a student takes one of the 100-level courses (101 or 102), the major requires at least eight courses above the 100 level, not including PSYC 205: four 200-level and four 300-level courses, or five 200-level and three 300-level courses. If a student takes both 101 and 102, she must take four 200-level and three 300-level courses. With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

Majors may substitute advance placement credit (score of 5 on the Psychology Advanced Placement exam) for either PSYC 101 or 102.

Courses at the 200 level survey major content areas of psychological research. With the exception of PSYC 205, all 200-level courses require PSYC 101 or 102 or the permission of the instructor. Courses at the 300 level have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas.

The psychology major requires two courses with a laboratory, one at the 100 level (101 or 102) and one at the 200 or 300 level. If a major elects to take both 101 and 102, a laboratory course at the 200 or 300 level is still required. If a student takes introductory psychology elsewhere, and the course has no

laboratory, or the student receives advanced placement credit for introductory psychology, then two laboratory courses must be taken at the 200 or 300 level to fulfill major requirements.

Majors are also required to attend a one-hour, weekly seminar in the junior year for one semester. This seminar is designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses and are approved by the student's major adviser. Students should contact their major adviser about major credit for a course outside the department before taking the course.

### *Honors*

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.6 or higher at the end of the fall semester of the senior year.

### *Minor Requirements*

A student may minor in psychology by taking PSYC 101 or 102 and any other five courses that meet the requirements of the major.

### *Concentration in Neural and Behavioral Sciences*

An interdepartmental concentration in neural and behavioral sciences is available as an option to students majoring in either biology or psychology. Students electing this option must fulfill requirements of both the major and the concentration, which is administered by an interdepartmental committee. For a description of the general requirements of the concentration see p. xx.

For a psychology major with a concentration in neural and behavioral sciences, students must complete six required courses: PSYC 101 or 102, 201, 205, 212, 218, and one of the following 300-level courses—PSYC 323, 326, 350, 351, or 395.

Five additional psychology courses at the 200, 300, and 400 levels are required to complete the psychology major with a concentration in neural and behavioral sciences. These should be chosen in consultation with the major adviser to ensure that the distribution of 200- and 300-level courses satisfies the psychology major requirements. Some of these courses (such as Supervised Research) may also fulfill core major requirements.

These departmental requirements are in addition to the requirements for the neural and behavioral sciences concentration, which are described on page 245.

### *Minor in Computational Methods*

Students majoring in psychology can minor in computational methods. Requirements for the minor are listed on page 117.

### *Haverford College Courses*

Certain courses currently offered at Haverford College may be substituted for the equivalent Bryn Mawr courses for purposes of the Bryn Mawr psychology major.

Introductory psychology at Haverford may be substituted for 101/102. PSYC 200 at Haverford may be substituted for PSYC 205. The following courses at Haverford will count as 200-level courses for the major: PSYC 213 (Memory and Cognition), PSYCH 215 (Introduction to Personality Psychology), PSYC 217 (Biological Psychology), PSYC 224 (Social Psychology), PSYC 238 (Psychology of Language), PSYC 260 (Cognitive Neuroscience).

The following Haverford courses will count as 300-level courses for the major: PSYC 214 (Psychology of Adolescence), PSYC 220 (The Psychology of Time), PSYC 221 (The Primate Origins of Society), PSYC 222 (Evolution and Behavior), PSYCH 225 (Self and Identity), PSYC 240 (Psychology of Pain and Pain Inhibition), PSYC 250 (Biopsychology of Emotion and Personality), PSYC 311 (Advanced Personality Psychology: Freud), PSYC 325 (The Psychology of Close Relationships), PSYC 340 (Human Neuropsychology), PSYC 350 (Biopsychology of Stress), PSYC 370 (Neuroscience of Mental Illness). Students who take Haverford courses with the half credit laboratory attachments may count the lab portion of the course toward fulfilling the advanced lab requirement for the Bryn Mawr major.

**PSYC B101, B102 Experimental Psychology**

Both PSYC 101 and 102 present psychology as a natural science and provide a survey of methods, facts, and principles relating to basic psychological processes. Topics covered in 101 include neural bases of behavior, learning and motivation, and psychosocial development and abnormal psychology. Topics covered in 102 include human cognition, cognitive development, individual differences, and social psychology. Lecture three hours and laboratory four hours a week (for both 101 and 102). (McCauley, Myers, Rescorla, Thomas, Division III)

*With the exception of PSYC 205, all 200-level courses require PSYC 101 or 102 or the permission of the instructor.*

**PSYC B201 Learning Theory and Behavior**

This course covers the basic principles of behavior, most of which were discovered through animal research, and their application to the understanding of the human condition. Traditionally, learning has been described in terms of operant and Pavlovian processes, with modeling treated as a special kind of operant conditioning. The basic procedures and principles of operant and Pavlovian conditioning are examined, and their relation to complex human functioning, such as concept formation and awareness, is explored. An introduction to functional assessment and analysis—the benchmarks of applied behavior analysis—will follow. Lecture three hours, laboratory one to two hours a week. (Neuman, Division III)

**PSYC B203 Educational Psychology**

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. (Cassidy, Division I)

**PSYC B205 Experimental Methods and Statistics**

An introduction to experimental design, general research methodology, and the analysis and interpretation of data. Emphasis will be placed on issues involved with conducting psychological research. Topics include descriptive and inferential statistics, experimental design and validity, analysis of variance, and correlation and regression. Each statistical method will also be executed using computers. Lecture three hours, laboratory 90 minutes a week. (Thapar Division I and Quantitative Skills)

**PSYC B206 Developmental Psychology**

A topical survey of psychological development from infancy through adolescence, focusing on the interaction of personal and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. Topics include developmental theories; infant perception; attachment; language development; theory of mind; memory development; peer relations, schools and the family as contexts of development; and identity and the adolescent transition. (Myers, Division I)

**PSYC B208 Social Psychology**

A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with humans. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); and person perception (stereotyping, essentializing, moral judgment). Participation in a research project is required. (McCauley, Division I)

**PSYC B209 Abnormal Psychology**

This course examines the experience, origins, and consequences of psychological problems. What do we mean by abnormal behavior or psychopathology? How is psychopathology assessed and classified? How do psychologists study and treat it? What causes psychological difficulties and what are their consequences? Are psychological states linked to physical health? Do psychological treatments (therapies) work? This course will consider major psychological, social, and biological explanatory models in addressing these questions. Readings, lecture, and discussion will introduce a broad range of psychological disturbances. Two lectures, one discussion section a week. (Rescorla, Division I)

**PSYC B212 Human Cognition**

This course covers a variety of topics that deal with the scientific study of human cognition. Topics include perception, pattern recognition, attention, memory, visual imagery, language, reasoning, decision making, and problem solving. Historical as well as contemporary perspectives will

be discussed, and data from behavioral experiments, cognitive neuroscience, and computational modeling will be reviewed. The laboratory consists of experiments related to these topics. Lecture three hours, laboratory 90 minutes a week. (Thapar, Division III)

**PSYC B218 Behavioral Neuroscience**

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. (Thomas, Division II)

**PSYC B245 The Brain and Mental Health**  
(Grobstein, Division II; cross-listed as BIOL B245)

*The prerequisite for courses at the 300 level is a 200-level survey course.*

**PSYC B301 Advanced Research Methods**

This course deals with psychology research and design methodology. An important purpose of the course is to help students with their undergraduate thesis research. Topics include: internal and external validity, reliability, characteristics of various methods (survey, case, observational, and experimental), data coding, levels of measurement, research ethics, and publication. (Myers)

**PSYC B310 Advanced Developmental Psychology**

This course details theory and research relating to the development of children and adolescents with family, school, and cultural contexts. We examine topics including (but not limited to): developmental theory, infant perception, language, attachment, self-awareness, social cognition, symbolic thought, memory, parent-child relations, peer relations, and gender issues. (Myers)

**PSYC B312 History of Modern American Psychology**

An examination of major 20th-century trends in American psychology and their 18th- and 19th-century social and intellectual roots. Topics include physiological and philosophical origins of scientific psychology; growth of American developmental, comparative, social, and clinical psychology; and the cognitive revolution. Open only to juniors and seniors majoring in psychology or by permission of the instructor. (Wozniak) *Not offered in 2008-09.*

**PSYC B323 Advanced Topics in Cognitive Neuroscience: Biopsychology of Sex Differences**

A survey and critical analysis of research and theory regarding biological, psychological, social and cultural determinants of sex differences in cognition. The first half of the semester will examine the role that developmental processes, cultural socialization and gender-role stereotypes play in the creation of sex differences in cognition. The second half will examine the role that sex chromosomes and hormones play in creating sex differences in the brain and behavior. Class time will involve discussion of theory and

research as well as the design and execution of original research. (Thapar) *Not offered in 2008-09.*

**PSYC B326 From Channels to Behavior**  
(Brodfuehrer, Thomas, Division II; cross-listed as BIOL B326) *Not offered in 2008-09.*

**PSYC B328 Exploring Animal Minds**

This course examines the question of animal cognition with a focus on natural behaviors as well as lab research. Topics include personality, communication, and social cognition. The importance of good research design and critical reading of research papers will be stressed. Prerequisite: contact instructor. (McCauley) *Not offered in 2008-09.*

**PSYC B340 Women's Mental Health**

This course will provide an overview of current research and theory related to women's mental health. We will discuss psychological phenomena and disorders that are particularly salient to and prevalent among women, why these phenomena/disorders affect women disproportionately over men, and how they may impact women's psychological and physical well-being. Psychological disorders covered will include: depression, eating disorders, dissociative identity disorder, borderline personality disorder, and chronic pain disorders. Other topics discussed will include work-family conflict for working mothers, the role of sociocultural influences on women's mental health, and mental health issues particular to women of color and to lesbian women. Prerequisite: PSYC B209 or PSYC B351. (Rosenfeld, Division I) *Not offered in 2008-09.*



**PSYC B346 Pediatric Psychology**

This course uses a developmental-ecological perspective to understand the psychological challenges associated with physical health issues in children. The course explores how different environments support the development of children who sustain illness or injury and will cover topics including: prevention, coping, adherence to medical regimens, and pain management. The course will consider the ways in which cultural beliefs and values shape medical experiences. Prerequisite: PSYC B206 highly recommended. (Rourke, Division I)

**PSYC B350 Developmental Cognitive Disorders**

This course uses a developmental and neuropsychological framework to study several cognitive disorders (e.g., language delay, specific reading disability, nonverbal learning disabilities, and autism). Cognitive disorders are viewed in the context of the normal development of language, memory, attention, reading, and quantitative/spatial abilities. More general issues of curriculum/pedagogical adjustment, educational placement, law and policy for children with disabilities will also be covered. Students will participate in a course-related placement approximately four hours a week. This course provides a Praxis Level I opportunity. (Schmidt) *Not offered in 2008-09.*

**PSYC B351 Developmental Psychopathology**

An examination of research and theory addressing the origins, progression, and consequences of maladaptive functioning in children, adolescents, and families. Major forms of psychopathology, such as depression and disruptive behavior syndromes, will be considered. An important

focus of the course is on the identification of biological, social, and psychological risk and protective factors for psychopathology and the implications of these factors for prevention and treatment efforts. The role of family-based risk and protective factors, such as marital conflict and parenting quality, will be emphasized. Prerequisite: PSYC 206 or 209. (staff)

**PSYC B352 Advanced Topics in Developmental Psychology: Development of Symbolic Thought**

This course will provide an in-depth exploration of the development of the concept of gender and the formation of gender stereotypes in children. We will examine the major theoretical positions relating to children's understanding of gender and the empirical data that supports those positions. The course will involve the critical exploration of popular press books on gender development, focusing on the broader issue of how psychological research gets translated for public consumption. In addition, the course contains a laboratory component, which will involve original research designed by the class for both children and adults. Prerequisite: PSYC 206 (Myers, Division IIL)

**PSYC B358 Political Psychology of Group Identification**

This seminar will explore the common interests of psychologists and political scientists in the phenomena of group identification. The focus will be identification with ethnic and national groups, with special attention to the ways in which research on small-group dynamics can help us understand identification and conflict for these larger groups. The seminar will review major theories of group identity and examine several historical or current cases of

successful and unsuccessful development of national identity. Prerequisite: PSYC 208 or two semesters of political science. (McCauley, Ross; cross-listed as POLS B358)

**PSYC B364 Behavior Analytic Theory**

Although behavior analysis is reputed to be a “tough minded” natural scientific approach to psychology, it is also rich in theory. Behavior analysis is as different in what is said and how it is said as in how research is conducted. Readings will be theoretical in nature from behavior analysis and other traditions that apply established principles to everyday concerns such as roommate disagreements as well as why we are not acting to save the world. Prerequisite: PSYC 201. (Neuman, Division I) *Not offered in 2008-09.*

**PSYC B395 Psychopharmacology**

A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion; pharmacological models of psychopathology; the use of drugs in the treatment of psychiatric disorders such as anxiety, depression, and psychosis; and the psychology and pharmacology of drug addiction. Prerequisite: PSYC 218. (Thomas)

**PSYC B396 Topics in Neural and Behavioral Science**

(Grobstein, Morris, Greif; cross-listed as BIOL B396) *Not offered in 2008-09.*

**PSYC B398 Cognitive Issues in Personality and Social Psychology**

An examination of recent research in relation to issues of social perception (e.g., stereotypes and judgments of members of stereotyped groups), intergroup conflict

(e.g., sources of group cohesion and “group-think”), and identification (e.g., emotional involvement with film characters, possessions, and ethnic/national groups). Prerequisite: PSYC 208. (McCauley, Moskalenko) *Not offered in 2008-09.*

**PSYC B401 Supervised Research in Neural and Behavioral Sciences**

(staff)

**PSYC B403 Supervised Research**

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin. (staff)

**PSYC B425 Praxis III**

(staff)

## RELIGION

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*Students may complete a major in Religion at Haverford College.*

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### *Faculty*

J. David Dawson, Constance and Robert MacCrate Professor in Social Responsibility

Tracey Hucks, Associate Professor and Chair

Terrence Johnson, Assistant Professor

Kenneth Koltun-Fromm, Associate Professor

Naomi Koltun-Fromm, Associate Professor

Anne M. McGuire, Associate Professor

Travis Zadeh, Assistant Professor

The Department of Religion at Haverford views religion as a central aspect of human culture and social life. Religions propose interpretations of reality and shape very particular forms of life. In so doing, they make use of many aspects of human culture, including art, architecture, music, literature, science, and philosophy—as well as countless forms of popular culture and daily behavior. Consequently, the fullest and most rewarding study of religions is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred

texts, ideas, and practices that have decisively shaped human experience. In their coursework, students develop skills in the critical analysis of the texts, images, beliefs, and performances of various religions, including Judaism, Christianity, Islam, and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at Swarthmore. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at (<http://www.haverford.edu/relg/index.html>.)

### *Major Requirements*

Eleven courses are required for the major in religion. The exact structure of the student's program must be determined in consultation with the major advisor, whom the student chooses from among the regular members of the department. All majors should seek, with their advisers, to construct a program that achieves breadth in the study of various religious traditions, as well as a concentration in one of the department's three areas.

The major program must satisfy the following requirements:

a. Six courses within one of the department's three areas of concentration:

A. Religious Traditions in Cultural Context. The study of religious traditions and the textual, historical, sociological, and cultural contexts in which they develop. Critical analysis of formative texts and issues that advance our notions of religious identities, origins, and ideas.

B. Religion, Literature, and Representation. The study of religion in relation to literary expressions and other forms of representation, such as performance, music, film, and the plastic arts.

C. Religion, Ethics, and Society. The exploration of larger social issues such as race, gender, and identity as they relate to religion and religious traditions. Examines how moral principles, cultural values, and ethical conduct help to shape human societies.

These six courses within the area of concentration must include the department seminar in the major's area of concentration: RELG 301 for Area A; RELG 303 for Area B; RELG 305 for Area C. Where appropriate and relevant to the major's program, up to three courses for the major may be drawn from outside the field of religion, subject to departmental approval.

b. Junior colloquium: An informal gathering of the Junior majors once each semester.

c. Senior Seminar and Thesis, Religion 399b.

d. At least four additional half-year courses drawn from among outside the major's area of concentration.

e. At least six of each major's 11 courses must be taken in the Haverford religion department. Students planning to study abroad should construct their programs in advance with the department.

f. In some rare cases, students may petition the department for exceptions to the major requirements. Such petitions must be presented to the department for approval in advance.

g. Final evaluation of the major program will consist of written work, including a thesis, and an oral examination completed in the context of the Senior Seminar, Religion 399b.

### *Requirements for Honors*

Honors and high honors in religion are awarded on the basis of the quality of work in the major and in the Senior Thesis (399b).

### **Introductory Religion Courses**

#### **RELG H101 Introduction to the Study of Religion [A,B,C]**

An introduction to the study of religion from three perspectives: overviews of several religions with classroom discussion of primary sources; cross-cultural features common to many religions; theories of religion and approaches to its study and interpretation. (staff) *Typically offered in alternate years.*

#### **RELG H108 Vocabularies of Islam**

Introduction to the foundational concepts of Islam and the diverse ways in which Muslims understand and practice their religion. Topics include scripture, prophethood, law, ritual, theology, mysticism, and art. (Zadeh)

**RELG H110 Sacred Texts and Religious Traditions**

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts. (McGuire)

**RELG H118 Hebrew Bible: Literary Text and Historical Context**

The Hebrew Bible, which is fundamental to both Judaism and Christianity, poses several challenges to modern readers. Who wrote it, when, and why? What was its significance then and now? How does one study the Bible from an academic point of view? Using literary, historical, theological, and archeological interpretive tools, this course will address these questions and introduce students to academic biblical studies. (N. Koltun-Fromm)

**RELG H121 Varieties of Judaism in the Ancient World [A,B]**

From Abraham to Rabbi Judah the Prince, Judaism has been transformed from a local ethnic religious cult to a broad-based, diverse religion. Many outside cultures and civilizations, from the ancient Persians to the Imperial Romans, influenced the Jews and Judaism through language, culture and political contacts. Absorbing and adapting these various and often opposing influences, the Israelite, and then Jewish, community re-invented itself, often fragmenting into several versions at once. After the destruction of the temple, in 70 CE, one group, the rabbis, gradually came to dominate Jewish life. Why? This course will study those changes and developments which brought about these radical transformations. (staff)  
*Typically offered in alternate years.*

**RELG H122 Introduction to the New Testament**

An introduction to the New Testament and early Christian literature. Special attention will be given to the Jewish origins of the Jesus movement, the development of traditions about Jesus in the earliest Christian communities, and the social contexts and functions of various texts. Readings will include non-canonical writings, in addition to the writings of the New Testament canon. (McGuire)

**RELG H124 Introduction to Christian Thought [C]**

An examination of some central concepts of the Christian faith, approached within the context of contemporary theological discussion. Basic Christian ideas will be considered in relation to one another and with attention to their classic formulations, major historical transformations, and recent reformulations under the pressures of modernity and postmodernity. (Dawson)

**RELG H130 Material Religion in America [C]**

An introduction to various forms of religious material practices in America. We will examine how persons and communities interact with material objects and media to explore and express religious identity. Topics may include religion and sports, dance and ritual, food and dress, and the visual arts. Typically offered in alternate years. (K. Koltun-Fromm)

**RELG H132 Varieties of African American Religious Experience**

This course will examine the history of religion in America as it spans several countries. Each week lectures, readings, and discussions will explore the phenomenon

of religion within American society. The goal is to introduce students to American religious diversity as well as its impact in the shaping of larger historical and social relationships within the United States. This study of American religion is not meant to be exhaustive and will cover select traditions each semester. (Hucks)

**RELG H137 Black Religion and Liberation Theology**

An introduction to the theological and philosophical claims raised in Black religion and liberation thought in 20th-century America. In particular, the course will examine the multiple meanings of liberation within Black religion, the place of religion in African American struggles against racism, sexism, and class exploitation and the role of religion in shaping the moral and political imaginations of African Americans. (Johnson)

**RELG H169 Black Religion and Liberation Thought: An Introduction**

An introduction to the central concepts of Black liberation thought in 20th-century America. The aim is to determine what defines the field and evaluate its contribution to theology and philosophy. Readings from theological, philosophical, and literary sources. (Johnson)

**Intermediate Religion Courses**

**RELG H201 Introduction to Buddhism**  
(Glassman)

**RELG H203 The Hebrew Bible and its Interpretations [A,B]**

This course will critically study select Hebrew Biblical passages (in translation) as well as Jewish and Christian Biblical commentaries in order to better understand

how Hebrew Biblical texts have been read, interpreted and explained by ancient and modern readers alike. Students will also learn to read the texts critically and begin to form their own understandings of them. (N. Koltun-Fromm) *Typically offered in alternate years.*

**RELG H204 Women and Judaism [C]**

Women's roles in Judaism and Jewish life have been defined by the religious precepts and civil laws described in the Bible and interpreted by the rabbis in a patriarchal age. Throughout the ages, women have carved out areas for themselves within the Jewish religious, social, and political systems as well as fulfilled the roles prescribed to them. In the modern era, however, many women have challenged the institutions that define these roles. This course will study the development of these institutions and the women of Jewish history who have participated in and shaped Jewish religious, social, and cultural life. (N. Koltun-Fromm)

**RELG H206 History and Literature of Early Christianity [A,B]**

The history, literature, and theology of Christianity from the end of the New Testament period to the time of Constantine. (McGuire) *Typically offered in alternate years.*

**RELG H212 Jerusalem: City, history and representation**

An examination of the history of Jerusalem as well as a study of Jerusalem as religious symbol and how the two interact over the centuries. Readings from ancient, medieval, modern and contemporary sources as well as material culture and art. (N. Koltun-Fromm)

**RELG H214 Prophetic Imaginations in the American Tradition**

An examination of prophecy as a form of social criticism in colonial and contemporary America. The course identifies the prophetic tradition as an extension of the American Jeremiad. Particular attention is given to Reinhold Niebuhr and Martin Luther King Jr. (Johnson)

**RELG H216 Images of Jesus**

Critical examination of the varied representations of Jesus from the beginnings of Christianity through contemporary culture. The course will focus primarily on literary sources (canonical and non-canonical gospels; prayers; stories; poems; novels), but artistic, theological, academic, and cinematic images of Jesus will also be considered. (McGuire)

**RELG H221 Women and Gender in Early Christianity [A,C]**

An examination of the representations of women and gender in early Christian texts and their significance for contemporary Christianity. Topics include interpretations of Genesis 1-3, images of women and sexuality in early Christian literature, and the roles of women in various Christian communities. (McGuire) *Typically offered in alternate years.*

**RELG H222 Gnosticism [A,B]**

The phenomenon of Gnosticism examined through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the variety of Gnostic schools and sects; gender imagery, mythology, and other issues in the interpretation of Gnostic

texts. (McGuire) *Typically offered in alternate years.*

**RELG H231 Religious Themes in African American Literature [B]**

This course will explore African American literary texts as a basis for religious inquiry. Throughout the course we will examine African American novelists and literary scholars using their works as a way of understanding black religious traditions and engaging important themes in the study of religion. Authors discussed may include Zora Neale Hurston, James Baldwin, Ishmael Reed, Maryse Conde, and others. (Hucks)

**RELG H240 History and Principles of Quakerism**

(Lapsansky)

**RELG H242 The Religious Writing of James Baldwin [A]**

(Hucks) *Typically offered in alternate years.*

**RELG H245 Slavery, Catechism, and Plantation Missions in Antebellum America**

This course will examine the influence of forms of Islam on the African American community throughout its history. Though the course will begin with the intra-African slave trade and the antebellum period, the bulk of the course will focus on 20th-century persons and events, particularly the Nation of Islam, its predecessors, and successors. (Hucks)

**RELG H248 The Quran**

Overview of the Qur'an—the scripture of Islam. Major themes include: orality/textuality; sanctity and material culture; revelation, translation, and inimitability;

calligraphy, bookmaking and architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike. (Zadeh)

**RELG H250 Jewish Images, Imagining Jews**

(K. Koltun-Fromm)

**RELG H256 Zen Thought, Zen Culture, Zen History**

(Glassman)

**RELG H262 Islamic Literature and Civilization [B]**

Islam refracted through its diverse cultural expressions (poetic, Sufi, Shar'ia, novelistic, architectural) and through its geographic and ethnic diversity (from Morocco to Indonesia, focusing on Arab and Persian cultures). (staff)

**RELG H264 Religion and Violence**

Drawing on rich anthropological and theological traditions, this course will explore the logic, function, and rhetoric of phenomena such as sacrifice, martyrdom, and scapegoating. Our efforts to understand touchstone works of modern philosophy and anthropology will be aided by the screening of thematically related movies. (Dubler)

**RELG H277 Modern Christian Thought [C]**

The impact of modernity and postmodernity on traditional Christian thought in the West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, Barth, Rahner, von Balthasar, Segundo, Tracey, Frei, McFague, Irigaray, Cone, Lindbeck, Marion, and Milbank. (Dawson)

**RELG H284 American Judaism [A]**

An exploration of the cultural, social, and religious dynamics of American Judaism. The course will focus on the representation of Jewish identity in American culture, and examine issues of Jewish material, gender, and ritual practices in American history. We will study how Jews express identity through material objects, and how persons work with objects to produce religious meaning. (K. Koltun-Fromm)

**RELG H286 Religion and American Public Life**

This course examines the role of Christianity in shaping America's religious identity(ies) and democratic imagination(s). The course will also examine whether, if at all, citizens are justified in retrieving their religious commitments in public debates. The course will include readings from W.E.B. Du Bois, Jeffrey Stout, Richard Rorty, Ronald Thiemann, and Seyla Benhabib. (Johnson)

**RELG H299 Theoretical Perspectives in the Study of Religion [A,B,C]**

An introduction to the history of the study of "religion" in the modern West. Beginning with Kant's distinction between natural and revealed religion we will follow the curious and contested history of second-order reflection upon religion as it has been carried out in theological, philosophical, psychological, anthropological, and sociological spheres. Readings may include: Kant, Schleiermacher, Hegel, Marx, Nietzsche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Haraway, and Derrida. (staff)



### Religion Seminars and Independent Study

All religion department seminars may be repeated for credit with change of content.

#### RELG H301 Seminar A: The Letters of Paul in Cultural Context [A]

(McGuire)

#### RELG H303 Seminar B: Material Religion [B]

(K. Koltun-Fromm)

#### RELG H305 Seminar C: Religion and Ethnography: The Ethical Dimensions of Fieldwork [C]

(Hucks)

#### RELG H306 Of Monsters and Marvels: Wonder in Islamic Traditions

From contemplating the cosmos to encountering the monstrous, this course explores the place of wonder in Islamic traditions through readings from the Qur'an, exegesis, prophetic traditions, popular literature, travel narratives, descriptive geography, philosophy, and theology. Prerequisite: consent of the instructor. (Zadeh)

#### RELG H308 Mystical Literatures of Islam

Overview of the literary expressions of Islamic mysticism through the study of poetry, philosophy, hagiographies, and anecdotes. Topics include: unio mystica; symbol and structure; love and the erotic; body/gender; language and experience. (Zadeh)

#### RELG H310 Sex and Gender in Japanese Buddhism

(Glassman)

#### RELG H330 Seminar in the Religious History of African American Women [C]

This seminar will examine the religious history of African American women in the United States. Using primary and secondary texts from the 19th to the 20th centuries, this course will explore the various religious traditions, denominations, sects, and religious movements in which African American women have historically participated. The course will also analyze the ways in which specific social conditions such as slavery, migration, racial segregation, and class and gender discrimination have historically influenced the religious lives of African American women. (Hucks)

#### RELG H338 Seminar in American Civil Religion [A,C]

(staff)

#### RELG H343 Seminar in Religions of Antiquity and Biblical Literature [A,B]

Prerequisite: consent of the instructor. (McGuire)

#### RELG H353 Seminar in Islamic Philosophy and Theology [B]

Selected topics and figures in Islamic philosophy, scholastic theology (kalam) or mystical philosophy. The relation of Islamic philosophy to Greek, Jewish, and Indian thought are also discussed. Prerequisite: consent of the instructor. (staff)

#### RELG H360 Image, Icon, Idol [B,C]

(Dawson)

**RELG H399 Senior Seminar and Thesis [A]**

Research and writing of the senior thesis in connection with regular meetings with a thesis adviser from the department. Prerequisite: RELG 301, 303, or 305 and the approval of the Department of Religion. (Hucks, Johnson, K. Koltun-Fromm, N. Koltun-Fromm, McGuire, Zadeh)

**RELG H460 Teaching Assistant (Dubler)**

**RELG H480 Independent Study [A]**  
Conducted through individual tutorial as an independent reading and research project. (N. Koltun-Fromm)

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**ROMANCE LANGUAGES**

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*Students may complete a major in Romance Languages.*

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*Coordinators:*

Grace M. Armstrong, French Adviser  
María Cristina Quintero, Spanish Adviser  
(on leave semester I)  
Enrique Sacerio-Garí, Spanish Adviser  
(semester I)  
Roberta Ricci, Italian Adviser

The Departments of French and Francophone Studies, Italian, and Spanish cooperate in offering a major in Romance Languages that requires advanced work in at least two romance languages and literatures. Additional work in a third language and literature is suggested.

*Major Requirements*

The requirements for the major are a minimum of nine courses, including the Senior Conference or Senior Essay, described below, in the first language and literature and six courses in the second language and literature, including the Senior Conference in French. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments that complement each other.

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions).

*First Language and Literature***French**

FREN 101-102 or 101-105; or 005-102 or 005-105.

Four literature courses at the 200 level.

FREN 200-level language course.

Two courses at the 300 level.

**Italian**

ITAL 101, 102, or 105.

Four courses at the 200 level.

Two courses at the 300 level (301 and 304).

One Senior Conference/Independent Study.

**Spanish**

SPAN 200.

SPAN 202.

Four courses at the 200 level.

Two courses at the 300 level.

*Second Language and Literature***French**

FREN 101-102 or 101-105; or 005-102 or 005-105.

Two literature courses at the 200 level.

FREN 200-level language course.

One course at the 300 level.

**Italian**

ITAL 101, 102, or 105.

Two literature courses at the 200 level.

Two literature courses at the 300 level.

**Spanish**

SPAN 200 or 202.

SPAN 206.

Two courses at the 200 level.

Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).<sup>\*</sup> When French is chosen as either the first or second language, students must take the first semester Senior Conference in French (FREN 398) in addition to the coursework described above.<sup>\*\*</sup> When Italian is chosen, students must take ITAL 399, offered in consultation with the department, in addition to the coursework described above.<sup>\*\*\*</sup> An oral examination (following the current model in the various departments) may be given in one or both of the two languages, according to the student's preference, and students follow the practice of their principal language as to written examination or thesis.

Please note that 398 does not count as one of the two required 300-level courses.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the 20th century. Students should be able to read texts in two of the languages in the original.

<sup>\*</sup> In order to receive honors, students whose first language is Spanish are required to write a senior essay (SPAN 399).

<sup>\*\*</sup> For students whose first language is French, honors are awarded on the basis of performance in Senior Conference or on a successfully completed thesis or senior essay.

<sup>\*\*\*</sup> In order to receive honors, students whose first language is Italian are required to write a senior essay (ITA 399)

## RUSSIAN

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*Students may complete a major or minor in Russian.*

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### *Bryn Mawr College*

Elizabeth C. Allen, Professor and Chair  
Sharon Bain, Lecturer and Major Adviser  
Dan E. Davidson, Professor and Director  
of Russian Language Institute  
Valentina Dunn, Instructor  
Timothy C. Harte, Associate Professor (on  
leave semesters I and II)  
George S. Pahomov, Professor (on leave  
semesters I and II)  
Maria Shardakova, Lecturer  
Billie Jo Stiner, Department Assistant and  
Assistant Director of Russian Language  
Institute

### *Haverford College*

Linda G. Gerstein, Professor  
Vladimir Kontorovich, Professor

The Russian major is a multidisciplinary program designed to provide students with a broad-based understanding of Russian literature, thought, and culture. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies.

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing RUSS 101 and 102 with an average grade of at least 2.0 or with a grade of 2.0 or better in RUSS 102.

### *Major Requirements*

A total of 10 courses is required to complete the major: two in Russian language at the 200 level or above; four in the area of concentration, two at the 200 level and two at the 300 level or above (for the concentration in area studies, the four courses must be in four different fields); three in Russian fields outside the area of concentration; and either RUSS 398, Senior Essay, or RUSS 399, Senior Conference.

Majors are encouraged to pursue advanced language study in Russia in summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. As part of the requirement for RUSS 398/399, all Russian majors take senior comprehensive examinations that cover the area of concentration and Russian language competence.

### *Honors*

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

### *Minor Requirements*

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in the Russian language.

#### **RUSS B001, B002 Elementary Russian Intensive**

Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Nine hours a week including conversation sections and language laboratory work. Both semesters are required for credit; three units of credit are awarded upon completion of RUSS 002. (Davidson)

#### **RUSS B101, B102 Intermediate Russian**

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Bain)

#### **RUSS B110 Soviet and East European Cinema of the 1960s: War, Politics, and Gender Conflicts**

This course examines Soviet and Eastern European “New Wave” cinema of the 1960s, which broke new ground in world cinema through its treatment of war, politics, and aesthetics. Films from Czechoslovakia, Poland, the Soviet Union, and Yugoslavia to be viewed and analyzed include Milos Forman’s *Love of a Blonde*, Dushn Makavejev’s *W. R. Mysteries of the Organism*, Andrej Tarkovsky’s *Adrei Rublev*, and Andrzej Wajda’s *Ashes and Diamonds*. Readings on introductory film theory, film history, and the biographies of individual directors will also be discussed. All films will be shown with subtitles; no knowledge of Russian or

previous study of film required. (Harte, Division I or III) *Not offered in 2008-09.*

#### **RUSS B112 The Great Questions of Russian Literature**

This course examines profound questions about the nature and purpose of human existence raised by preeminent 19th- and 20th-century Russian authors in major literary works, including Bulgakov’s *The Master and Margarita*, Chekhov’s *The Seagull* and *The Cherry Orchard*, Dostoevsky’s *The Brothers Karamazov*, Solzhenitsyn’s *One Day in the Life of Ivan Denisovich*, Tolstoy’s *War and Peace* and Turgenev’s *Sketches from a Hunter’s Album*. Discussions address the definition of good and evil, the meaning of freedom, the role of rationality and the irrational in human behavior, and the relationship of art to life. No knowledge of Russian is required. (Allen, Division III)

#### **RUSS B201, B202 Advanced Russian**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week. (Bain)

#### **RUSS B210 The Golden Age of Russian Literature**

Introduces seminal works that formed the foundation of modern Russian literature. Examining texts in a wide range of genres, students read influential fictional works that illuminate not only Russian character, history, and society but also European culture in the early 19th century. Considers themes like the nature of freedom, the idea of irrationality, and the complexities of moral judgment. Particular attention is paid to

“play” in various forms that Dostoevsky, Gogol, Lermontov, Pushkin, Tolstoy, and Turgenyev incorporated in their rapid creation of a modern literary tradition. All readings, lectures, and discussions are conducted in English. (Allen, Division III) *Not offered in 2008-09.*

**RUSS B212 Russian Modernism: Early 20th-Century Russian Art and Literature**

This course focuses on Russia’s modernist trends in the first three decades of the 20th century. Along with discussion of Russian modernist literature, significant coursework will be devoted to studying the development of Russian “avant-garde” painting (Kandinsky, Malevich, et. al.), ballet, and film during this tumultuous, yet fruitful period. No knowledge of Russian is required. (Pahomov, Division III) *Not offered in 2008-09.*

**RUSS B221 The Serious Play of Pushkin and Gogol**

This course explores major contributions to the modern Russian literary tradition by its two founding fathers, Aleksander Pushkin and Nikolai Gogol. Comparing short stories, plays, novels, and letters written by these pioneering artists, the course addresses Pushkin’s and Gogol’s shared concerns about human freedom, individual will, social injustice, and artistic autonomy, which each author expressed through his own distinctive filter of humor and playfulness. No knowledge of Russian is required. (Allen, Division III)

**RUSS B223 Russian and East European Folklore**

This interdisciplinary course introduces students to major issues in Russian and East European folklore including epic tales, fairy tales, calendar and life-cycle rituals, and folk

beliefs. The course also presents different theoretical approaches to the interpretation of folk texts as well as emphasizes the influence of folklore on literature, music, and art. No knowledge of Russian is required. (Bain, Division III) *Not offered in 2008-09.*

**RUSS B225 Dostoevsky: Daydreams and Nightmares**

A survey of novels, novellas, and short stories highlighting Dostoevsky’s conception of human creativity and imagination. Texts prominently portraying dreams, fantasies, delusions, and visual and aural hallucinations, as well as artists and artistic creations, permit exploration of Dostoevsky’s fundamental aesthetic, psychological, and moral beliefs. Readings include *The Brothers Karamazov*, *The Double*, “The Dream of a Ridiculous Man,” “The Gentle Creature,” *The Idiot*, *Notes from Underground*, and *White Nights*. (Pahomov, Allen, Division III) *Not offered in 2008-09.*

**RUSS B252 The Masterpieces of Russian and Soviet Cinema**

This course explores the major trends and most significant works of Russian and Soviet cinema. Emphasis placed on the wildly disparate phases of Soviet and Russian cinema: Russia’s silent films; the innovations of the 1920s; Stalinist cinema; “thaw” films; and post-Soviet experimentation. All films shown with subtitles; no knowledge of Russian required. (Harte, Division I or III) *Not offered in 2008-09.*

**RUSS B254 Russian Culture and Civilization**

A history of Russian culture—its ideas, its value and belief systems—from the origins to the present that integrates the examination of works of literature, art, and music.

(Pahomov, Division I or III) *Not offered in 2008-09.*

**RUSS B261 The Russian Anti-Novel**

A study of 19th- and 20th-century Russian novels focusing on their strategies of opposing or circumventing European literary conventions. Works by Bulgakov, Dostoevsky, Nabokov, Pushkin, and Tolstoy, are compared to Jane Austen's *Pride and Prejudice* and other exemplars of the Western novelistic tradition. All readings, lectures, and discussions in English. (Allen, Division III; cross-listed as COML B261)

**RUSS B277 Nabokov in Translation**

A study of Vladimir Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English. (Harte, Division III; cross-listed as ENGL B277) *Not offered in 2008-09.*

**RUSS B305, B306 Advanced Russian: Syntax and Style**

This course focuses on stylistic variations in oral and written Russian. Examples are drawn from contemporary film, television, journalism, fiction, and nonfiction. Emphasis is on expansion and refinement of speaking and writing skills. (Dunn)

**RUSS B310 Old Russian**

This advanced undergraduate seminar introduces students to the language and literary activities of Kyivan Rus (11th-14th century). Students will gain a reading knowledge of Old Church Slavonic and Old Russian sufficient for close reading and analysis of such seminal texts as the earliest translations of

the Gospels, the Primary Chronicle, Ilarion's *Sermon on Law and Grace*, the legend of Boris and Gleb, and others. The political and cultural background of the period will be addressed. Conducted in Russian and English. (Davidson, Division III) *Not offered in 2008-09.*

**RUSS B330 The Structure of Modern Russian I: Phonetics, Phonology, and Morphology**

This seminar introduces advanced undergraduates and graduate students to the linguistic structure of contemporary standard Russian. Topics to be discussed include theoretical and practical issues in the description of Russian phonology, phonetics, and intonation; verbal and nominal morphology; and accentuation. Conducted primarily in Russian. Followed by RUSS 331. (Davidson)

**RUSS B331 The Structure of Modern Russian II: Syntax, Semantics, Pragmatics**

This seminar introduces advanced undergraduate students to the study of pragmatic norms in contemporary spoken and written Russian. Based on the understanding of language as a series of actions or communicative functions, the course will explore topics in speech act theory, politeness theory, and relevance theory. Discussions will also address practical issues for the acquisition of Russian, such as cross-cultural pragmatics, interlanguage pragmatics, and the teaching of foreign languages. (Shardakova)

**RUSS B335 Intercultural Pragmatics in Second Language Acquisition**

Examines language use in cross-cultural contexts and the acquisition of conversational Russian. Compares the linguistic

structure of speech acts in Russian and English, such as requests, commands, apologies, complaints, and threats and explores communication and social relationships between learners of Russian and native speakers. Other topics include the pragmatics of gender, body language, and etiquette in Russian. Prerequisites: RUSS B101, B102 or equivalent. (Bain, Division III)

**RUSS B342 Russian Culture Today**

This seminar focuses on current cultural trends in Russia, with special emphasis on the interplay between various artistic media and post-Soviet Russia's rapidly developing society. Students will be introduced to contemporary Russian literature, painting, television, film, and music while considering such topics as Russia's ambiguous attitude toward the West, the rise of violence in Russian society, and Russia's evaluation of the past. Prerequisite: RUSS 102 or the equivalent. (Harte, Division I or III) *Not offered in 2008-09.*

**RUSS B347 Qualitative Methods in Second Language Acquisition**

This course introduces students to qualitative research design and its application in the study of second language acquisition. Considering ethnography as a research paradigm, discussions will critique existing second language acquisition research that is conducted using qualitative methods. This class will also give students an opportunity to apply their theoretical understanding of qualitative methods to the design of their own research project. (Bain) *Not offered in 2008-09.*

**RUSS B360 Identity and Second Language Acquisition**

Introduces the concept of linguistic identity in relation to other identity facets (i. e. gender, ethnicity, class, and culture) and explores ways in which acquisition of a second language affects self-conception and self-representation. Employs critical discourse analysis to discuss how second language learners construct identities through socialization into new speech communities. No knowledge of Russian is required. (Shardakova, Division III)

**RUSS B365 Russian and Soviet Film Culture**

This seminar explores the cultural and theoretical trends that have shaped Russian and Soviet cinema from the silent era to the present day. The focus will be on Russia's films and film theory, with discussion of the aesthetic, ideological, and historical issues underscoring Russia's cinematic culture. No previous study of cinema required, although RUSS 201 or the equivalent is required. (Harte, Division III) *Not offered in 2008-09.*

**RUSS B370 Acquisition of Russian as a Second Language**

This seminar introduces advanced undergraduate students to current theoretical and practical issues of Russian second-language acquisition. Topics to be discussed include formal and informal learning, measurement of competencies, standards and assessment issues, and cultural aspects of second-language acquisition. Conducted primarily in Russian. (Shardakova, Davidson) *Not offered in 2008-09.*



**RUSS B375 Language and Identity  
Politics of Language in Europe and  
Eurasia**

A brief general introduction to the study of language policy and planning with special emphasis on the Russophone world, the newly independent states of the former Soviet Union. Surveys current theoretical approaches to bilingualism and language shift. Analyzes Soviet language and nationality policy using published census data for the Soviet period through 1989. Focus on the current “language situation” and policy challenges for the renewal of functioning native languages and cultures and maintenance of essential language competencies, lingua franca, both within the Russian Federation and in the “Near Abroad.” (Davidson, Division III)

**RUSS B380 Seminar in Russian  
Literature: Russian Magic Tales**

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 201 and one 200-level Russian literature course. (Bain, Division III)

**RUSS B390 Russian for  
Pre-Professionals I**

This capstone to the overall language course sequence is designed to develop linguistic and cultural proficiency in Russian to the “advanced level,” preparing students to carry out advanced academic study or research in Russian in a professional field. Prerequisite: RUSS 305-306 or equivalent, certified proficiency levels of 2- or 2 in two skills, one

of which must be oral proficiency. (Allen, Division III)

**RUSS B391 Russian for  
Pre-Professionals II**

Second part of year long capstone language sequence designed to develop linguistic and cultural proficiency to the “advanced level,” preparing students to carry out advanced academic study or research in Russian in a professional field. Prerequisite: RUSS 390 or equivalent. (Allen, Division III)

**RUSS B398 Senior Essay**

Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year. (Allen, Bain, Davidson)

**RUSS B399 Senior Conference**

Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements may include short papers, oral presentations, and examinations. (Allen)

**RUSS B403 Supervised Work  
(staff)**

Haverford College currently offers the following courses of interest to Russian majors:

RUSS H211 The Soviet System and Its Demise

RUSS H244 Russia from 1800-1917

## SOCIOLOGY

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*Students may complete a major or minor in Sociology.*

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### *Faculty*

David Karen, Professor

Mary J. Osirim, Professor and Chair

Judith Porter, Katharine E. McBride  
Professor

Ayumi Takenaka, Assistant Professor

Robert E. Washington, Professor

Nathan Wright, Assistant Professor (on  
leave semester I and II)

The major in Sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups, and values, and the interrelations of these with personality and culture. Students examine contemporary social issues and social problems, and the sources of stability, conflict, and change in both modern and developing societies. The department offers rigorous preparation in social theory and problem-driven training in quantitative and qualitative methodologies.

### *Major Requirements*

Requirements for the major are SOCL 102, 265, 302, 303, Senior Seminar (398), five additional courses in sociology (one of which must be at the 100 level and at least one of which must be at the 300 level), and two courses in sociology or an allied subject. After completing SOCL 398, the student and faculty member may decide that the student can enroll in an optional thesis-writing course. Allied courses are chosen

from a list provided by the department. Further information is available at <http://www.brynmawr.edu/sociology/major.shtml>.

The Department of Sociology offers concentrations in gender and society, Asian American studies and African American studies. In pursuing these concentrations, majors should inquire about the possibility of coursework at Haverford and Swarthmore Colleges and the University of Pennsylvania.

### *Concentrations Within the Sociology Major*

#### **Gender and Society**

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in sociology or an allied social science field. Students who pursue this concentration are required to take at least one of the core courses in this area offered by the department: The Study of Gender in Society (SOCL 201) or Women in Contemporary Society: The Southern Hemisphere (SOCL 225). The department encourages students in this concentration to take courses that focus on the study of gender in both northern and southern societies. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors are urged to consult Mary Osirim about this concentration.

### **Asian American Studies**

Students pursuing this concentration are required to take Asian American Communities (SOCL 249), in addition to two other courses. One of them must be either Challenges and Dilemmas of Diversity (SOCL 215) or Immigrant Experiences (SOCL 246). The other course can be in anthropology, East Asian studies, or any other relevant field, and must be approved by the department for concentration credit. Please contact Ayumi Takenaka for further information.

### **African American Studies**

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

### *Honors*

Honors in sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member and would be based on the

research design that the student produced in SOCL 398.

### *Minor Requirements*

Requirements for the minor are SOCL 102, 265, 302, and three additional courses within the department.

Students may choose electives from courses offered at Haverford College. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

### **SOCL B102 Society, Culture, and the Individual**

Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on culture, social structure, personality, their component parts, and their interrelationship in both traditional and industrial societies. The sources of social tension, order, and change are addressed through study of socialization and personality development, inequality, power, and modernization. (Karen, Division I)

### **SOCL B103 U.S. Social Structure**

Analysis of the structure and dynamics of modern U.S. society. Theoretical and empirical study of statuses and roles, contemporary class relations, the distribution of political power, and racial, ethnic, and gender relations in the United States; and stratification in education systems, complex organizations, the labor market, and the modern family. (Osirim, Division I)

### **SOCL B121 Exploring Society by the Numbers**

Using a wide range of quantitative sources, the course will explore sociological concepts and develop a sociological perspective on a

range of issues— crime, education, family, health, politics, etc.—that can be explored through quantitative data analysis. International, U.S., and Philadelphia databases will be used. (Karen, Division I and Quantitative Skills; cross-listed as CITY B121) *Not offered in 2008-09.*

**SOCL B160 The United States and International Social Problems**

Examining a broad range of social problems (for example, crime, drugs, pollution, racism, etc.), focus is on: how social problems come to be identified as such; how research is conducted and possible policy implications; whether there are categories of problems that may have a common origin; the persistence of some problems; and how problems are structured by the dominant social forces of our society. Race, class, and gender will be considered. (Wright, Division I) *Not offered in 2008-09.*

**SOCL B175 Environment and Society: History, Place, and Problems**

(Stroud, Division I; cross-listed as CITY B175)

**SOCL B201 The Study of Gender in Society**

The definition of male and female social roles and sociological approaches to the study of gender in the United States, with attention to gender in the economy and work place, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States. (Osirim, Division I)

**SOCL B205 Social Inequality**

Introduction to the major sociological theories of gender, racial-ethnic, and class inequality with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), inequality between and within families, in the work place, and in the educational system. Global stratification is examined as well. (Karen, Division I; cross-listed as CITY B205) *Not offered in 2008-09.*

**SOCL B207 The Nature of Prejudice: Race and Ethnic Relations**

Cultural, structural, and personality sources of racial and ethnic prejudice; basic theories of prejudice, attitude change, and the response of minority communities illustrated by analysis of racism and anti-Semitism in cross-cultural perspective. Topics include comparisons of black-white relations in the United States and South Africa; anti-Semitism in the United States and the Soviet Union; the effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family, and educational processes. (MacDonald-Dennis, Division I) *Not offered in 2008-09.*

**SOCL B215 Challenges and Dilemmas of Diversity**

This course will explore the sociological theories of racial/ethnic prejudice, discrimination, and conflict; the historical development of racial/ethnic groups in the United States; and current patterns and problems of racial/ethnic relations and the social policies being proposed to resolve those problems. (Washington, Takenaka, Division I) *Not offered in 2008-09.*

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the developing world. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity politics, and self-esteem; and tensions and transitions encountered as nations embark upon development. (Osirim, Division I) *Not offered in 2008-09.*

**SOCL B227 Sports in Society**

Using a sociological, historical, and comparative approach, this course examines such issues as the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class, and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system. (Karen, Washington) *Not offered in 2008-09.*

**SOCL B229 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational underperformance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists. (Washington, Division I)

**SOCL B235 Sociology of Development: Case Studies in Latin America and the Caribbean**

(staff, Division I) *Not offered in 2008-09.*

**SOCL B237 Crime, Law, and Society**

Critically examines the interplay between crime, law, and the administration of justice in the United States and how these are shaped by larger societal factors. Provides a theoretical and empirical overview of the criminal justice system, emphasizing such issues as: the function and purpose of crime control; the roles of the actors/subjects in the criminal justice system; crime and violence as cultural and political issues; racial disparities; and juvenile justice. (staff, Division I) *Not offered in 2008-09.*

**SOCL B242 Urban Field Research Methods**

This Praxis course intends to provide students with hands-on research practice in field methods. In collaboration with the instructor and the Praxis Office, students will choose an organization or other group activity in which they will conduct participant observation for several weeks. Through this practice, students will learn how to conduct field-based primary research and analyze sociological issues. (Takenaka, Division I; cross-listed as ANTH B242 and CITY B242)

**SOCL B246 Immigrant Experiences: Introduction to International Migration**

The course will examine the causes and consequences of immigration by looking at various immigrant groups in the United States in comparison with Western Europe, Japan, and other parts of the world. How is immigration induced and perpetuated? How are the types of migration changing (labor migration, refugee flows, return migration, transnationalism)? How do immigrants adapt differently across societies? We will explore scholarly texts, films, and novels to examine what it means to be an

immigrant, what generational and cultural conflicts immigrants experience, and how they identify with the new country and the old country. (Takenaka, Division I; cross-listed as ANTH B258)

### **SOCL B249 Asian American Communities**

This course is an introduction to the study of Asian American communities that provides comparative analysis of major social issues confronting Asian Americans. Encompassing the varied experiences of Asian Americans and Asians in the Americas, the course examines a broad range of topics—community, migration, race and ethnicity, and identities—as well as what it means to be Asian American and what that teaches us about American society. (Takenaka, Division I; cross-listed as ANTH B249 and CITY B249)

### **SOCL B252 Sociology of Popular Music**

This course explores the production, distribution, and consumption of popular music, paying particular attention to the interrelationships among artists, fans, the music industry, and the societal context. Themes include the tension between mainstream commercial success and artistic independence, popular music and politics, and music consumption and identity, gender, and sexuality. (Wright, Division I) *Not offered in 2008-09.*

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

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the label-

ing and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction, homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime. (Washington, Division I)

### **SOCL B258 Sociology of Education**

Major sociological theories of the relationships between education and society, focusing on the effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, and micro- and macro-explanations of differences in educational outcomes. This is a Praxis I course; placements are in local schools. (Karen, Division I) *Not offered in 2008-09.*

### **SOCL B262 Who Believes What and Why: The Sociology of Public Opinion**

This course explores public opinion: what it is, how it is measured, how it is shaped, and how it changes over time. Specific attention is given to the role of elites, the mass media, and religion in shaping public opinion. Examples include racial/ethnic civil rights, abortion, gay/lesbian/transgendered sexuality, and inequalities. (Wright, Division I; cross-listed as POLS B262) *Not offered in 2008-09.*

### **SOCL B265 Research Design and Statistical Analysis**

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures

and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as crosstabular analysis, multiple regression-correlation analysis, and factor analysis. Required of and limited to Bryn Mawr sociology majors. (Karen, Wright, Division I and Quantitative Skills)

**SOCL B266 Schools in American Cities**  
(Cohen, Division I; cross-listed as CITY B266 and EDUC B266)

**SOCL B267 The Development of the Modern Japanese Nation**

An introduction to the main social dimensions central to an understanding of contemporary Japanese society and nationhood in comparison to other societies. The course also aims to provide students with training in comparative analysis in sociology. (Takenaka, Division I; cross-listed as ANTH B267 and EAST B267)

**SOCL B272 Race and Place in Urban America**

Amidst increasing racial and ethnic diversity in the United States there is growing concern that racial and ethnic minorities in American cities will face greater inequalities with respect to housing, resources, educational/employment opportunities, etc. This course will analyze the relationship between race/ethnicity and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers and surveys major political approaches and empirical investigations of racial and ethnic stratification in several urban cities, notably Philadelphia, Chicago, and Los Angeles. (staff, Division I; cross-listed as CITY B272) *Not offered in 2008-09.*

**SOCL B275 Introduction to Survey Research Methods**

Introduces the many facets of survey collection process from start to finish. Topics include proposal development, instrument design, measurement, sampling techniques, survey pretesting, survey collection media, interviewing, index and scale construction, data analysis, interpretation, and report writing. Examines the effects of demographic and socioeconomic factors in contemporary survey data collection. Prerequisite: one course in social science. (Consiglio, Division I) *Not offered in 2008-09.*

**SOCL B302 Social Theory**

Analysis of classical and modern theorists selected because of their continuing influence on sociological thought. Among the theoretical conceptions examined are: alienation, bureaucracy, culture, deviance, modernization, power, religion and the sacred, social change, social class, social conflict, social psychology of self, and status. Theorists include: Durkheim, Firestone, Gramsci, Marx, Mead, Mills, and Weber. (Washington, Division I)

**SOCL B303 Junior Conference: Discipline-Based Intensive Writing**

This course will require students to engage, through reading and writing, a wide range of sociological issues. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Substantive areas of the course will vary depending on the instructor. Required of and limited to Bryn Mawr sociology majors. (Karen, Washington)

**SOCL B309 Sociology of Religion**

An analysis of the relationship between religion and society, emphasizing the connection between religious systems and secular culture, social structure, social change, secular values, and personality systems in cross-cultural perspective. The theories of Durkheim, Freud, Marx, and Weber, among others, are applied to analysis of the effect of religion on economic modernization, political nationalism, and social change and stability, and the effect of social class, secular culture, and personality patterns on religion. (Wright) *Not offered in 2008-09.*

**SOCL B310 Sociology of AIDS**

An analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in both the United States and Third World countries. Must be taken concurrently with SOCL 315. (Porter, Division I)

**SOCL B315 Sociology of AIDS**

**Internship**

An internship open only to those who are concurrently enrolled in SOCL 310. (Porter, Division I)

**SOCL B325 Sociology of Culture**

This seminar analyzes the sociological bases and ramifications of culture—by exploring (1) the role of social forces behind the cultural constructions of television programs, advertisements, journalism, movies, literary works, and politics; and (2) the sociological significance of those cultural constructions

as normative messages pertaining to race relations, gender relations, class relations, and other spheres of social life. (Washington; cross-listed as ENGL B305)

**SOCL B330 Comparative Economic Sociology: Societies of the North and South**

A comparative study of the production, distribution, and consumption of resources in Western and developing societies from a sociological perspective, including analysis of precapitalist economic formations and of the modern world system. Topics include the international division of labor, entrepreneurship, and the role of the modern corporation. Evidence drawn from Brazil, Britain, Jamaica, Nigeria, and the United States. (Osirim; cross-listed as CITY B330) *Not offered in 2008-09.*

**SOCL B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

An examination of the socioeconomic experiences of immigrants who arrived in the United States since the landmark legislation of 1965. After exploring issues of development and globalization at “home” leading to migration, the course proceeds with the study of immigration theories. Major attention is given to the emergence of transnational identities and the transformation of communities, particularly in the northeastern United States. (Osirim, Division I; cross-listed as CITY B338) *Not offered in 2008-09.*

**SOCL B346 Advanced Topics in Environment and Society**

(Stroud, Division I; cross-listed as CITY B345) *Not offered in 2008-09.*



**SOCL B350 Movements for Social Justice**

Throughout human history, powerless groups of people have organized social movements to improve their lives and their societies. Powerful groups and institutions have resisted these efforts in order to maintain their own privilege. Some periods of history have been more likely than others to spawn protest movements. In American history, we think of the 1930s and 1960s in this way. Will there soon be another period of significant protest? What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. (Karen, Division I)  
*Not offered in 2008-09.*

**SOCL B375 Women, Work and Family**

(Golden, Division I; cross-listed as POLS B375)

**SOCL B393 U.S. Welfare Politics: Theory and Practice**

(Schram, Division I; cross-listed as POLS B393)

**SOCL B398 Senior Conference**

Seminar on the range of methodologies that is used by sociologists. Students develop a research design that forms the basis of an optional senior thesis that is completed in spring semester. Open to Bryn Mawr senior sociology majors only. (Osirim, Takenaka, Division I)

**SOCL B399 Senior Thesis Seminar**

This course is for students who are writing senior theses. (staff)

**SOCL B403 Supervised Work**

Students have the opportunity to do individual research projects under the supervision of a faculty member. (staff)

**SOCL B425 Praxis III: Independent Study**

(staff)

## SPANISH

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*Students may complete a major or minor in Spanish. Majors may pursue state certification to teach at the secondary level.*

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### *Faculty*

Inés Arribas, Senior Lecturer

Dina Breña, Instructor

Lázaro Lima, Associate Professor and  
Major Adviser

Kaylea Mayer, Instructor

María Cristina Quintero, Professor and  
Senior Major Adviser (on leave semester  
I)

Enrique Sacerio-Garí, Professor and Chair  
H. Rosi Song, Associate Professor and  
Major Adviser

The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. SPAN 202 prepares students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American, and U.S. Latino literature in various periods and genres. SPAN 206 is devoted to advanced language

training and affords practice in written Spanish. SPAN 240 considers the political, social, and cultural history of the Hispanic and Hispanic-American peoples. Advanced literature courses deal intensively with individual authors, topics, or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is administered by the Spanish department during first-year student orientation for the incoming class or on the day before classes begin for returning students.

The Department of Spanish also cooperates with the Departments of French and Italian in the Romance Languages major (see page 288).

### *College Foreign Language Requirement*

The College's foreign language requirement may be satisfied by completing SPAN 105 (intensive) with a grade of 2.0, or by completing SPAN 101 and 102 (non-intensive) with an average grade of at least 2.0 or with a grade of 2.0 or better in SPAN 102.

### *Major Requirements*

Requirements for the Spanish major are SPAN 200 (formerly 110, Temas culturales), SPAN 202 (formerly 120, Análisis literario), four 200-level courses, three 300-level

courses, and SPAN 398 (Senior Seminar). Two courses must be in Peninsular literature, and one should focus on pre-1700 literature. Students whose pre-college training includes advanced work in literature may, with the permission of the department, be exempted from taking SPAN 202. SPAN 399 (Senior Essay) is optional for majors with a grade point average of 3.7 who want to graduate with honors, and may not be counted as one of the 300-level requirements. This major program prepares students appropriately for graduate study in Spanish.

Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do substantial reading and written work in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

### *Honors*

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, the recommendation of the department and a senior essay (SPAN 399).

### *Minor Requirements*

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level. At least one course should be in Peninsular literature.

### *Concentration in Hispanic and Hispanic-American Studies*

The Department of Spanish participates with other departments in offering a concentration in Hispanic and Hispanic-American Studies (see page 204).

### *Teacher Certification*

The department also participates in a teacher-certification program. For more information see page 135 for a description of the Education Program.

### **SPAN B001, B002 Elementary Spanish Intensive**

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America, and the Hispanic community in the United States. This is a year long course. One section of this course is intensive and meets nine hours a week. (Arribas, Breña, Rooney)

**SPAN B101, B102 Intermediate Spanish**  
Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish. This is a year long course. Prerequisite: SPAN 002 or placement. (Breña, Lima, Mayer, Song)

### **SPAN B105 Intensive Intermediate Spanish**

A thorough review of grammar with intensive oral practice, frequent writing assignments, readings, and oral presentations. Prerequisite: Intensive Elementary Spanish or the recommendation of the department. (Mayer)

### **SPAN B107 Conversación: Intensive Practice in Conversational Spanish**

This course seeks to enhance speaking proficiency through the development of vo-

cabulary, pronunciation skills, and correct grammatical usage. Students participate in daily practice of speaking on a wide variety of topics, as well as give formal presentations. This course will not count towards the major or minor. Prerequisite: SPAN 102 or 105. (Song) *Not offered in 2008-09.*

### **SPAN B200 Estudios culturales de España e Hispanoamérica**

An introduction to the history and cultures of the Spanish-speaking world in a global context: art, folklore, geography, literature, sociopolitical issues, and multicultural perspectives. This course does not count toward the major, but may be counted for the minor. Prerequisite: SPAN 102 or 105, or placement. (Lima, Song, Division III)

### **SPAN B202 Introducción al análisis literario**

Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Main focus on developing analytical skills with attention to improvement of grammar. Prerequisite: SPAN 102 or 105, or placement. (Arribas Quintero, Division III)

*The prerequisite for all the following 200-level courses is SPAN 200 or 202, placement, or permission of instructor.*

### **SPAN B203 Tópicos en la literatura hispana**

Topics course: content varies. Topic for Fall 2008: Modernismo y Generación del 98. Topic for Spring 2009: Memoria y Guerra Civil Española. (Song, Division III)

### **SPAN B206 Composición (nivel superior)**

A course designed to develop a student's written expression in Spanish. This course

includes a systematic study of the structure of modern Spanish and a variety of frequent written assignments. (Song) *Not offered in 2008-09.*

### **SPAN B208 Drama y sociedad en España**

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. (Quintero, Division III)

### **SPAN B211 Borges y sus lectores**

Primary emphasis on Borges and his poetics of reading; other writers are considered to illustrate the semiotics of texts, society, and traditions. (Sacerio-Garí, Division III; cross-listed as COML B212) *Not offered in 2008-09.*

### **SPAN B214 Encuentros caribeños: entre imperios y diásporas**

This course examines Hispanic Caribbean literary and cultural production from the early colonial chronicles of exploration to contemporary Caribbean performance artists. By studying pivotal moments in Caribbean literary and cultural history we will engage the "New World's" first multicultural center through the analysis of its complex legacies: racism, slavery, *mestizaje*, empire building and its dissolution, and emancipation. Course taught in Spanish. Prerequisite: SPAN B200 or B202, or any 200-level Spanish course, placement, or permission of instructor. (Lima, Division III) *Not offered in 2008-09.*

**SPAN B215 “Memoria Negra”: La literatura afro-hispánica**

A study of the major works of African and Afro-Hispanic literatures written in Spanish with comparative examples from the literatures of the “Black Atlantic,” including Lusophone African literature. The course considers how racially-marked aesthetic expression (Criollismo, Negritude, the Harlem Renaissance, etc.) fashioned literary Modernism and the ensuing “Black Atlantic” polemic. Representative writers may include Martin Bernal, Lydia Cabrera, Franz Fanon, Edouard Glissant, Nicolás Guillén, Donoto M’game, Nancy Morejón, Fernando Ortíz, Manuel Rui, and Laudino Viera. (Lima, Division III; cross-listed as COML B215) *Not offered in 2008-09.*

**SPAN B223 Género y modernidad en la narrativa del siglo XIX**

A reading of 19th-century Spanish narrative by both men and women writers, to assess how they come together in configuring new ideas of female identity and its social domains, as the country is facing new challenges in its quest for modernity. (Song, Division III) *Not offered in 2008-09.*

**SPAN B225 La poesía hispanoamericana**

Study of poetic language from the Avant-garde movements to the present. Special attention to key figures. (Sacerio-Garí, Division III)

**SPAN B227 Genealogía de la literatura latina de los Estados Unidos**

This course examines the emancipatory and sometimes collusive appropriation of “American” literature by Latina/os. The course begins a genealogical survey of Latino writing and cultural production from the 19th century to the present in order to

contextualize the eventual rise of Latino ethnic particularisms from the 1960s. We will analyze how Latina/os, often living inside two languages and cultures, inflect the national landscape by erasing both literal and linguistic “American” borders in a country made up largely of immigrants. We will analyze how the mass media constructs “insiders” and “outsiders” by delimiting access to cultural capital with demands for assimilation. (Lima, Division III)

**SPAN B231 El cuento y novela corta en España**

Traces the development of the novella and short story in Spain, from its origins in the Middle Ages to our time. The writers will include Pardo Bazán, Cervantes, Clarín, Don Juan Manuel, Matute, María de Zayas, and a number of contemporary writers such as Julián Marías and Soledad Puértolas. Our approach will include formal and thematic considerations, and attention will be given to social and historical contexts. (Quintero, Division III) *Not offered in 2008-09.*

**SPAN B240 Historia y cultura en América Latina**

A brief survey of the political, social, and cultural history of Spain and Spanish America. Topics include Spanish nation/state/empire, indigenous cultures, polemics about the “Indians” in the new world, Spanish-American independence, current social and economic issues, Latin America’s multiculturalism, and Latinos in the United States. Prerequisite: permission of instructor. (Sacerio-Garí, Division III) *Not offered in 2008-09.*

**SPAN B260 Ariel/Calibán y el discurso Americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. (Sacerio-Gari, Division III; cross-listed as COML B260)

**SPAN B265 Escritoras españolas: entre tradición y renovacion**

Fiction by Spanish women in the 20th century. Breaking the traditional female stereotypes during and after Franco's dictatorship, the authors explore sociopolitical and cultural issues through their creative writing. Topics of discussion include gender marginality, feminist literary theory, and the portrayal and role of women in modern society. (Song, Division III) *Not offered in 2008-09.*

*The prerequisite for 300-level courses is SPAN 202 plus another 200-level course in Spanish or permission of instructor.*

**SPAN B307 Cervantes**

A study of themes, structure, and style of Cervantes' masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film, and popular culture. (Saad-Maura, Division III)

**SPAN B308 Spanish Drama of the Golden Age**

A study of the dramatic theory and practice of 16th- and 17th-century Spain. Topics include the treatment of honor, historical self-fashioning and the politics of the corrales, and palace theater. (Quintero, Division III; cross-listed as COML B308) *Not offered in 2008-09.*

**SPAN B309 La mujer en la literatura española del Siglo de Oro**

A study of the depiction of women in the fiction, drama, and poetry of 16th- and 17th-century Spain. Topics include the construction of gender; the idealization and codification of women's bodies; the politics of feminine enclosure (convent, home, brothel, palace); and the performance of honor. The first half of the course will deal with representations of women by male authors (Calderón, Cervantes, Lope, Quevedo) and the second will be dedicated to women writers such as Teresa de Ávila, Ana Caro, Juana Inés de la Cruz, and María de Zayas. (Quintero, Division III) *Not offered in 2008-09.*

**SPAN B311 Crimen y detectives en la narrativa hispánica contemporánea**

An analysis of the rise of the hardboiled genre in contemporary Hispanic narrative and its contrast to classic detective fiction, as a context for understanding contemporary Spanish and Latin American culture. Discussion of pertinent theoretical implications and the social and political factors that contributed to the genre's evolution and popularity. (Song, Division III; cross-listed as COML B312) *Not offered in 2008-09.*

**SPAN B318 Adaptaciones literarias en el cine español**

Film adaptations of literary works have been popular since the early years of cinema in Spain. This course examines the relationship between films and literature, focusing on the theory and practice of film adaptation. Attention will be paid to the political and cultural context in which these texts are being published and made into films. Prerequisite: A 200-level course in Spanish,

SPAN 208. (Song, Division III) *Not offered in 2008-09.*

**SPAN B320 Surrealismo español poesía, arte, y cine**

A multimedia study of the development of a surrealistic ethic in Spain in the 20th century as represented chiefly in the works of Federico García Lorca, Luis Buñuel, and Salvador Dalí, among others. The scope and validity of the Spanish surrealistic movement will be examined in relation to its originating principles: Freud's psychoanalytic theory, and the artistic and political manifestos of the avant-garde. Through the study of works of poetry, art, and film, we will also discuss the relationship between the theoretical and historical background of this artistic movement as we contrast art and politics, artistic freedom and political commitment. (Song, Division III)

**SPAN B321 Del surrealismo al realismo mágico**

Examines artistic texts that trace the development and relationships of surrealism, *lo real maravilloso americano*, and magic realism. Manifestos, literary and cinematic works by Spanish and Latin American authors will be emphasized. Prerequisite: a 200-level Spanish course. (Sacerio-Gari, Division III)

**SPAN B327 La novela latina en la edad de la globalización**

In the United States Latino literature is often construed as a "minority" literature, charting immigrant experiences. In Latin America, it is often seen as testing the limits and considered "inferior." This course studies this phenomenon in relation to the linguistic, historical, racial, ethnic, and sexual assumptions that undergird the study

of national literatures. (Lima, Division III) *Not offered in 2008-09.*

**SPAN B329 Brown Affect: Narrating Latina and Latino Lives**

This course studies the construction of Latino lives in and through autobiographies and autobiographical fiction in the context of the civil rights movement and the rise of Latino nationalism. The course will focus on the Latino subversion of genre from the *bildungsroman* to its more recent (post) modernist traditions to its more culturally specific grounding in the Latin American *crónica*. We will study how "feeling brown" has made Latino life-writing a political and literary act of self-creation. Course is taught in English. Students seeking major credit in Spanish must do appropriate assignments in Spanish. Prerequisite: SPAN 220, ENGL 250 or equivalent. (Lima, Division III; cross-listed as ENGL B340) *Not offered in 2008-09.*

**SPAN B331 TransNation: U.S. Latino and Latin American Queer Diasporas**

Engages current U.S. Latino and Latina American debates about state formation in the construction of citizenship from the perspective of queer and transgender studies. Explores recent theoretical and cultural works to consider the challenges posed to understanding gender, sexuality, ethnic identity, nationalism, state-formation, citizenship, and the body. Analyzes the limits of cultural and theoretical interface between U.S. Latino/Latin American and Anglo-American cultural theory. Prerequisites: SPAN B202 or ENGL B250 or equivalent. (Lima, Division III)

**SPAN B351 Tradición y revolución: Cuba y su literature**

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile. (Sacerio-Garí, Division III) *Not offered in 2008-09.*

**SPAN B398 Senior Seminar**

The study of special topics, critical theory and approaches with primary emphasis on Hispanic literatures. Topics will be prepared jointly with the students. (Sacerio-Garí)

**SPAN B399 Senior Essay**

Available to students whose proposals are approved by the department. (staff)

**SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department. (staff)



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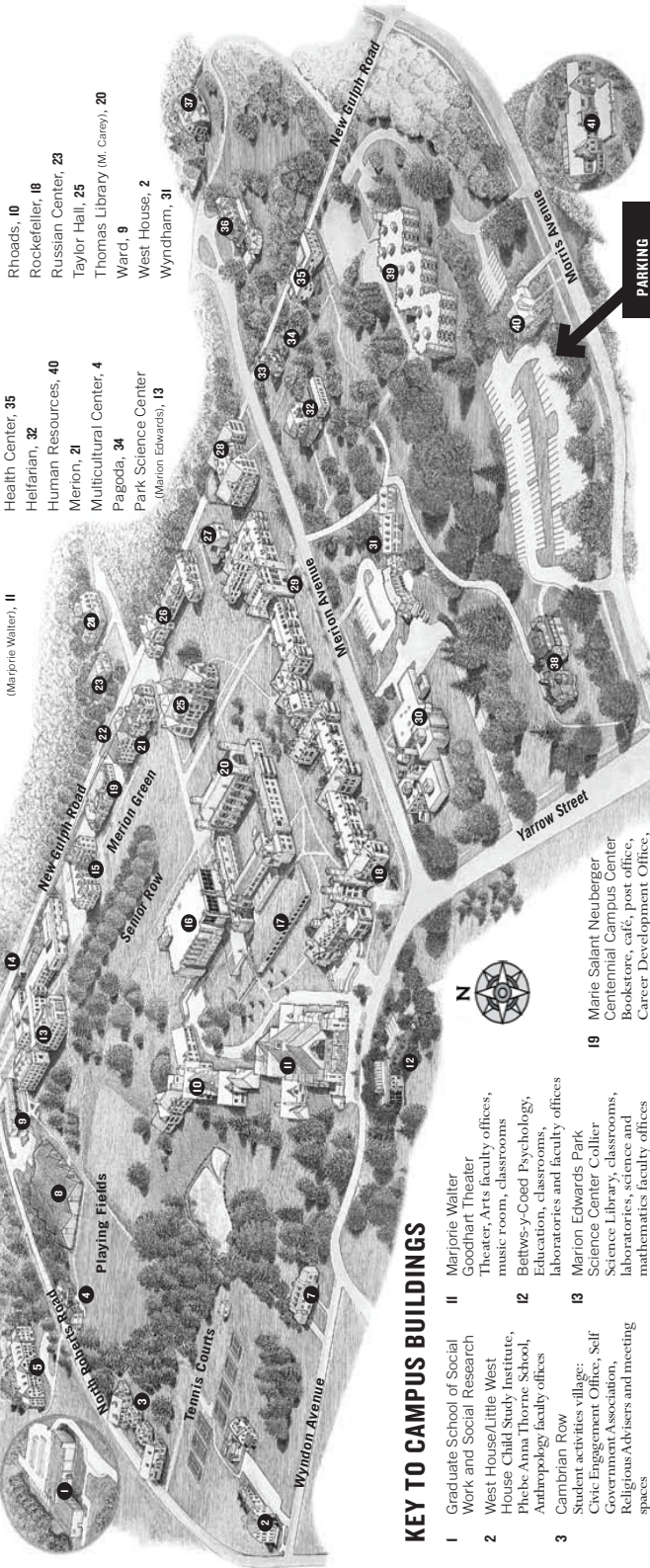
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## KEY TO CAMPUS BUILDINGS

- 1** Graduate School of Social Work and Social Research
- 2** West House/Little West House Child Study Institute, Phoebe Anna Thorne School, Anthropology faculty offices
- 3** Cambrian Row Student activities village; Civic Engagement Office, Self Government Association, Religious Advisers and meeting spaces
- 4** Multicultural Center Intercultural Affairs
- 5** Brecon Residence hall
- 6** Jane Batten House Environmental co-op
- 7** Pen-y-Groes President's residence
- 8** Bern Schwartz Gymnasium
- 9** Ward Facilities Services, Housekeeping, Purchasing, One Card Office
- 10** Rhoads Residence and dining hall
- 11** Maryrie Walter Goodhart Theater Theater, Arts faculty offices, music room, classrooms
- 12** Bettws-y-Coed Psychology, Education, classrooms, laboratories and faculty offices
- 13** Marion Edwards Park Science Center Collier Science Library, classrooms, laboratories, science and mathematics faculty offices
- 14** John J. Maloney Building Public Safety and Transportation
- 15** Radnor Residence hall
- 16** Marriam Coffin Canaday Library Stacks, archives, Writing Center
- 17** Rhys Carpenter Library Archaeology, Art History, Cities and Classics collections
- 18** Rockefeller Residence hall, drafting studio
- 19** Marie Salant Neuberger Centennial Campus Center Bookstore, cafe, post office, Career Development Office, Student Life Office Great Hall, classrooms, faculty offices
- 20** M. Carey Thomas Library faculty offices
- 21** Merion Residence hall
- 22** Canwyll House Access Services, Health Professions Advising, International Programs
- 23** Russian Center Classrooms, faculty offices
- 24** English House Classrooms, faculty offices
- 25** Taylor Hall President's office, deans' and other administrative offices
- 26** Denbigh Residence hall
- 27** Eugenia Chase Guild Hall Computing center, classrooms
- 28** Dalton Hall Classrooms, faculty offices
- 29** Pembroke East and West Residence halls and dance studio
- 30** Clarissa Donnelly Haffner Language Hall Residence and dining hall
- 31** Wyndham Alumnae Association, restaurant, inn
- 32** Hefarian Resources
- 33** Cartref Comptroller, Dining Services
- 34** Pagoda
- 35** Health Center
- 36** Arnelcliff Fine arts studio
- 37** Perry House Black Cultural Center and student residence
- 38** Benham Gateway Admissions, Financial Aid, Public Affairs and Institutional Research
- 39** Eleanor Donnelly Erdman Hall Residence and dining hall
- 40** Human Resources
- 41** Glenmede Residence hall

**PARKING**

