



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.

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

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# TABLE OF CONTENTS

<b>2009-10 ACADEMIC CALENDARS</b>	<b>3</b>	<b>FEES AND FINANCIAL AID</b>	<b>22</b>
<b>CONTACT AND WEB SITE INFORMATION</b>	<b>4</b>	Costs of Education	22
<b>ABOUT BRYN MAWR COLLEGE</b>	<b>5</b>	Schedule of Payments	22
The Mission of Bryn Mawr College	5	Refund Policy	23
The History of Bryn Mawr College	5	Financial Aid	24
College as Community	6	Loan Funds	27
Geographical Distribution of Students	8	Scholarship Funds	28
<b>LIBRARIES AND EDUCATIONAL RESOURCES</b>	<b>9</b>	<b>ACADEMIC PROGRAM</b>	<b>36</b>
Libraries	9	The Curriculum	36
Special Research Resources	10	Requirements for the A.B. Degree	36
Guild Computing Center	11	Emily Balch Seminar Requirement	36
Language Learning Center	11	Quantitative Requirement	36
Laboratories	11	Foreign Language Requirement	36
Facilities for the Arts	13	Divisional Requirements	37
Gymnasium	13	The Major	37
Campus Center	13	The Independent Major Program	38
<b>STUDENT RESPONSIBILITIES AND RIGHTS</b>	<b>14</b>	Physical Education Requirement	39
The Honor Code	14	Residency Requirement	39
Privacy of Student Records	14	Exceptions	40
Directory Information	14	Academic Regulations	40
Campus Crime Awareness/Clery Act	14	Registration	40
Right-to-Know Act	15	Credit/No Credit	40
Equality of Opportunity	15	Course Options	40
Access Services	15	Half-semester Courses	41
<b>STUDENT LIFE</b>	<b>15</b>	Cooperation with Neighboring Institutions	41
Student Advising	15	Conduct of Courses	42
Customs Week	15	Quizzes, Examinations and Extensions	42
Academic Support Services	15	Grading and Academic Record	43
Career Development Office	16	Cumulative Grade Point Averages	43
Health Center	16	Distinctions	43
Student Residences	16	Credit for Work Done Elsewhere	44
<b>ADMISSIONS</b>	<b>18</b>	Departure from the College	44
		Academic Opportunities	46
		Minors and Concentrations	46
		Combined A.B./M.A. Degree Programs	46
		3-2 Program in Engineering and Applied Science	46
		3-2 Program in City and Regional Planning	47

## 2 Table of Contents

---

Combined Master's and Teacher Certification Programs	47	French and Francophone Studies	138
Summer Language Programs	47	Gender and Sexuality	143
Study Abroad in the Junior Year	48	General Studies	145
Preparation for Careers in Architecture	48	Geology	146
Preparation for Careers in the Health Professions	48	German and German Studies	150
Preparation for Careers in Law	48	Greek, Latin and Classical Studies	154
Teacher Certification	49	Growth and Structure of Cities	159
Air Force Reserve Officer Training Corps	49	Hebrew and Judaic Studies	166
Continuing Education Program	50	History	168
Katharine E. McBride Scholars Program	50	History of Art	176
Postbaccalaureate Premedical Program	50	International Studies	180
Summer Courses	50	Italian	182
Centers for 21st Century Inquiry	51	Latin American, Latino, and Iberian Peoples and Cultures	186
Emily Balch Seminars	51	Linguistics	188
Athletics and Physical Education	53	Mathematics	190
Praxis Program	53	Middle Eastern Studies	193
Collaboration with the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research	55	Music	194
<b>ACADEMIC AWARDS AND PRIZES</b>	<b>56</b>	Neural and Behavioral Sciences	198
Scholarships for Medical Study	59	Peace and Conflict Studies	200
<b>AREAS OF STUDY</b>	<b>59</b>	Philosophy	201
Definitions	59	Physics	207
Africana Studies	62	Political Science	212
Anthropology	64	Psychology	219
Arabic	69	Religion	225
Arts Program	70	Romance Languages	231
Astronomy	79	Russian	232
Biology	81	Sociology	236
Chemistry	88	Spanish	242
Classical and Near Eastern Archaeology	92	<b>BOARD OF TRUSTEES OF BRYN MAWR COLLEGE</b>	<b>247</b>
Comparative Literature	99	<b>FACULTY OF BRYN MAWR COLLEGE</b>	<b>248</b>
Computer Science	104	<b>ADMINISTRATION</b>	<b>254</b>
East Asian Studies	107		
Economics	113		
Education	118		
English	122		
Environmental Studies	131		
Film Studies	133		
Fine Arts	134		

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## ACADEMIC CALENDARS

### 2010 First Semester

August 30	Classes begin
October 8	Fall break begins after last class
October 18	Fall break ends at 8 a.m.
November 24	Thanksgiving vacation begins after last class
November 29	Thanksgiving vacation ends at 8 a.m.
December 9	Last day of classes
December 10-11	Review period
December 12-17	Examination period

### 2011 Second Semester

January 18	Classes begin
March 4	Spring vacation begins after last class
March 14	Spring vacation ends at 8 a.m.
April 29	Last day of classes
April 30 - May 2	Review period
May 3-13	Examination period
May 15	Commencement

### 2011 First Semester

August 29	Classes begin
October 7	Fall break begins after last class
October 17	Fall break ends at 8 a.m.
November 23	Thanksgiving vacation begins after last class
November 28	Thanksgiving vacation ends at 8 a.m.
December 8	Last day of classes
December 9-10	Review period
December 11-16	Examination period

### 2012 Second Semester

January 17	Classes begin
March 2	Spring vacation begins after last class
March 12	Spring vacation ends at 8 a.m.
April 27	Last day of classes
April 28 - May 1	Review period
May 2-11	Examination period
May 13	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>

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

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

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 student billing, refunds and student loans, visit the Controller's Office Web site at <http://www.brynmawr.edu/cotroller>.

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

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

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

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

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

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

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

## ABOUT THE COLLEGE

### The Mission of Bryn Mawr College

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

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

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

### The History of Bryn Mawr College

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

The founding of Bryn Mawr carried out the will of Joseph W. Taylor, a wealthy Quaker physician who wanted to establish a college "for the advanced education of females." Taylor originally envisioned an institution that would inculcate in its students the beliefs of the Society of Friends (popularly known as Quakers), but by 1893 his trustees had broadened the College's mission by

deciding that Bryn Mawr would be nondenominational. Bryn Mawr's first administrators had determined that excellence in scholarship was a more important consideration than religious faith in appointing the faculty, although the College remained committed to Quaker values such as freedom of conscience.

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

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

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

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

In 1912, the bequest of an alumna founded the Graduate Department of Social Economy and Social Research, which made Bryn Mawr the first institution in the nation to offer a Ph.D. in social work. In 1970, the department became the Graduate School of Social Work and Social Research. In 1921, Bryn Mawr intensified its engagement with the world around it by opening its Summer School for Women Workers in Industry, which offered scholarships for broad-based programs in political economy, science and literature to factory workers until 1938.



## 6 About the College

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

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

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

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

During the presidency of Harris L. Wofford, from 1970 to 1978, Bryn Mawr intensified its already-strong commitment to international scholarship. Wofford worked hard to involve alumnae overseas in recruiting students and raising money for their support and for the support of Bryn Mawr's extensive overseas programs. Wofford, who later became a U.S. senator, also initiated closer oversight of the College's financial investments and their ramifications in the world.

Mary Patterson McPherson led the College from 1978 to 1997, a period of tremendous growth in the number and diversity of students — now more than 1,200 undergraduates, nearly a quarter of whom are women of color. During McPherson's tenure in office, Bryn Mawr undertook a thorough re-examination of the women-

only status of its undergraduate college and concluded that providing the benefits of single-sex education for women — in cultivating leadership, self-confidence and academic excellence — remained essential to the College's mission. McPherson, a philosopher, now directs the Andrew W. Mellon Foundation's program for liberal arts colleges.

Nancy J. Vickers, the College's seventh president, served from 1997 to 2008. A powerful advocate for liberal-arts education and the education of women, Vickers led the College community to a clear understanding of its priorities and the challenges it faces in the next century. An extended series of consultations with faculty, students, and alumnae/i contributed to the Plan for a New Century, which was adopted by the College's Board of Trustees in March 2000. A key element of the plan was faculty renewal. During Vickers' tenure, the College created 10 new tenure-track positions to achieve a total of 153 full-time tenured and tenure-track positions; enhanced the sabbatical program; and substantially increased outside grants for institutional and faculty research. Curricular innovation was another priority, which led the College to establish new majors, minors, and concentrations in Computer Science, Film Studies, International Studies, Environmental Studies, and Geo-Archaeology; to create the Centers for 21st Century Inquiry, a group of interdisciplinary centers that foster innovation in both the College's curriculum and its relationship to the world around it; and to establish the Katherine Houghton Hepburn Center and the Center for Child and Family Well-Being. In addition, the College virtually transformed many of its historic buildings, including the Benham Gateway, Bettws y Coed, Cambrian Row, Dalton Hall, and the Marjorie Walter Goodhart Theater, and refurbished the Marie Salant Neuberger Centennial Campus Center and Rhoads. Vickers also led the largest comprehensive campaign in the College's history, *Challenging Women: Investing in the Future of Bryn Mawr*, which raised \$232 million.

Jane Dammen McAuliffe, the College's current president, is an internationally respected scholar of Islamic studies whose expertise is in the Qur'an and its interpretations, early Islamic history, and the interrelationships between Islam and Christianity. Prior to joining the College in July 2008, McAuliffe was Dean of Georgetown College at Georgetown University, where she enhanced faculty recruitment and diversity, developed initiatives to foster more effective teaching and student advising, and expanded the number of undergraduate majors and minors.

### College as Community

Believing that a small college provides students with the best environment in which to learn, Bryn Mawr limits the number of undergraduates. Our small size allows students and faculty to work closely together and to know

each other well as individuals. With a student-to-faculty ratio of eight to one, Bryn Mawr undergraduates enjoy the increasingly rare privilege of a mentor-apprentice model of learning and scholarship.

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

While retaining all the benefits of a small residential women's college, Bryn Mawr substantially augments its resources and coeducational opportunities through cooperation at the undergraduate level with Haverford College, Swarthmore College and the University of Pennsylvania. This cooperative arrangement coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Students at Bryn Mawr and Haverford may also major at either college. Bryn Mawr also has a limited exchange program with Villanova University.

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

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

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

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

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

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

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

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

Other student organizations include the Asian Students Association, BACaSO (Bryn Mawr African and



## 8 About the College

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

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

### Geographical Distribution of Students

#### 2009-2010 Undergraduate Degree Candidates

The 1283 full time students came from 44 states, the District of Columbia, Puerto Rico and 58 foreign nations, distributed as follows:

#### United States Residence

Mid-Atlantic	553	43.1%
Pennsylvania	172	
New Jersey	162	
New York	133	
Maryland	67	
Delaware	16	
District of Columbia	3	
Midwest	99	7.7%
Illinois	25	
Ohio	18	
Michigan	17	
Minnesota	15	
Wisconsin	9	
Indiana	8	
Missouri	4	
Iowa	3	
New England	168	13.1%
Massachusetts	105	
Connecticut	32	
Maine	11	
New Hampshire	10	
Vermont	5	
Rhode Island	5	

South	94	7.3%
Virginia	34	
Florida	19	
North Carolina	18	
Georgia	9	
West Virginia	3	
Arkansas	3	
Tennessee	2	
Alabama	2	
South Carolina	1	
Kentucky	1	
Mississippi	1	
Louisiana	1	
Southwest	38	3.0%
Texas	25	
Arizona	8	
New Mexico	3	
Oklahoma	2	
West	174	13.6%
California	119	
Washington	19	
Oregon	12	
Colorado	11	
Nevada	5	
Idaho	3	
Alaska	2	
Hawaii	2	
Montana	1	
Armed Forces Europe	1	
Puerto Rico	1	
Armed Forces Pacific	1	

#### Non-resident aliens, resident aliens, dual citizenship

China	36
India	26
Korea (Republic of)	11
Pakistan	9
Philippines	9
Canada	7
Japan	7
France	6
Viet Nam	6
Australia	5
Germany	5
Italy	5
United Kingdom	5
Bangladesh	4
Nigeria	4
Brazil	3
Ecuador	3
Ghana	3
Kenya	3
Romania	3

Bulgaria	2
El Salvador	2
Greece	2
Israel	2
Lebanon	2
Malaysia	2
Mexico	2
Morocco	2
Netherlands	2
Russian Federation	2
South Africa	2
Taiwan, Province of China	2
Turkey	2
Cameroon	1
Chile	1
Colombia	1
Croatia	1
Dominica	1
Egypt	1
Ethiopia	1
Finland	1
Guatemala	1
Hungary	1
Indonesia	1
Ireland	1
Malawi	1
Nepal	1
Palestine	1
Paraguay	1
Poland	1
Singapore	1
Slovakia	1
Spain	1
Sri Lanka	1
Sweden	1
Switzerland	1
Thailand	1
Uruguay	1

### Summary

	Number	Percent of fall-enrolled full-time undergraduates
U.S. Citizens	1060	82.6%
Dual Citizens	58	4.5%
Resident Aliens	35	2.7%
Non-Resident Aliens	130	10.1%
"International Students" (all except "U.S. Citizens")	223	17.4%

Note: citizenship status as of census date

## LIBRARIES AND EDUCATIONAL RESOURCES

### Libraries

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

Tripod (<http://tripod.brynmawr.edu>), the online public access catalog provides information about the more than three million books, journals, videos, sound recordings, and other materials in the Bryn Mawr, Haverford, and Swarthmore College collections. A large percentage of the Tri-College holdings are in electronic form and accessible online. Bryn Mawr students have borrowing privileges at Haverford and Swarthmore. They may also have material transferred from either of the other two campuses for pickup or use at Bryn Mawr, usually in less than 24 hours. Through the Library's home page (<http://www.brynmawr.edu/library>), students may connect to Tripod; explore more than 200 subject-specific research databases; and tap into other library services and resources such as the TechBar - one stop shopping for reference services, research consultation, reserve readings, interlibrary loan, laptop computer borrowing, IT support, web and other technical applications support, etc.

Bryn Mawr has an extraordinarily rich collection (<http://www.brynmawr.edu/library/speccoll/>) of rare books and manuscripts to support the research interests of students. The Goodhart/Gordan Collection of late Medieval and Renaissance texts includes one of the country's largest groups of books printed in the 15th century, as well as manuscript volumes and 16th-century printed books. Complementary to the rare books are collections of original letters, diaries and other unpublished documents. Bryn Mawr has important literary collections from the late 19th and 20th centuries, including papers relating to the women's rights movement and the experiences of women, primarily Bryn Mawr graduates, working overseas in the late 19th and early 20th centuries. The College Archives contains the historical records of Bryn Mawr, including letters of students and faculty members, and an extensive photographic collection that documents the campus and student life.

Bryn Mawr maintains extensive relationships with other major academic libraries both in the region and worldwide. Through the consortial EZ-Borrow system, students can borrow materials from more than 30 Pennsylvania-area academic libraries. Students may also request items in almost any language from libraries across North America through interlibrary loan.

Additional information about Bryn Mawr's libraries and TechBar services may be accessed on the Web through the library home page at [www.brynmawr.edu/library](http://www.brynmawr.edu/library).

### Special Research Resources

Bryn Mawr houses several important resources that serve as vital research tools for undergraduate and graduate students.

The ethnographic and archaeological collections housed in Thomas Hall are two of many collections managed by the College's Collection staff. As a whole, the College Collection is comprised of Applied and Decorative Arts, Archaeology, Ethnography, Fine Art and Photography collections. The College Collection is accessible to Bryn Mawr students and serves as research resources. Collection objects are also used as teaching tools in the classroom and are exhibited in small displays in Dalton and Carpenter Library.

The *Ethnographic and Archaeological Collections* are comprised of objects from around the world and were systematically organized by the department's founder, Frederica de Laguna. The largest portions of these collections originate from North America, South America and Africa. The William. S. Vaux Collection, a gift of the Academy of Natural Sciences of Philadelphia, consists of archaeology from North, Central and South America, and Old World Europe, and ethnographic objects made by Native Americans. Other important collections include: the Mace and Helen Katz Neufeld '53 Collection of African and Oceanic Art; the Twyeffort-Hollenback Collection of Southwest Pottery and Native American Ethnography; the George and Anna Hawks Vaux '35, M.A. '41 Collection of Native American Basketry from the Southwest, California and the Pacific Northwest; and the Ward and Mariam Coffin Canaday, A.B. 1906 Collection of Pre-Columbian Ceramics and Textiles from Peru. These main collections have been augmented by important gifts from faculty members, alumnae and friends of the College, such as Frederica de Laguna '27, Margaret Feurer Plass '17, Conway Zirkle and Helen E. Kingsbury '20, M.A. '21, and Milton Nahm. The collections are also supplemented by departmental holdings of osteological specimens, casts of fossil hominids and a small but growing collection of ethnomusical recordings representing the music of native peoples in all parts of the world.

The Department of Anthropology also houses the *Laboratory of Pre-Industrial Technology*, which provides a variety of resources and instrumentation for the study of traditional technologies in the ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students in other disciplines.

*The Ella Riegel Memorial Study Collection of Classical Archaeology*, housed on the third floor of the M. Carey Thomas Library, West Wing, is an excellent study collection of Greek and Roman minor arts, especially vases, a selection of preclassical antiquities, and objects from Egypt and the ancient Near East. It was formed from private donations, such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Memorial Study Collection an extensive series of pottery samples from the excavation at Tarsus in Cilicia. The objects in the collection are used in teaching and for research projects by undergraduate and graduate students.

*The Fine Arts Collections*, based in Thomas Library, include important holdings of prints, drawings, photographs, paintings and sculpture. Among the highlights are a core collection of master European prints; the Van Pelt Collection of European and American prints from the 16th to the 20th centuries; the Scott Memorial Study Collection of Works by Contemporary Women Artists; collections of Japanese woodblock prints; Chinese paintings and calligraphy; the Michaelis Collection of early photography; and collections of the works of women photographers.

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

The Department of Sociology helps maintain the *Social Science Statistical Laboratory*, which consists of computers and printers staffed by undergraduate user consultants. A library of data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of Philadelphia, national and cross-national

economic statistics, ethnographic data files for cross-cultural study, and a collection of materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

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

### Computing

Students have access to a high-speed Internet connection in all residence halls, public computing laboratories and networked classrooms throughout the campus.

The campus network provides access to online course materials, e-mail, shared software and Tripod, the online library catalog system shared by Bryn Mawr, Haverford and Swarthmore Colleges. Each Bryn Mawr student receives their own e-mail and Network file storage accounts upon arrival.

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

- In Guild: Networking, Systems, and Administrative Computing
- In Canaday: Support Services

The Canaday Media Lab, located in Canaday, A Floor, just beyond the Lusty Cup is equipped with advanced software for digitizing and editing text, images, audio and video for the creation of interactive presentations and courseware.

Public computing labs may be found in the following buildings.

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

### Language Learning Center

The Language Learning Center (LLC) provides the audio-visual and computing support for learning foreign languages and cultures. Students may use the lab to complete course assignments or simply to explore a foreign culture through film, CDs, DVDs, software programs, the internet or international satellite television. The Language Learning Center maintains a collection

of more than 800 foreign films and has individual and group viewing rooms. The lab is permanently equipped with twelve PC laptops and by advanced reservation a total of up to 24 laptops can be requested to accommodate classes in the center. The LLC supports e-mail, word processing and Internet access in the languages taught at the College. A projection unit enables the lab to be used for demonstration purposes or class use.

### Laboratories

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

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

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

#### Biology

The Department of Biology houses a wide variety of instrumentation appropriate for the investigation of living systems at the levels of cells, organisms and populations. This equipment is used in both our teaching and research laboratories, providing our students with the opportunity to utilize modern research methodologies for their explorations. There is an extensive collection of microscopes that can be used for dissection, histology, microinjection and subcellular structural analyses. The collection includes dissection microscopes, light microscopes equipped with fluorescent and Nomarski optics, a transmission electron microscope (TEM) and a confocal microscope. To conduct molecular analyses of DNA and proteins, we have thermal cyclers, centrifuges, electrophoresis equipment and a DNA sequencer. The department houses sterile tissue culture facilities that are used for cell culture experiments. There is a wide assortment of physiology equipment that is used to measure intracellular and extracellular muscle and nerve activity, including voltage clamp amplifiers. An on-campus pond serves as a research field site for the analysis of micro- and macro-organism diversity and water quality parameters.



## 12 Libraries and Educational Resources

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### *Chemistry*

The Department of Chemistry houses many spacious well equipped laboratories for teaching and research. These include a 300 MHz high-resolution nuclear magnetic resonance (NMR) spectrometer, gas and liquid chromatograph-mass spectrometers (GC-MS/LC-MS), Fourier transform-infrared (FT-IR) spectrophotometers, a fluorescence spectrophotometer, ultraviolet-visible (UV-vis) spectrophotometers, high and low-pressure liquid chromatographs (HPLC), liquid scintillation counter and equipment for radioactive isotope work, cold rooms and centrifuges for the preparation of biomolecules, thermal cyclers and electrophoresis equipment for molecular biology, potentiostats and biopotentiostat, four computational servers with Gaussian 03 for molecular modeling and computational chemistry, and departmental laptop computers for chemistry majors.

### *Computer Science*

The Department of Computer Science is home to an extensive collection of advanced robots, high-end computers for rendering 3D graphics, three computer laboratories, and other computational devices including a Microsoft Surface touch-based table. There are many personal robots that are used in the introductory courses, and a variety of sophisticated robots used in upper-level courses and research. The personal robot collection includes many Khepera, Hemmisson, ePuck, and SRV-1 robots; dozens of Scribbler robots adorned with Bluetooth and cameras; three Aibo robotic dogs; and a collection of small humanoid robots, including the Robonova and Mini-Hubo. The larger robots include two human-sized robots (the B21R and a PeopleBot), three Pioneer robots (two of them all-wheel terrain vehicles), Tevbot (a student-built, robotic spider), Eleanor (a pneumatic-driven, larger-than-human pair of robotic arms), and a three-foot radius dodecahedron robotic blimp.

### *Geology*

The Department of Geology holds extensive paleontology, mineral, and rock collections for research and teaching. A fully-equipped rock preparation facility, with rock saws, grinding, polishing, crushing, thin section and mineral separation equipment, allows students and faculty to prepare their own samples for petrographic and geochemical analysis. For rock and mineral analysis the department has petrographic microscopes, a Rigaku Ultima IV x-ray diffractometer, an ELTRA Carbon and Sulfur Determinator with TIC module, an inorganic/organic Carbon analyzer, an inductively coupled plasma mass spectrometer, a sedimentology laboratory, a fluid inclusion laboratory, a cathode luminescence facility, and morphometric, Carpenter Microsystems Microsampler and image analysis systems for paleontology. The department also houses a fully equipped paleomagnetic and rock magnetic lab that includes an Agico JR-6A spinner magnetometer, an ASC thermal demagnetizer,

a DTECH 2000 alternating field demagnetizer, a 10.0 Tesla pulse magnetometer, an Agico KLY2 automated susceptibility bridge, and a dynamic low-magnetic field cage. Field equipment includes a collection of Brunton compasses, a high-precision surveying total station (theodolite and electronic distance meter), high precision GPS (both handheld and antenna based), high precision magnetic gradiometer, rock drills and ground-penetrating radar.

### *Physics*

The Department of Physics has several laboratories for education and research. The two instructional "modern physics" laboratories house oscilloscopes, digital multimeters, power supplies, low-temperature facilities, and a great deal of ancillary equipment commonly found in research laboratories. In addition, the instructional optics laboratory has six dark rooms with interferometers, lasers, and miscellaneous equipment for optics experiments. The instructional nuclear physics laboratory houses a low-temperature gamma detector and computer-based multichannel analyzers for nuclear spectroscopy, alpha particle detection, and positron-electron annihilation detection. The instructional electronics laboratory has fourteen stations equipped with electronic breadboards, function generators, power supplies, oscilloscopes, multimeters, and computers. The Atomic and Optical Physics research laboratory is equipped with three optical tables, two ultrahigh vacuum systems used for cooling and trapping of atomic rubidium, a host of commercial and home built diode laser systems, several YAG pumped dye laser systems, a high vacuum atomic beam system, an electron multiplying ccd camera, and a variety of other supporting equipment. The Solid State Dynamic Nuclear Magnetic Resonance (NMR) research laboratory is equipped with two variable-temperature nitrogen flow systems, three fixed-frequency CPS-1 Spin Lock Pulsed NMR Spectrometers, a Varian 1.2 Tesla water-cooled electromagnet, a Spectro Magnetic 0.4 Tesla air-cooled electromagnet, two data acquisition systems, and ancillary electronics and computers. The Photo-Physics Laboratory houses three optical tables, two Nd:YAG pump lasers, three commercial, tunable dye lasers, two auto-tracking harmonic crystal systems, a differentially pumped vacuum chamber with a supersonic pulsed valve to produce molecular beams, and a time-of-flight mass spectrometer for ion detection. In addition, there are various pieces of equipment for data acquisition and laser energy calibration.

### *Psychology*

The Department of Psychology provides students with laboratory experience encompassing the wide range of subject matters within the discipline of psychology. At the basic level of brain and behavior, the department has a wide range of state of the art equipment including several stereotaxic apparatuses as well as instrumentation for recording and analyzing the activity

of single neurons in relation to behavior. This equipment includes oscilloscopes high gain amplifiers, miniature head stages, and stimulators. The equipment interfaces with computers with advanced software for evaluating electrophysiological data. There is also equipment for the microinjection of pharmacological agents for the evaluation of the role of neurotransmitters in important aspects of behavior. For research in cognition, students have access to a variety of computerized programming equipment. This equipment includes digital video cameras, video editing programs, behavioral coding programs, and statistical analysis programs that are used to analyze the behavior, cognition and emotions of human participants ranging in age from early childhood to older adulthood. The laboratory in Introductory Psychology has equipment for studying sensation and perception, decision-making, language processing, and the psychophysiological correlates of human cognition and emotion.

#### *Shared Facilities*

The Park Natural Sciences Departments share an atomic force microscope and a 60-node Beowulf computer cluster for intensive parallel computational experiments.

#### *Instrument Shop*

Park Sciences Building houses a fully-equipped Instrument Shop staffed by 2 full-time instrument makers that design, build and maintain the scientific equipment for instructional and research laboratories in all 6 natural science departments. Capabilities include AutoCad drafting/design of instrumentation, 2- and 3-axis CNC milling machines, a precision instrument lathe, surface grinding, full welding complement, sandblasting, sheet metal machinery, as well as a large lathe and milling machine for oversized work. The instrument designers work with undergraduates engaged in research and help them with their projects where appropriate. From time-to-time, classes are available in the use of shop equipment.

#### **Facilities for the Arts**

Goodhart Hall, which houses the Office of the Arts, is the College's main performance space for theater and dance. Performance spaces in Goodhart include the McPherson Theater, which has a proscenium stage with state-of-the-art lighting and sound capabilities and auditorium-style seating; the Katharine Hepburn Teaching Theater, a flexible space with stage lighting and sound capabilities; the Music Room, equipped with a small stage and two pianos and used for ensemble rehearsals and chamber-music recitals; and the multipurpose Common Room.

Students may also reserve time in the four practice rooms in Goodhart, all of which are furnished with grand pianos.

The M. Carey Thomas Great Hall provides a large space for concerts, lectures and readings, while the Pembroke Dance studio and a smaller studio in Denbigh serve as more intimate performance spaces. Wyndham Alumnae House's Ely Room and English House host creative-writing classes, workshops, and readings.

Arnecliffe Studio houses a printmaking studio, and Rockefeller Hall houses two drafting studios devoted to architectural studies and theater design.

#### **Gymnasium**

Newly renovated Bern Schwartz Gymnasium is the center of the College's Athletics, Recreation and Physical Education Programs. The facility contains several state-of-the-art upgrades and features. The second floor houses our fitness center with three distinct areas: one for cardio and weigh machines, a second for classes and group activities and a third focusing on free weights and functional training. The cardio section features three HD plasma televisions with integrated audio listening abilities and treadmills with individual televisions on each machine. Additionally, the facility features a gymnasium for basketball, badminton and volleyball and an eight-lane swimming pool. All three areas boast large windows with natural light. Schwartz Gymnasium is wireless and has a smart classroom. Augmenting the facility are two playing fields (field hockey, lacrosse and soccer), a practice field and seven tennis courts.

#### **Campus Center**

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



## STUDENT RESPONSIBILITIES AND RIGHTS

### The Honor Code

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

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

In resolving academic cases, the Honor Board might fail a student on an assignment or in a course, 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 Crime Awareness and Fire Safety Annual Security Report and Annual Fire Safety Report

### Clery Act and Higher Education Opportunity Act

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

## Right-to-Know Act

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

### Class entering fall 2003 (Class of 2007)

Size at entrance: 353

#### Graduated

after 3 years	2.3%
after 4 years	81.1%
after 5 years	84.4%
after 6 years	86.0%

## 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 and the Americans with Disabilities Act. 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.

# STUDENT LIFE

## Student Advising

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

## Customs Week

The College and the Bryn Mawr-Haverford Customs Week Committee provide orientation for first-year and transfer students, and the McBride Program provides orientation for incoming McBride Scholars. First-year students and transfers take residence before the College is opened to returning students. The deans, hall advisers and Customs Week Committee welcome them, answer their questions and give advice. Faculty members are available to consult with students, and all students meet with a dean or other adviser to plan their academic programs for the fall semester. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

## Academic Support Services

Academic support services at Bryn Mawr include: the writing program, peer mentoring, peer tutoring and study-skills support services. The writing program offers a writing center in which peer mentors assist students who need help with composition and other courses. The writing program also offers occasional workshops open to the campus. Peer mentoring and peer tutoring are available without cost to students. When it is appropriate, students might be referred to the Child Study Institute for assessment or for study skills tutoring. More information about academic support services can be found on the Deans' Office Web site at: [http://www.bryn-mawr.edu/deans/access\\_academic\\_support.shtml](http://www.bryn-mawr.edu/deans/access_academic_support.shtml).

### **Career Development Office**

Students and alumnae/i are invited to make use of the services of the Career Development Office of Bryn Mawr and Haverford Colleges. These services include career and job-search counseling; group and private sessions on career interest assessment, résumé writing, interviewing and job-hunting techniques; information and referrals for part-time, summer and permanent positions; online information on more than 2,000 internships; a Web-based on- and off-campus recruiting program; and maintaining and furnishing, on request, letters of recommendation.

In addition to interview opportunities on campus, students may interview with employers participating in off-campus recruiting days co-sponsored with a consortium of selective liberal arts colleges. Conducted in December and January, these events are located in Boston, Chicago, New York, Philadelphia, San Francisco and Washington, D.C. "National Virtual Job Fairs" take place in September and March.

During the academic year, the office sponsors career panels and individual speakers featuring alumnae/i to provide students with a broader knowledge of career options. In recent years, these programs have focused on careers in the arts, business and management, communications, education, sustainability, technology, gap year programs, law, mathematics, health, international relations and conflict resolution.

In cooperation with alumnae/i, the office provides students with access to a network of bi-college graduates who make themselves available to students for personal consultation on career-related questions and who, in practical ways, assist students in learning more about career fields of interest. Each year, nearly 200 students interested in exploring specific career fields participate during winter and/or spring break in the Extern Program, shadowing alumnae/i representing a great variety of career fields. Career Development and alumnae/i volunteers also arrange Career Exploration Days in various cities during fall, winter and spring breaks. Small groups of students meet personally with three or four individual alumnae/i in their respective workplaces over the course of one day. Each alumna/us is engaged in work related to a career focus such as careers on Capitol Hill, or at the National Institutes of Health, or careers in public health, the museum world, finance, international relations and other fields of expressed interest to students.

In the spring, not-for-profit public-service career fairs are held in Boston, New York and Philadelphia (on campus), for students and alumnae/i. Cosponsored by a variety of prestigious colleges and universities, these events offer the opportunity to learn about internship and career opportunities in a broad spectrum of not-for-profit and public service organizations.

### **Health Center**

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

Outpatient medical services include primary care, first aid, nursing visits, routine laboratory work, walk-in medical clinic, gynecological services and appointments with the College physician. Inpatient care is provided for students who are too ill to be in their residence halls but are not candidates for hospitalization. There is no charge for doctor or nurse visits. A current fee schedule for other services is available upon request.

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

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

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

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

### **Student Residences**

Residence in College housing is required of all undergraduates, except those who live with their families in Philadelphia or the vicinity, and those who live off campus after having received permission to do so from the College during the annual room draw. In the latter instance, it is the responsibility of students to obtain permission from their parents for off-campus residence.

The College's residence halls provide simple and comfortable living for students. Bryn Mawr expects students to respect its property and the standards on which the halls are run. A statement of residence regulations is included in the Student Handbook.

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

The halls are open during fall and spring breaks and Thanksgiving vacation, but meals are not provided. During winter vacation, special arrangements are made for students who wish to remain in residence - international students, athletes and students who are taking classes at the University of Pennsylvania. These students pay a special fee for housing and live in an assigned residence hall.

Any student requiring special housing accommodations because of special disability or medical condition should contact the coordinator of Access Services at Canwyll House.

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

Residence halls on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman '21, a former member of the Board of Trustees. The Clarissa Donnelley Haffner Hall, which creates an "international village" for students of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages, was opened in 1970. Perry House is the Black Cultural Center and residence. Batten House serves as a residence for those interested in a cooperative living environment.

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

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

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

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

Haffner Hall, which opened in 1970, is open to Bryn Mawr and Haverford students interested in the study of Chinese, French, German, Hebrew, Italian, Japanese, Russian and Spanish languages and cultures. Admission is by application only and students must pledge to participate actively in the Hall's activities. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

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



## ADMISSION

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

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

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

### Application

Bryn Mawr College accepts the **Common Application** with a required institutional supplement. The Common Application is available through the Common Application Web site, the Bryn Mawr College Office of Admissions, and many high school guidance offices. The Bryn Mawr College Common Application Supplement may be downloaded from the College's Web site as well. **Bryn Mawr exclusively accepts the Common Application and will waive the \$50.00 application fee for students who apply using the online option.** Fee waivers are available for qualified students. For more information visit: <http://www.brynmawr.edu/admissions/application-options.shtml>.

### Admission Plans

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

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

### Timetables for the three plans are as follows:

Fall Early Decision Closing date for applications and all supporting material: November 15

Notification of candidates: by December 15

Winter Early Decision Closing date for applications and all supporting materials: January 1

Notification of candidates: by January 31

Regular Admission Closing date for applications and all supporting materials: January 15

Notification of candidates: by April 1

## Entrance Tests and Interviews

Bryn Mawr is now “test flexible.” The new “test flexible” policy will allow Bryn Mawr applicants to select the standardized tests that they believe best represent their academic potential. The standardized testing requirements for students applying to the Undergraduate College under the Regular Decision, Early Decision I, or Early Decision II plans are as follows:

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

## AP Tests

### *Math and Sciences*

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

### *English, History, and Languages*

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

Latin: Vergil  
 Spanish Language  
 Spanish Literature  
 U.S. History  
 World History

### *Arts*

Music Theory  
 Studio Art

### *Social Sciences*

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

## SAT Subject Tests

### *Math and Sciences*

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

### *English, History and Languages*

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

All tests must be completed by the January test date.

In general, the College recommends, but does not require that one of the Subject or AP tests be taken in a foreign language because a (re-centered) score of 690 or above on the Subject test satisfies part of an A.B. degree requirement). A score of “5” on the AP test also satisfies part of an A.B. requirement (see The Academic Program for details on language exemption).



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

### Interview

An interview either at the College or with an alumna area representative is strongly recommended for all candidates. Interviews should be completed by the deadline of the plan under which the candidate is applying. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions at (610) 526-5152. The Office of Admissions is open from 9 a.m. to 5 p.m. on weekdays. From mid-September through January, the office is also open on Saturdays from 9 a.m. to 1 p.m. A student who is unable to visit the College should visit:

[www.brynmawr.edu/admissions/alumnae\\_interview.shtml](http://www.brynmawr.edu/admissions/alumnae_interview.shtml).

### International Students

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

Bryn Mawr College accepts the **Common Application** with a required institutional supplement. The Common Application is available through the Common Application Web site, the Bryn Mawr College Office of Admissions, and many high school guidance offices. The Bryn Mawr College Common Application Supplement may be downloaded from the College's Web site as well. **Bryn Mawr exclusively accepts the Common Application and will waive the \$50.00 application fee for students who apply using the online option.** Fee waivers are available for qualified students.

For more information visit: <http://www.brynmawr.edu/admissions/applicationoptions.shtml>

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

If English is not your first language, you must submit the results of the TOEFL\* examination or the IELTS\*\* exam. This requirement may be waived for students whose principal language of instruction for the past four years

has been English. Bryn Mawr will accept official results of any of the TOEFL tests: computer, paper or Internet-based.

\**Test of English as a Foreign Language* <http://www.toefl.org>

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

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

(Information about the SAT is available at [www.collegeboard.org](http://www.collegeboard.org) ) A student may opt to take the ACT test ([www.act.org](http://www.act.org)) in place of the SAT. (Because exams are only given on selected dates students should sit for their exams well in advance of the application deadline.)

Students who have not been educated in English or who do not speak English as a native language must present credentials proving their proficiency in English.

For more information about the application process for students from overseas, visit [www.brynmawr.edu/admissions/intl\\_students.shtml](http://www.brynmawr.edu/admissions/intl_students.shtml) .

### Early Admission and Deferred Entrance

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

A student admitted to the College may defer entrance to the freshman class for one year, provided that she writes to the dean of admissions requesting deferred entrance by May 1, the Candidates' Reply Date.

### Credit for Advanced Placement Tests and International Exams

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

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

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

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

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

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

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

### Home-Schooled Students

Students who have received home-schooling must submit the following additional information with the Application for Admission to Bryn Mawr College.

1. Official transcripts from any high school(s) or postsecondary institution(s) attended.
2. An academic portfolio that includes:
  - A transcript of courses taken, either self-designed which includes reading lists and syllabi, or a formal document from a correspondence school or agency;
  - Evaluations or grades received for each subject;
  - A short research paper, preferably completed within the last year (including evaluator's comments);
  - Two letters of reference from sources other than parents.

3. An additional essay on the reasons for choosing home-schooling.
4. An interview (on campus or telephone) with a member of the admissions staff.

Please note that this information is in addition to those items already required of all applicants: the Common Application for Admission, The Bryn Mawr Supplement to the Common Application, and official test results from The College Board or the ACT, Inc., two teacher recommendation letters and essays as outlined on the Common Application.

### Transfer Students

Bryn Mawr College accepts the **Common Application for Transfer Students** with a required institutional supplement. Detailed instructions, as well as the Bryn Mawr Supplement for Transfer Students may be downloaded from the Bryn Mawr Web site. **Bryn Mawr exclusively accepts the Common Application and will waive the \$50.00 application fee for students who apply using the online option.**

Each year a number of students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high-school records that compare favorably with those of women entering Bryn Mawr as first-year students. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended or excluded from other colleges and universities will not be admitted under any circumstances.

Transfer candidates should file applications as early as possible but no later than March 15 for entrance in September, or no later than November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the transfer coordinator.

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

(Information about the SAT is available at [www.collegeboard.org](http://www.collegeboard.org) ) A student may opt to take the ACT test ([www.act.org](http://www.act.org) ) in place of the SAT. (Because exams are only given on selected dates students should sit for their exams well in advance of the application deadline.)

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

### The Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program 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, visit the McBride Program Web page at [www.brynmawr.edu/mcbride](http://www.brynmawr.edu/mcbride), send an e-mail to [mcbrides@brynmawr.edu](mailto:mcbrides@brynmawr.edu) or call (610) 526-5373.

Bryn Mawr College accepts the **Common Application for Transfer Students** with a required institutional supplement for transfer and McBride Applicants. Detailed instructions, as well as the Bryn Mawr Supplement for Transfer and McBride may be downloaded from the Bryn Mawr Web site. **Bryn Mawr exclusively accepts the Common Application and will waive the \$50.00 application fee for students who apply using the online option.**

### Readmission

A student who has withdrawn from the College must apply for permission to return. She should consult her dean concerning the application process and be prepared to demonstrate that she is ready to resume work at Bryn Mawr.

## FEES AND FINANCIAL AID

### Costs of Education

The tuition and fees in 2010-11 for all enrolled undergraduate students, resident and nonresident, is \$51,780 a year.

### Summary of Fees and Expenses for 2009-10

Tuition	\$38,420
Residence (room and board)	\$12,420
College fee	\$650
Self-Government Association Dues	\$290
Other Fees:	
Laboratory fee (per lab per semester)	\$50
Continuing enrollment fee (per semester)	\$330

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 early July and is due August 2. The bill for the spring semester is sent in first week in December 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 Controller'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 \$330 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College, with the exception of students in the Junior Year Abroad Program.

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

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

### Refund Policy

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

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

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

### When a Student Withdraws

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

This policy applies to all students receiving Federal Pell Grants, Federal 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 Educational Opportunity Grants (FSEOG)
- Other Title IV assistance

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



repay is half of the unearned amount. The student must make arrangements with the College or the Department of Education to return the unearned grant funds.

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

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

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

Detailed information about the financial aid application and renewal process, types of aid available and regulations governing the disbursement of funds from grant and loan programs, can be found in the Financial Aid Handbook, which is updated and published annually, and posted to our Web site.

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well qualified for education in the liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and other donors add to the amounts available each year. More than 60 percent of undergraduate students in the College receive financial aid. The amount of grant aid awarded by Bryn Mawr to students ranges from \$2,000 to \$51,200.

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

**125th Anniversary Scholarship:** Since 1885, Bryn Mawr has encouraged women with an intense intellectual commitment to take advantage of our extraordinary academics. In celebration of our 125th anniversary, we honored that history by selecting a group of young women as Bryn Mawr 125th Anniversary Scholars. No special application was required to be considered for the Bryn Mawr 125th Anniversary Scholarship. Recipients were chosen from among the admissions applicant pool, and represented aspects of Bryn Mawr's extraordinary academics, global leadership, and vibrant community. 125th Anniversary Scholars received an annual grant award of \$15,000 renewable for four years.

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

- The Federal Direct Stafford Loan Program: Low interest federal loans for undergraduate students.
- The Federal Direct PLUS Loan: Low interest federal loans for parents or dependent undergraduates.

- The Federal Perkins Loan: A low-interest federal loan for undergraduates with federal need.
- The Federal Work-Study Program: This program provides funds for campus jobs for students who meet the federal eligibility requirements.
- The Federal Pell Grant: A federal grant awarded to undergraduates who have not earned a bachelor's degree and who demonstrate a level of financial need specified annually by the Department of Education
- The Federal Supplemental Educational Opportunity Grant (FSEOG): A federal grant for undergraduates with exceptional financial need. Priority is given to students who receive Federal Pell Grants.
- Academic Competitiveness Grant: A federal grant awarded for the first and second year of undergraduate study to Pell eligible students who have successfully completed a rigorous high school program.
- National Science and Mathematics Access to Retain Talent Grant or National Smart Grant: A federal grant awarded for the third and fourth year of undergraduate study to Pell eligible students who are majoring in specific federally defined fields of study.

Instructions to apply for financial aid are included in the Admissions Prospectus and on the Financial Aid Office Web page at [http://www.brynmawr.edu/financialaid/fa\\_apply\\_aid.shtml](http://www.brynmawr.edu/financialaid/fa_apply_aid.shtml).

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

### First-Year and Transfer Students

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

**College Scholarship Service (CSS) PROFILE:** Submit the CSS PROFILE online at [www.collegeboard.com](http://www.collegeboard.com) at least two weeks before the deadline. If the student's parent is divorced, separated or were never married, the noncustodial parent must also submit the CSS Noncustodial PROFILE online at [www.collegeboard.com](http://www.collegeboard.com). CSS does not offer a paper version of the PROFILE. The Bryn Mawr College CSS code number is 2049.

### Free Application for Federal Student Aid (FAFSA):

Submit the FAFSA as soon as possible to meet the deadline, but not before January 1st. Applicants are encouraged to apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to

expedite processing, but a paper version of the FAFSA is available by calling 1-800-433-3243. The Bryn Mawr College federal code number is 003237.

**Federal Tax Returns:** Submit signed photocopies of the most recent federal (no state) income tax returns, both business and personal, including all W-2 forms, statements, attachments and schedules for both custodial and noncustodial parents, stepparents and applicant by March 1st. Students and parents who are not required to file a federal tax return must still submit copies of all W-2 forms along with a Parent or Student Non-Tax-File Form. Parents who are self-employed or who have partnerships or corporations must include copies of the most recent business tax return with all schedules and attachments.

All federal tax return documents or non-tax-filer statements must be submitted to the College Board's Institutional Document Imaging Service (IDOC). Upon completion of the PROFILE, the College Board will send instructions on Bryn Mawr's behalf about how to submit tax returns or non-tax-filer statements at no cost to the student or parents. All documents should be submitted as one complete packet and must have an IDOC cover sheet.

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

### Returning Students

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

**College Scholarship Service (CSS) PROFILE:** Submit the CSS ONLINE PROFILE [www.collegeboard.com](http://www.collegeboard.com) at least two weeks before the deadline. CSS does not offer a paper version of the PROFILE. If the student's parent is divorced, separated or has never been married, submit the CSS Noncustodial Parent Statement available from the Bryn Mawr web page to the College Board's Imaging Document Service (IDOC). The Bryn Mawr College CSS code number is 2049.



**Renewal Free Application for Federal Student Aid (FAFSA):** Submit the Renewal FAFSA as soon as possible to meet the deadline, but not before January 1st. Applicants are encouraged to apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) to expedite processing. A paper version of the FAFSA is available by calling 1-800-433-3243. The Bryn Mawr College federal code number is 003237.

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

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

**First Year and Transfer**

**College Scholarship Service (CSS) International PROFILE.** Register for a customized PROFILE online at [www.collegeboard.com](http://www.collegeboard.com) at least two weeks before the deadline. The Bryn Mawr College code is #2049.

Option for 2010-11: As an alternative to submitting the PROFILE electronically, applicants may download the College Scholarship Service (CSS) International Student Financial Aid Application from the Bryn Mawr web page at [http://www.brynmawr.edu/financial/intl\\_students\\_financial\\_shtml](http://www.brynmawr.edu/financial/intl_students_financial_shtml) or request the form from the Financial Aid Office. Applicants who choose this option, submit the paper application and the statements of parental earnings and prerequisites (in English) directly to the Bryn Mawr Financial Aid Office.

**Statement of Parental Earnings:** Each of the applicant's parents must submit letters (in English) from their employers stating the parents' gross income and value of any prerequisites, subsidies and benefits.

The International Financial Aid Application and parental earnings statements must be submitted directly to the Financial Aid Office by the applicant's admission deadline date.

**Returning Students**

Continuing international students are not required to re-submit a financial aid application annually. College grants and loans are automatically renewed. Only international students who were awarded aid upon entrance to the College are eligible for college grant and loan support in subsequent years at Bryn Mawr.

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

Submission Dates	PROFILE	Tax Returns	FAFSA
Early Decision	November 15	March 1	After January 1st
Winter Early Decision	January 15	March 1	After January 1st
Regular Decision	February 5	March 1	After January 1st
Fall Transfer	March 1	March 1	After January 1st
Returning Students	Submit all documents by April 15		

## LOAN FUNDS

### Federal Direct Stafford Loans

The Federal Direct Stafford Student Loan Program enables students who are enrolled at least half-time (two units) to borrow from eligible lenders at a low interest rate to help meet educational expenses. The interest on the Federal Direct Stafford Loan may be subsidized or unsubsidized. Eligibility for the interest subsidy is determined by a federal needs formula based upon the information the student and her parents provide on the Free Application for Federal Student Aid (FAFSA). If a student qualifies for the subsidized loan, the federal government pays the interest until repayment begins. If a student does not qualify for the interest subsidy, she may borrow under the unsubsidized program and will be responsible for paying the interest from the time the loan is disbursed until it is paid in full. Under both programs, the principal is deferred as long as the student is enrolled at least half-time.

Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The repayment term ranges from 10 to 25 years depending on the amount borrowed and the repayment plan chosen. The minimum monthly payment is \$50. If the student borrows a smaller amount, she will have shorter payment terms. If the student borrows a larger amount, she may wish to consolidate her loan to extend the repayment term. The student should review her options at <http://www.ed.gov/DirectLoan>. The interest rate for Subsidized Federal Direct Loans first disbursed on or after July 1, 2009 is 5.6%.

The interest rate for Unsubsidized Federal Direct Stafford Loan is fixed at 6.8%. A loan origination fee of 0.5% will be deducted from the gross amount on all Federal Direct Stafford Loans first disbursed on or after July 1, 2009 and before July 1, 2010.

The charts below outline the annual loan limits for the Federal Direct Stafford Loan.

Additional information on the Federal Direct Stafford Loan Program is available from the financial aid office or the Financial Aid Handbook (which is also available online.)

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

The Federal Direct PLUS Loan is a federally subsidized loan program designed to help parents of dependent undergraduates pay for educational expenses. Repayment begins on the date of the last disbursement. Parent PLUS loan borrowers whose funds were first disbursed on or after July 1, 2009 have the option of delaying their repayment on the PLUS loan either 60

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

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

days after the loan is fully disbursed or six months after the dependent student is not enrolled at least half-time. During this time, interest may be paid by the parent or capitalized.

Interest rate on the PLUS Loans borrowed on or after July 1, 2006, the interest rate is fixed at 7.9%. A loan origination fee of 2.5% will be deducted from the gross amount on all Federal Direct Plus Loans first disbursed on or after July 1, 2009 and before July 1, 2010.

### SCHOLARSHIP FUNDS

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

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

The Warren Akin IV Scholarship Fund was established by Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) in memory of Warren Akin IV, M.A. 1971, Ph.D. 1975. The fund is to be awarded in the following order of preference: first, to graduate students in English; second, to any graduate student; third, to any Bryn Mawr student. (1984)

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

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

The Mildred P. Bach Scholarship Fund was established by Mildred P. Bach, A.B. 1926. The fund shall be used to provide undergraduate financial aid. (1992)

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

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

The Barbara Otnow Baumann '54 Scholarship Fund was established through a bequest from Barbara Otnow Baumann '54 to provide undergraduate financial aid with preference given to a student from the New York metropolitan area. (2006)

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

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

The Beekey Scholarship Fund was established by Lois E. Beekey, A.B. 1955, Sara Beekey Pfeffenroth, A.B. 1963, and their mother, Mrs. Cyrus E. Beekey. The fund shall be used to provide undergraduate financial aid for a student majoring in a modern foreign language or in English. (1985)

The Star K. and Estan J. Bloom Scholarship Fund was established by Star K. Bloom, A.B. 1960, and her husband, Estan J. Bloom, of Tuscaloosa, Alabama. The fund shall be used to provide undergraduate financial aid to students from the southern part of the United States, with first preference given to residents of Alabama. (1976)

The Virginia Burdick Blumberg Scholarship Fund was established by Virginia Burdick Blumberg, A.B.

The fund shall be used to provide undergraduate financial aid. (1998)

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

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

The Mariam Coffin Canaday Scholarship Fund was established by Ward M. Canaday, Trustee, George W. Ritter, co-Trustee and Frank H. Canaday, co-Trustee,

of the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The fund shall be used to provide undergraduate financial aid with preference to a student from metropolitan Toledo, Ohio, the residence of Ward M. and Mariam C. Canaday. (1968)

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

The Class of 1922 Memorial Scholarship Fund was established by a bequest from Margaret Crosby, B.A. 1922, Ph.D. Yale 1934. The fund shall be used to provide undergraduate financial aid. (1972)

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

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

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

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

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

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

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

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship Fund was estab-

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

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

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

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

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

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

The Dean's Fund was established by Sandra Berwind, M.A. '61, Ph.D. '68 in honor of Dean Karen Tidmarsh '71 to create The Dean's Fund. Preference is to be given to



## 30 Fees and Financial Aid

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graduates of Philadelphia area public high schools. The fund shall be used to provide undergraduate financial aid. (2006)

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

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

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

The Barbara Cooley McNamee Dudley Fund was established by Robin Krivanek, sister of Barbara Cooley McNamee Dudley, A.B. 1942 and mother of Jennifer Krivanek, A.B. '75, aid to students from outside the United States. The fund shall be used to provide undergraduate financial aid with preference to students from outside the United States, not excluding members of families temporarily living in the United States. (1983)

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

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

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Fund was established by a bequest from Rebecca Winsor Evans, who died on July 25, 1959. She survived her sister, Ellen Winsor, by only 20 minutes. The fund shall be used to provide undergraduate financial aid to a minority student. (1959)

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

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

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

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

The Helen Hartman Gemmill Fund for Financial Aid was established by a bequest from Helen Hartman Gemmill, A.B. 1938, of Jamison, Pennsylvania who died on December 11, 1998. The fund shall be used to provide undergraduate financial aid. (1999)

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

The Hazel Goldmark Fund was established by the daughters of Hazel Seligman Goldmark, A.B. 1930, of New York, New York. Hazel Goldmark worked for many years in the New York Bookstore to raise money scholarships. The fund shall be used to provide undergraduate financial aid. (1991)

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

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

The Nora M. and Patrick J. Healy Fund was established by friends and family in memory of Nora M. Healy, mother of Margaret M. Healy, Ph.D. 1969 and Nora T. Healy, M.S.S. 1973.

The fund shall be used to provide undergraduate financial aid with preference given to graduate students. (1984)

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

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

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

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

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

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by Deborah Jackson Weiss, A.B. 1968 and her family in memory of her grandmother, Elizabeth Bethune Higginson Jackson, A.B. 1897, who died on January 14, 1974. Elizabeth Bethune Higginson Jackson, herself an alumna of Bryn Mawr, had two daughters, two daughters-in-law and three granddaughters who attended Bryn Mawr, and was a major donor to the Class of 1897 Professorship in Science. The fund shall be used to provide undergraduate financial aid. (1974)

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

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

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

The Kopal Scholarship Fund was established by Zdenka Kopal Smith '65 and her family in memory of Zdeněk Kopal and Eva M. Kopal. The scholarship was conceived of by Zdenka's late sister, Eva M. Kopal, Class of 1971, to honor her father, astronomer Zdeněk Kopal (1914-1993). The fund shall be used to provide undergraduate financial aid. (2001)

The Melodee Siegel Kornacker '60 Fellowship in Science was established by Melodee Siegel Kornacker, Ph.D., A.B. 1960, of Columbus, Ohio. The fund shall be used to provide graduate financial aid to a student in biology, chemistry, geology, physics or psychology in that order. (1976)

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

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

The Charlotte Louise Belshe Kress Scholarship Fund was established by a bequest from Paul F. Kress, husband of Charlotte Louise Belshe Kress, Class of 1954, of Chapel Hill, North Carolina. The fund shall be used to provide undergraduate financial aid. (1994)

The The Langdon-Schieffelin Fund was established by Bayard Schieffelin and his wife, Virginia Loomis Schieffelin, A.B. 1930, during the Centennial Campaign. They requested that The Langdon-Schieffelin Fund be established, saying that the funds were given in gratitude for the years at Bryn Mawr of the following students: Julia Langdon Loomis, 1898, Ida Langdon, 1905, Barbara Schieffelin Bosanquet, 1927

Virginia Loomis Schieffelin, 1930, Barbara Schieffelin Powell, 1962. The fund shall be used to provide faculty salaries or undergraduate financial aid. (1982)

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

The Marguerite Lehr Scholarship Fund was established by an anonymous alumna in memory of Marguerite Lehr, Ph.D. 1923, and a member of the Bryn Mawr faculty from 1924 to 1967. The fund shall be used to provide undergraduate financial aid who have excelled in Mathematics. (1988)



## 32 Fees and Financial Aid

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

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

The Alice Low Lowry Fund for Undergraduate and Graduate Scholarships and Tuition Grants was established by family, friends and colleagues in memory of Alice Low Lowry, 1938, of Shaker Heights, Ohio. The fund shall be used to provide undergraduate and graduate financial aid. (1968)

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

The Katharine Mali Scholarship Fund was established by a bequest from Katharine Mali A.B. 1923 of New York, New York. The fund shall be used to provide undergraduate financial aid. (1980)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from Dorothy N. Marshall, Ph.D. 1944, of Brookline Massachusetts. The fund shall be used to provide undergraduate financial aid. (1986)

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

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

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

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

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

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

The Jesse S. Moore Fund was established by Caroline Moore, A.B. 1956 and her husband Peter "for post-college-age women with financial need who have matriculated at Bryn Mawr from the Special Studies Program." The fund shall be used to provide undergraduate financial aid. (1982)

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

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

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

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen, A.B. 1943. The fund shall be used to provide undergraduate financial aid with preference given to psychology majors. (1985)

The Jane M. Oppenheimer Scholarship Fund was established by a bequest from Dr. James H. Oppenheimer, father of Jane Oppenheimer, A.B. 1932, William R. Kenan, Jr. Professor Emeritus of Biology and History of Science Department of Biology. The fund shall be used to provide undergraduate financial aid with preference given to Jewish Biology students. (1997)

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

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

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

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

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

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

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

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

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

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

The Porter Scholarship Fund was established by Carol Porter Carter, A.B. 1960 and her mother, Mrs. Paul W. Porter, for the establishment of a scholarship fund. The fund shall be used to provide undergraduate financial aid to a returning student. (1985)

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

The The Caroline Remak Ramsay Scholarship Fund was established by Caroline Remak Ramsay '25. The fund shall be used to provide undergraduate financial aid for undergraduate students in the social sciences. (1992)

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

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

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

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

The Constance E. Schaar Memorial Fund was established by the parents, family, fellow students and friends of Constance E. Schaar, who graduated in 1963 but who died during the year following her graduation. The fund shall be used to provide undergraduate financial aid. (1964)

The Judith Harris Selig Fund was established by a bequest from Judith Harris Selig, Class of 1957. Her friends and family made additional gifts in her memory. The fund shall be used to provide undergraduate financial aid. (1968)

The Smalley Foundation Scholarship was established to provide undergraduate financial aid. Grant was made to Bryn Mawr in 1995 in honor of Elisa Dearhouse Doyle '85. Elisa received a scholarship from Smalley which made scholarship grants to children of working class families in Yonkers, New York and Worcester, Massachusetts to come to Bryn Mawr. Elisa kept in touch with the foundation over the years, and served on its scholarship committee and board. In the 1990s made a scholarship grant to Bryn Mawr in honor of Elisa Dearhouse Doyle's service as a board member.

The W.W. Smith Scholarship Prize is made possible by a grant from the W.W. Smith Charitable Trust for financial aid support for past W.W. Smith Scholarship recipients who have shown academic excellence and are beginning their senior year. The fund shall be used to provide undergraduate financial aid. (1986)

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

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

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

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

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

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

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

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

The Hope Wearn Troxell Memorial Scholarship was established by Southern California Alumnae in memory of Hope Wearn Troxell, 1946. The fund shall be used to provide undergraduate financial aid to a student who has contributed responsibly to the life of the College community. (1973)

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

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

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

The Anne Hawks Vaux Scholarship Fund was established by George Vaux of Bryn Mawr, Pennsylvania in memory of his wife, Anne Hawks Vaux, A.B. 1935, M.A. 1941. The fund shall be used to provide undergraduate financial aid. (1979)

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

The Mildred C. Pressinger Von Kienbusch Fund was established by a bequest from Carl Otto von Kienbusch of New York City, husband of the late Mildred Pressinger von Kienbusch, A.B. 1909. In addition, the College will receive payment of the \$100,000 legacy contained in the fourth paragraph of the first codicil to Mr. von Kienbusch's will, which sum will be used as directed by the will to create the Mildred Clarke Pressinger von Kienbusch Fund, the income only to be used solely for undergraduate school scholarships and/or graduate school fellowships, in whatever proportions the College shall from time to time determine. This legacy will be received within the next few weeks upon receiving from the College a Receipt, Release and Indemnity Agreement and a certified copy of this resolution.. The fund shall be used to provide undergraduate financial aid. (1968)

The Mildred Clarke Pressinger Von Kienbusch Scholarship Fund was established by a bequest from Carl Otto von Kienbusch, of New York City in his late wife's name. The fund shall be used to provide undergraduate financial aid. (1969)

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

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

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

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

The Anita McCarter Wilbur Scholarship Fund was established by a bequest from Anita McCarter Wilbur, Class of 1943, A.B. 1983 of Kensington, Maryland, who died on March 28, 1996. The fund shall be used to provide undergraduate financial aid. (1996)

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

The Margaret W. Wright and S. Eric Wright Scholarship was established by a bequest from Margaret White Wright, A.B. 1943, of Charleston, West Virginia. The fund shall be used to provide undergraduate financial aid to students of Quaker lineage attending the College. (1985)

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

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

## International Funds

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

The Frances Porcher Bowles Memorial Scholarship Fund was established by relatives and friends in memory of Frances Porcher Bowles, A.B. 1936. The fund shall be used to provide undergraduate financial aid for international students. (1985)

The Chinese Scholarship was established by Beatrice MacGeorge, AB 1901, MA 1921. The fund shall be used to provide undergraduate financial aid. (1929)

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

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

The Middle East Scholarship Fund was established by Eliza Cope Harrison, A.B. 1958, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards to able students from a number of Middle Eastern countries. While the countries have not been specifically named, it is expected that Iran and Turkey will be included. The fund shall be used to provide undergraduate financial aid. (1975)

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



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

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

#### Emily Balch Seminar Requirement

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

Students who matriculated prior to the fall of 2009 complete one College Seminar to satisfy this requirement. Students who matriculate in the fall of 2009 or

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

### Quantitative Requirement

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

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

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

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

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

### Foreign Language Requirement

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



Before the start of the senior year, each student must have demonstrated 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.

### Divisional Requirements

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

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

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

### Social Sciences (Division I)

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

### Natural Sciences and Mathematics (Division II)

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

### Humanities (Division III)

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

### 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)  
Linguistics and Languages (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 or Linguistics and Languages 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 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:

- Creative Writing
- 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 Dean of Studies 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, including a swim-proficiency test. All students begin by taking a required two-credit Wellness Issues class in the fall of their first year. Students may complete the remaining credits in a variety of ways. Semester-long courses (typically worth two credits) and half-semester courses (typically worth one credit) are offered in dance, aquatics, individual sports, team sports, outdoor recreation, wellness and fitness. Physical education credit is also awarded for participation on intercollegiate teams and approved clubs. 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. Once a student has selected a major, she must instead consult her major adviser. Failure to preregister appropriately results in a \$15 fine.

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

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

**Credit/No Credit Option**

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

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

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

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

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

Students may not take any courses in their major 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. It is the student's responsibility to consult her Requirements Report to confirm whether she earned a grade high enough to satisfy a requirement.

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

**Course Options**

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

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

Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript.



Students may not register to take the course for credit after the stated date for Confirmation of Registration.

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

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

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

### Half-Semester Courses

New in 2010-11, the College is offering half-credit courses. These courses run for 6-7 weeks on a normal class schedule. Alternatively, some full-semester introductory courses allow students to exit or enter halfway through the semester, for a half-semester experience. Half-credit courses provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum. In addition, some departments offer half-credit courses at the upper level for topics that lend themselves to a more focused, shorter experience. Half-credit courses are as in-depth and fast-paced as full semester courses. Currently half-credit course options are not available in all departments.

### 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 writ-

ten 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 cannot shop Penn classes. Students should consult their deans if they have any questions about Penn courses or registration procedures.

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

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

In order to register for a course at Villanova, the student should consult the Villanova Course Guide, 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 and complete exams by 5 p.m. on the Saturday before senior grades are due in the Registrar's Office. Extensions beyond that deadline cannot be granted to any senior who expects to graduate that year.

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

### Grading and Academic Record

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT
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 are approved by the Registrar. The following minimal guidelines are not exhaustive. To ensure that work done elsewhere will be eligible for credit, students must obtain approval for transfer credit before enrolling. These guidelines apply to all of the specific categories of transfer credit listed below.

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or "credit" are not acceptable.
- Courses taken by correspondence or distance learning, even those sponsored by an accredited four-year institution, are not eligible for transfer.
- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

To count a transferred course towards a College requirement (such as the quantitative or divisional requirements), a student must obtain prior approval from her dean or the Registrar. In some cases, the student may be asked to obtain the approval of the appropriate department. Note that the foreign language requirement cannot be satisfied via transfer credit.

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

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

**Summer Work:** A student who wishes to receive credit for summer school work must obtain advance approval of her plans from her dean and the Registrar and present to the Registrar an official transcript within one semester of completion of the course. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

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

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

## Departure from the College Prior to Graduation

Every student who leaves Bryn Mawr prior to graduation 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, Permission to Return 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. Permission to return from a psychological leave is granted when the College’s Health Center receives satisfactory evidence of recovery (see below, Permission to Return Following a Psychological or Medical Leave of Absence).

### **Permission to Return 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 contact her dean to obtain an application for permission to return. In addition to submitting the completed application, the student must gain 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 application materials by May 1. Those who want to return in January must submit everything 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 permission to return (see below, “Permission to Return After Withdrawal”):

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

### **Required Withdrawals**

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

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

### **Permission to Return After Withdrawal**

Students who withdraw, whether by choice or as a result of the above procedures, must apply for permission to return. Students who wish to return from withdrawal should request an application for permission to return from their dean. Students must submit their return application and all supporting documents no later than May 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  
*Middle Eastern Studies*  
 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
- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Neural and Behavioral Sciences (with a major in Biology or Psychology)
- Peace, Conflict and Social Justice

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

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

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

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

In her three years at Bryn Mawr, the student must complete 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 recommendation 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 Caltech program to complete the major requirements at Bryn Mawr.

Caltech strongly recommends that candidates complete two years of mathematics and physics before applying and maintain a record of superior academic achievement at their home institution. For more information, consult the Caltech website at (<http://admissions.caltech.edu/applying/32>).

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 Caltech 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).

### 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 believes that study abroad is a rewarding academic endeavor that when carefully incorporated into students' academic career can enhance students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved 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. In previous years, students studied in Argentina, Australia, Chile, China, Costa Rica, Czech Republic, Denmark, Egypt, France, Germany, Ghana, Greece, Hong Kong, Iceland, India, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Mexico, Morocco, Nepal, New Zealand, South Africa, Spain, Taiwan, and the United Kingdom.

The Foreign Studies Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their Bryn Mawr degrees. The Foreign Studies Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the academic program, the student's overall progress towards the degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their decision granting, denying, or giving conditions for permission to study abroad. Only those students whose plans are approved by the Committee will be allowed to transfer courses from their study abroad programs towards their Bryn Mawr degrees. Students with a grade point average below 3.0 should consult the Director of International Programs regarding eligibility. Most non-English speaking programs expect students to meet at least intermediate proficiency level before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

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

Study abroad students 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. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Studies and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the Growth and Structure of Cities Program.

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

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

1% of the medical school students in the United States. International students are encouraged to contact the undergraduate health professions advisor to discuss the significant challenges faced by international students seeking admission to U. S. medical schools.

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 should consult with the College’s pre-law advisor, Jennifer Beale, at the Career Development Office ([www.brynmawr.edu/cdo](http://www.brynmawr.edu/cdo)).

### 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 the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. For further information, see the Education Program.

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

Bryn Mawr students are eligible to participate in the Air Force Reserve Officers’ Training Corps (AFROTC) through an agreement with St. Joseph’s University. All

aerospace studies courses are held on the St. Joseph’s campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for her baccalaureate degree.

The AFROTC program at St. Joseph’s University offers a curriculum leading to a commission as a second lieutenant in the Air Force. In the standard four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. However, cadets may begin the program with as little as two and a half years left before graduation. In the shortened curriculum, students will take a combination of aerospace studies courses depending on their class standing. They then attend a five-week summer training program and enter the POC. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship.

The subject matter of the first two years is developed from a historical perspective and focuses on the scope, structure, and history of military power, with an emphasis on the development of air power. During the last two years, the curriculum concentrates on the concepts and practices of leadership and management and the role of national security forces in contemporary American society. In addition to the academic portion of the curricula, each student participates in a leadership laboratory for two hours each week during which the day-to-day skills and working environment of the Air Force are explored. The leadership lab uses a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers 3- and 4-year scholarships on a competitive basis to qualified high school applicants. 2- to 3.5-year scholarships are available for college students participating as Air Force ROTC cadets. Scholarships pay all or a majority of tuition costs (depending on the scholarship type awarded), most fees, an annual textbook allotment, and a \$300-500 tax-free monthly stipend. Interested applicants should visit [www.afrotc.com](http://www.afrotc.com) for more information and to apply on-line for a scholarship.

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

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

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

### Continuing Education Program

The Continuing Education Program provides highly qualified women, men and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, go to [http://www.brynmawr.edu/academics/continuing\\_ed.shtml](http://www.brynmawr.edu/academics/continuing_ed.shtml), contact the Continuing Education Program office at (610) 526-5375 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) 526-5152.

### 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
- Boston University School of Medicine
- Dartmouth Medical School
- Drexel University College of Medicine
- George Washington University School of Medicine and Health Sciences
- Jefferson Medical College
- Philadelphia College of Osteopathic Medicine
- Robert Wood Johnson Medical School
- SUNY Downstate College of Medicine
- SUNY at Stony Brook School of Medicine Health Sciences Center
- Tulane University School of Medicine
- 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.

## THE EMILY BALCH SEMINARS

### Co-Directors

Michelle Francl, Department of Chemistry

Gail Hemmeter, Department of English

### Steering Committee

Michelle Francl, Chemistry

Gail Hemmeter, English

Jody Cohen, Education Program

Kimberly Wright Cassidy, Provost

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

The Emily Balch Seminars are discussion-oriented, reading- and writing-intensive courses for first-year students. All students are required to take an Emily Balch 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:

### 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.



### Travel Tales and Understanding

This seminar covers a group of readings involving travel, exposure to new cultures, and the kinds of learning that come with exposure to unfamiliar and often thought-provoking values. Some readings are set in everyday contexts, while others are more unusual: captivity narratives, imaginary travels, a temptation narrative, and even a descent into madness. Readings include Mary Rowlandson's narrative of her captivity among Native Americans; Zitkala-Sa's account of her educational travels; Ruth Ozeki's novel *My Year of Meats*; Christina Rossetti's poem "Goblin Market"; and Virginia Woolf's *To the Lighthouse*.

### 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.

### 360°

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

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

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

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

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

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

These unifying themes can be topics that cut across disciplines such as "poverty," refer to a particular space or time like "Vienna at the turn of the 20th century", or define a complex research question, such as the impact of Hurricane Katrina in the city of New Orleans.

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

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

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

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

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

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

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

Students interested in learning more about or registering for 360° should contact their Dean.

## ATHLETICS AND PHYSICAL EDUCATION

### Administration

Kathleen Tierney, Director of Athletics and Physical Education

Stacey Adams, Assistant Director of Athletics for Facilities and Operations, and Strength and Conditioning Coach

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

### Faculty

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

Jill Breslin, Instructor and Head Tennis Coach

Deborah Charamella, Instructor and Head Basketball Coach

Erin DeMarco, Lecturer and Head Soccer Coach

Marci Lippert, Lecturer and Head Field Hockey Coach

Terry McLaughlin, Lecturer and Head Athletic Trainer

Jason Hewitt, Lecturer and Head Cross Country Coach and Head Track and Field Coach

Katie Tarr, Senior Lecturer and Senior Woman's Administrator and Head Lacrosse Coach

Nicola Whitlock, Lecturer and Head Swimming Coach and Aquatics Manager

### Staff

Joan Braid, Head Volleyball Coach

Laura Kemper, Assistant Athletic Trainer

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

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

plines. All students are required to complete eight units of physical education and the successful completion of a swimming-proficiency test. Students can enroll in physical education classes at Swarthmore and Haverford Colleges. For more information please consult <http://www.brynmawr.edu/athletics/physical-education/index.htm>.

The Department of Physical Education in conjunction with Health Services, Student Life and the Dean's Office has developed an eight-week Wellness Seminar that focuses on a variety of issues confronting college women. The course is mandatory for all first year students and fulfills two physical education credits. The topics are generally not part of any academic discipline or lend them easily to a customs group meeting. The curriculum is designed to be interesting, interactive and provide a base of knowledge that will encourage students to think about their well being as an important partner to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

Newly renovated Bern Schwartz Gymnasium is the center of the College's Athletics, Recreation and Physical Education Programs. The facility contains several state-of-the-art upgrades and features. The second floor houses our fitness center with three distinct areas: one for cardio and weigh machines, a second for classes and group activities and a third focusing on free weights and functional training. The cardio section features three HD plasma televisions with integrated audio listening abilities and treadmills with individual televisions on each machine. Additionally, the facility features a gymnasium for basketball, badminton and volleyball and an eight-lane swimming pool. All three areas boast large windows with natural light. Schwartz Gymnasium is wireless and has a smart classroom. Augmenting the facility are two playing fields (field hockey, lacrosse and soccer), a practice field and seven tennis courts.

## PRAXIS PROGRAM

Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. The three designated types of Praxis courses—Praxis I and II departmental courses and Praxis III independent studies—are described below and at <http://www.brynmawr.edu/praxis>.

Praxis courses on all levels are distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader commu-

nity. The nature of fieldwork assignments and projects varies according to the learning objectives for the course and according to the needs of the community partner. In most Praxis courses, students are engaged in field placements or working on community-connected projects that meet an identified need in the community. In other courses, the focus is on developing a relationship between the College and a community organization that will ultimately benefit the organization as well as the College.

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

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

Praxis I Departmental Courses provide opportunities for students to explore and develop community connections in relation to the course topic by incorporating a variety of activities into the syllabus, such as: field trips to local organizations, guest speakers from those organizations, and assignments that ask students to research local issues. In some cases, students in Praxis I courses are engaged in introductory fieldwork activities; the time commitment for this fieldwork does not exceed 2 hours per week or 20 hours per semester. The Praxis component in all Praxis I courses constitutes less than 25 percent of the total coursework assigned.

Praxis II Departmental Courses include a more substantial fieldwork component that engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7

hours per week or 20- 70 hours per semester. Praxis II courses might include: weekly fieldwork, such as assisting in local classrooms, urban farms, community-based organizations; conducting research that has been requested by a community partner; project-based activities such as creating a curriculum or workshop, designing websites or brochures, writing grant proposals.

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

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

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

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

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

## **COLLABORATION WITH THE GRADUATE SCHOOL OF ARTS AND SCIENCES AND THE GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH**

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

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

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

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

ARCH 693 Studies in Greek Pottery  
 CHEM 534 Organometallic Chemistry  
 FREN 688 Stratégie Militaire  
 HART 607 Women in Medieval Art  
 GREK 639 Greek Orators: Classical Athens  
 MATH 506 Graduate Topology  
 PSYC 623 Family, School, and Culture

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

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself.

As part of the Bryn Mawr College academic community and throughout its 95 year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities with emphasis on social and economic justice and the enhancement of individual, societal, and global well-being. The School is deeply committed to an integrated perspective on policy, practice, theory, and research, and to educating individuals who are prepared not only to respond to current and emerging needs, but also to define standards of practice, shape social welfare policy, and undertake cutting-edge research in the social and behavioral sciences.

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

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



## ACADEMIC AWARDS AND PRIZES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 Angus 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 Angus 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)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to a student who has been accepted by a medical school. (1948)

## AREAS OF STUDY

### DEFINITIONS

#### Major

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

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

#### Minor

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



*Africana Studies*

Anthropology  
 Astronomy (at Haverford)  
 Biology  
 Chemistry  
 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  
*Middle Eastern Studies*  
 Music (at Haverford)  
 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
- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Neural and Behavioral Sciences (with a major in Biology or Psychology)
- Peace, Conflict and Social Justice

**Key to Course Letters**

ANTH	Anthropology
ARAB	Arabic
ARTA	Arts in Education
ASTR	Astronomy
BIOL	Biology
CHEM	Chemistry
CNSE	Chinese
ARCH	Classical and Near Eastern Archaeology
CSTS	Classical Culture and Society
COML	Comparative Literature
CMSC	Computer Science
ARTW	Creative Writing
ARTD	Dance
EAST	East Asian Studies
ECON	Economics
EDUC	Education
ENGL	English
ARTS	Fine Arts
FREN	French and Francophone Studies
GNST	General Studies
GEOL	Geology
GERM	German and German Studies
GREK	Greek
CITY	Growth and Structure of Cities
HEBR	Hebrew and Judaic Studies
HIST	History
HART	History of Art
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

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

Students may complete a minor in Africana Studies.

### Coordinators

Kalala Ngalamulume, at Bryn Mawr College

Susanna Wing, at Haverford College

### Affiliated Faculty at Bryn Mawr College

Michael H. Allen, Political Science (on leave semester II)

Linda-Susan Beard, English

Francis Higginson, French and Francophone Studies

Philip Kilbride, Anthropology

Elaine Mshomba, University of Pennsylvania

Kalala Ngalamulume, History

Mary J. Osirim, Sociology (on leave semesters I and II)

Diala Toure, History of Art

Robert Washington, Sociology

### Affiliated Faculty at Haverford College

Koffi Anyinefa, French

Tracey Hucks, Religion

Jerry Miller, Philosophy

Zolani Ngwane, Anthropology

Jesse Shipley, Anthropology

Susanna Wing, Political Science

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 (HIST B102). 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 HIST B102: 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:

#### Fall 2010

- ANTH 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: Egypt and Mesopotamia
- CITY B266 Schools in American Cities
- COML B388 Contemporary African Fiction
- EDUC B266 Schools in American Cities

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- ENGL B388 Contemporary African Fiction
- GNST B103 Introduction to Swahili Language and Culture
- HART B362 The African Art Collection
- HIST B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
- HIST B235 West African History
- HIST B336 Topics in African History: Social and Cultural History of Medicine
- SOCL B266 Schools in American Cities
- POLS H123 American Politics: Difference and Discrimination
- POLS H345 Islam, Democracy and Development
- RELG H330 Seminar in the Writings of Women of African Descent
- SOCL H235 Class, Race, and Education

**Spring 2011**

- ANTH B341 Cultural Perspectives on Marriage and the Family
- EDUC B200 Critical Issues in Education
- ENGL B263 Toni Morrison and the Art of Narrative Conjure
- ENGL B369 Women Poets
- GNST B105 Introduction to Swahili Language and Culture II
- HART B282 Arts of Sub-Saharan Africa
- HIST B102 Introduction to African Civilizations
- HIST B243 Atlantic Cultures: Maroon Societies
- HIST B337 Topics in African History: Social History of Witchcraft
- HIST B349 Topics in Comparative History: Before European Hegemony
- SOCL B229 Black America in Sociological Perspective

Africana Studies courses currently offered at Haverford include:

**Fall 2010**

- FREN H312 Le Genocide rwandais (1994)
- GERM H223 Writing Nations: Africa and Europe
- HIST H114 Origins of the Global South
- POLS H235 African Politics
- POLS H270 Tragedy and the Postcolonial
- RELG H137 Black Religion and Liberation Theology
- RELG H214 Prophetic Imaginations in the American Tradition

**Spring 2011**

- ANTH H247 Anthropology and Literature: Ethnography of Black South African Writing 1888-2008
- ANTH H327 Ritual, Performance and Symbolic Practice
- ENGL H265 African American Literature



## Anthropology

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

### Faculty

Richard S. Davis, Professor and Chair

Philip Kilbride, Professor

Tamara Neuman, Visiting Assistant Professor

Melissa J. Pashigian, Associate Professor

Denise Fay-Shen Su, Assistant Professor

Ayumi Takenaka, Associate Professor

Amanda J. Weidman, Assistant Professor

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 sub-fields of anthropology: archaeology, bioanthropology, linguistics or sociocultural.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include ANTH 101, 102, 303, 398 and 399. (ANTH 103 at Haverford may be substituted for ANTH 102.)

### Honors

Qualified students may earn departmental honors in their senior year. Honors are based on the quality of the senior thesis (398, 399) and grade point average in courses taken for the anthropology major.

### 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.

### Concentration in Geoarchaeology

The Department of Anthropology participates with other departments in offering a concentration within the major in geoarchaeology.

#### ANTH B101 Introduction to Anthropology: Prehistoric Archaeology and Biological Anthropology

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

(Davis, Su, Division I: Social Science)

#### 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.

(Pashigian, Weidman, Division I: Social Science)

#### ANTH 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: Social Science)

Cross-listed as POLS B111

#### ANTH B185 Urban Culture and Society

(Arbona, McDonogh, Division I: Social Science)

Cross-listed as CITY B185

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

(Cohen, Hein, Division I or Division III)

Cross-listed as CITY B190

Cross-listed as HART B190

*Not offered in 2010-11.*

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

(Gallup-Diaz, Division I or Division 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: Social Science)

**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: Social Science)

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

(Ross, Division I: Social Science)  
Cross-listed as POLS B206  
*Not offered in 2010-11.*

**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.

(Su, Division I: Social Science)  
*Not offered in 2010-11.*

**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: Social Science)  
Cross-listed as CITY B209  
*Not offered in 2010-11.*

**ANTH B212 Primate Evolution and Behavior**

An exploration of the aspects of the biology and behavior of living primates as well as the evolutionary history of these close relatives. The major focus of this study is to provide the background upon which human evolution is best understood.

(Su, Division I: Social Science)

**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: Social Science)  
*Not offered in 2010-11.*

**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 2010-11.*

**ANTH B229 Comparative Urbanism**

(McDonogh, Division I: Social Science)  
Cross-listed as CITY B229  
Cross-listed as EAST B229  
Cross-listed as HART B229  
Cross-listed as SOCL B230  
*Not offered in 2010-11.*

**ANTH B231 Cultural Profiles in Modern Exile**

(Seyhan, Division III: Humanities)  
Cross-listed as GERM B231  
Cross-listed as COML B231  
*Not offered in 2010-11.*

**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: Social Science)

Cross-listed as POLS B235

*Not offered in 2010-11.*

#### **ANTH B236 Evolution**

(Gardiner, Marengo, Division II: Natural Science)

Cross-listed as BIOL B236

Cross-listed as GEOL B236

#### **ANTH B237 Environmental Health**

This course introduces principles and methods in environmental anthropology and public health used to analyze global environmental health problems globally and develop health and disease control programs. Topics covered include risk; health and environment; food production and consumption; human health and agriculture; meat and poultry production; and culture, urbanization, and disease. Prerequisite: ANTH 102; permission of instructor.

(Pashigian, Division I: Social Science)

#### **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: Social Science)

*Not offered in 2010-11.*

#### **ANTH B242 Urban Field Research Methods**

(Takenaka, Division I: Social Science)

Cross-listed as SOCL B242

Cross-listed as CITY B242

*Not offered in 2010-11.*

#### **ANTH B249 Asian American Communities**

(Takenaka, Division I: Social Science)

Cross-listed as SOCL B249

Cross-listed as CITY 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: Social Science)

#### **ANTH B258 Immigrant Experiences**

(Takenaka, Division I: Social Science)

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: Social Science)

Cross-listed as HEBR B261

Cross-listed as HIST B261

*Not offered in 2010-11.*

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

(Takenaka, Division I: Social Science)

Cross-listed as SOCL B267

Cross-listed as EAST B267

*Not offered in 2010-11.*

#### **ANTH B270 Geoarchaeology**

(Barber, Magee)

Cross-listed as ARCH B270

Cross-listed as GEOL B270

*Not offered in 2010-11.*

#### **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 distinc-

tions 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: Social Science)

### **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: Social Science)  
Cross-listed as LING B281

### **ANTH B282 Native American Literature**

(Division III: Humanities)  
*Not offered in 2010-11.*

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

Theoretical perspectives and case studies on exclusion and assimilation in the social construction of Irish ethnic identity in the United States and elsewhere in the Irish diaspora. Symbolic expressions of Irish ethnicity such as St. Patrick's Day celebrations will consider race, class, gender, and religion. Racism and benevolence in the Irish experience will highlight a cultural perspective through use of ethnographies, personal biographies, and literary products such as novels and films. Prerequisite: introductory course in social science or permission of instructor. (Kilbride, Division I: Social Science)  
Cross-listed as SOCL B286

### **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: Social Science)

### **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: Social Science)

### **ANTH B316 Gender in South Asia**

Examines gender as a culturally and historically constructed category in the modern South Asian context, focusing on the ways in which everyday experiences of and practices relating to gender are informed by media, performance, and political events. Prerequisite: One 200-level course including material on a non-Western society and permission of the instructor. (Weidman, Division I: Social Science)

### **ANTH B335 Mass Media and the City**

(McDonogh, Division I: Social Science)  
Cross-listed as CITY B335

### **ANTH B337 Comparative Colonial Formations**

This course aims to comparatively examine the key features of settler colonialism and its legacies in the 20th centuries. Settler colonialism will be re-examined in light of recent scholarship which defines it as a particular kind of colonial venture that has focused on eliminating indigenous populations and seizing land. (Neuman)

### **ANTH B341 Cultural Perspectives on Marriage and Family**

This course considers various theoretical perspectives that inform our understanding of cross-cultural constructions of marriage and the family. Sociobiology, deviance, feminism, social constructionism, and cultural evolutionary approaches will be compared using primarily anthropological-ethnographic case examples. Cultural material from Africa and the United States will be emphasized. Applications will emphasize current U.S. socially contested categories such as same-sex marriage, plural marriage, gender diversity, divorce, and the blended family. Prerequisites: any history, biology, or social science major. (Kilbride, Division I: Social Science)



**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 transnational 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: Social Science)

Cross-listed HEBR B342

*Not offered in 2010-11.*

**ANTH B347 Advanced Issues in Peace and Conflict Studies**

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)

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: Social Science)

**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 ANTH B102 or permission of the instructor. (Pashigian, Division I: Social Science)

Cross-listed as EAST B354

*Not offered in 2010-11.*

**ANTH B359 Topics in Urban Culture and Society**

(Hayes-Conroy, Arbona, Division I or Division III)

Cross-listed as CITY B360

Cross-listed as HART B359

Cross-listed as SOCL B360

*Not offered in 2010-11.*

**ANTH B360 Advanced Topics in Human Evolution**

This course will explore central issues in the study of human origins. We will examine Miocene hominoids from Africa, Asia, and Europe to better understand the ongoing debate about the origins of the hominin lineage, particularly issues pertaining to the location and hominoid group from which hominins arose. We will also look at the earliest putative hominins from Africa within the context of the earlier Miocene hominoids for a better understanding of their taxonomic position. Prerequisite: ANTH 209

(Su, Division I: Social Science)

**ANTH B382 Religious Fundamentalism in the Global Era**

Through a comparison of Jewish, Islamic, Christian and Hindu political movements, the course seeks to investigate the religious turn in national and transnational contexts. We will also seek to find commonalities and differences in religious movements, and religious regimes, while considering the aspects of globalization which usher in new kinds of transnational affiliation. Prerequisite: An introductory course in Anthropology, Political Science or History or permission of the instructor.

(Neuman, Division I or III)

Cross-listed as HIST B382

Cross-listed as POLS B382

**ANTH B397 Senior Seminar in Environmental Studies**

(Barber, Stroud)

Cross-listed as GEOL B397

Cross-listed as BIOL B397

*Not offered in 2010-11.*

**ANTH B398 Senior Conference**

The topic of each seminar is determined in advance in discussion with seniors. Sections normally run through the entire year and have an emphasis on empirical research techniques and analysis of original material.

Class discussions of work in progress and oral and written presentations of the analysis and results of research are important. A senior's thesis is the most significant writing experience in the seminar.

(Davis, Pashigian, Su, Weidman, Division I: Social Science)

#### **ANTH B399 Senior Conference**

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

(Davis, Pashigian, Su, Weidman, Division I: Social Science)

#### **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.

(Davis, Kilbride,)

#### **ANTH B425 Praxis III: Independent Study**

(Takenaka, Hart)

## **Arabic**

### **Faculty**

Grace Morgan Armstrong, Professor and Coordinator of Middle Eastern Languages (on leave semester II)

Camelia Yosef Suleiman, Visiting Assistant Professor and Coordinator

Ibtissam Zemmahi, Fulbright Foreign Language Teaching Assistant

### **Faculty at Swarthmore College**

Aman Attieh, Assistant Professor

Brahim El Guabli, Visiting Lecturer

Farnaz Perry, Visiting 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 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.

(Suleiman, Zemmahi, Language Level 1)

Cross-listed as GNST B001

#### **ARAB 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.

## 70 Arabic

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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.

(Suleiman, Zemmahi, Language Level 1)

Cross-listed as GNST B002

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

Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.

(Suleiman, Zemmahi, Language Level 2)

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

Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. Introduces students to authentic written texts and examples of Arabic expression through several media.

(Suleiman, Zemmahi, Language Level 2)

### **ARAB B007 Tri-Co Arabic Communication Workshop**

A 0.5-credit conversation course concentrating on the development of intermediate skills in speaking and listening through texts and multimedia materials in Modern Standard Arabic. The aim of the course is for the student to acquire well-rounded communication skills and socio-cultural competence. Students are required to read chosen texts (including Internet materials) and prepare assignments for the purpose of generating discussion in class. The class is conducted entirely in Arabic. The class may be divided into smaller groups if needed to facilitate conversation. Prerequisite: For students presently or previously in ARAB 003 or ARAB 004 or the equivalent.

(Perry)

*Not offered in 2010-11.*

### **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 developing 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 Dean Brick, Instructor in Dance  
 Madeline R. Cantor, Senior Lecturer and Associate Director of Dance  
 Linda Caruso-Haviland, Associate Professor and Director of Dance (on leave semester II)  
 Nancy Doyne, Instructor in Creative Writing  
 Thomas Jerome Ferrick Jr, Lecturer in Creative Writing  
 Daisy Fried, Instructor in Creative Writing  
 Amy Herzog, Lecturer in Creative Writing  
 Hiroshi Iwasaki, Senior Lecturer and Production Manager of Theater  
 Karl Kirchwey, Professor of Creative Writing (on leave semesters I and II)  
 Mark Evans Lord, Professor and Director of Theater and Chair of the Arts Program  
 Elizabeth A. Mosier, Lecturer in Creative Writing  
 Catharine Kevin Slusar, Instructor in Theater  
 J. C. Todd, Lecturer in Creative Writing  
 Daniel P. Torday, Visiting Assistant Professor and Director of Creative Writing

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and are also for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level. Courses are offered at introductory as well as advanced levels.

### ARTS IN EDUCATION

#### 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: Humanities)

Cross-listed as EDUC B251

*Not offered in 2010-11.*

### CREATIVE WRITING

Courses in Creative Writing within the Arts Program are designed for students who wish to develop their skills and appreciation of creative writing in a variety of genres (poetry, prose fiction and nonfiction, playwriting, screenwriting, etc.) and for those intending to pursue studies in creative writing at the graduate level. Any English major may include one Creative Writing course in the major plan. Students may pursue a minor as described below. While there is no existing major in Creative Writing, exceptionally well-qualified students with a GPA of 3.7 or higher in Creative Writing courses completed in the Tri-College curriculum may consider submitting an application to major in Creative Writing through the Independent Major Program after meeting with the Creative Writing Program director. When approved, the independent major in Creative Writing may also be pursued as a double major with another academic major subject.

#### Minor Requirements

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

#### Concentration in Creative Writing

English majors may elect a three-course concentration in Creative Writing as part of the English major program. Students interested in the concentration must meet with the Creative Writing Program director by the end of their sophomore year to submit a plan for the concentration and must also confirm the concentration with the chair of the English Department.



**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: Humanities)

**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 appearing, 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: Humanities)  
Cross-listed as ENGL B236  
*Not offered in 2010-11.*

**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: Humanities)  
Cross-listed as COML B240  
*Not offered in 2010-11.*

**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.  
(Mosier, Torday, Division III: Humanities)

**ARTW B261 Writing Poetry I**

This course will provide a survey of craft resources available to students wishing to write print-based poems in English: figure, line, measure, meter, rhyme, and rhythm. In concert with close reading of model poems, students will gain experience in writing in a variety of verse forms, including haiku, sonnet, free verse, and prose poem. The course is writing-intensive: students write or revise poems most weeks. The course objective is 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: Humanities)

**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 Edward Albee, Maria Irene Fornes, John Guare, Tony Kushner, Suzan-Lori Parks, 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: Humanities)  
Cross-listed as ARTT B262

**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: Humanities)  
*Not offered in 2010-11.*

**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, begin-

ning 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: Humanities)

### **ARTW B265 Creative Nonfiction**

This course will explore the literary expressions of non-fiction writing by focusing on the skills, process and craft techniques necessary to the generation and revision of literary nonfiction. Using the information-gathering tools of a journalist, the analytical tools of an essayist and the technical tools of a fiction writer, students will produce pieces that will incorporate both factual information and first person experience. Readings will include a broad group of writers ranging from E.B. White to Anne Carson, George Orwell to David Foster Wallace, Joan Didion to James Baldwin, among many others.

(Torday, Division III: Humanities)

### **ARTW B266 Screenwriting**

An introduction to screenwriting. Issues basic to the art of storytelling in film will be addressed and analyzed: character, dramatic structure, theme, setting, image, sound. The course focuses on the film adaptation; readings include novels, screenplays, and short stories. Films adapted from the readings will be screened. In the course of the semester, students will be expected to outline and complete the first act of an adapted screenplay of their own.

(Doyme, Division III: Humanities)

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

In this course, students have the opportunity to write imaginatively for children and young adults. Through reading and in-class discussion, we will examine the specific requirements of the picture book, the chapter book and the young adult novel. This analytical study of classic and contemporary literature will inspire and inform students' creative work through the discoveries they make about style and structure, creating compelling characters, the roles of illustration and page composition in story narration, and the ever-evolving fairy tale. Students will receive guidance for their creative work through in-class exercises, peer review and private conferences with the instructor.

(Mosier, Division III: Humanities)

*Not offered in 2010-11.*

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

An exploration of approaches to writing short fiction designed to strengthen skills of experienced student writers as practitioners and critics. Requires writing at least five pages each week, workshoping student pieces, and reading texts ranging from realist stories to metafictional experiments and one-page stories to the short novella, to explore how writers can work within tight confines. Prerequisite: ARTW 260 or work demonstrating equivalent expertise in writing short fiction. A writing sample of 5-10 pages in length (prose fiction) must be submitted to the Creative Writing Program during the preregistration period to be considered for this course.

(Torday, Division III: Humanities)

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

While writing a poem a week, according to assignments both formal and strategic, students will read at least six volumes of contemporary poetry, immersing themselves in the pleasurable estrangements and rearrangements of a variety of voices, with the goal of forcing positive changes in their own poems. Students in this course are expected to become not only better writers, but also better critics of their own and each other's work, and the term grade is determined partly by written work and partly by in-class participation during discussions of syllabus reading and student poems.

(Fried, Division III: Humanities)

### **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: Humanities)

Cross-listed as ARTW B362

*Not offered in 2010-11.*

### **ARTW B364 Longer Fictional Forms**

An advanced workshop for students with a strong background in fiction writing who want to write longer works: the long short story, novella and novel. Students will write intensively, and complete a long story, novel or novella (or combination thereof) totaling up to 20,000 words. Students will examine the craft of their work and of published prose. Prerequisite: ARTW 260 or proof of interest and ability.

(Torday, Division III: Humanities)

**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: Humanities)

*Not offered in 2010-11.*

**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 ARTW 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, Division III: Humanities)

*Not offered in 2010-11.*

**ARTW B403 Supervised Work**

Students who have had a Creative Writing Major approved through the Independent Major Program will work with a member of the Creative Writing Program faculty on a semester-long 403 (Independent Study) as a final project their senior year. Highly qualified Creative Writing minors and concentrators may petition the program to complete an independent study, subject to the availability of faculty to supervise such projects.

(Staff)

Haverford College currently offers the following courses in creative writing:

ENGLH291 Poetry Writing: A Practical Workshop

ENGLH292 Poetry Writing II: Contemporary Voices

ENGLH293 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 creative and scholarly inquiry within the liberal arts. The Program offers full semester courses in progressive levels of Ballet and Modern and Jazz as well as a full range of technique courses in diverse genres and various traditions. Several performance opportunities are available to students ranging from our Dance Outreach Project, which travels to schools throughout the Philadelphia region, to our Spring Concert for which students work with professional choreographers or reconstructors and perform in our newly renovated theater. We also offer lecture/seminar courses designed to introduce students to dance as a vital area of academic inquiry that examines dance within Western traditions as well as courses that extend or locate themselves beyond those social or theatrical traditions.

Students can take single courses in dance, can minor in dance, or submit an application to major through the independent major program. The core academic curriculum that serves as the basis for our minor or our independent major includes intermediate or advanced technique courses, performance ensembles, dance composition, independent work, and courses in dance research or analysis.

**Minor and Major Requirements**

Requirements for the dance minor are six units of coursework, three required (ARTD 140, 142, and one credit which may be distributed among the following: 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. The major requires eleven courses, drawn primarily from our core academic curriculum and including the above three required courses. The major also requires a senior capstone experience and demonstration of basic writing competency in dance.

**Technique Courses**

In addition to our core technique courses at the intermediate and advanced levels, the Dance Program offers a full range of dance instruction including introductory level courses in ballet, modern, jazz, African, and conditioning as well as techniques developed from other cultural art and social forms including Flamenco, Classical Indian, Hip-hop, Latin Social dance, and Tap, among others. All technique courses may be taken for Physical Education credit but students may elect, instead, to take intermediate and advanced level courses for academic credit.

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

This course introduces students to dance as a multi-layered, significant and enduring human behavior that ranges from art to play to ritual to politics and beyond. It engages students in the creative, critical and conceptual processes that emerge in response to the study of dance. It also explores the research potential that arises when other areas of academic inquiry, including criticism, ethnology, history and philosophy, interact with dance and dance scholarship. Lectures, discussion, film, video, and guest speakers are included.

(Caruso-Haviland, Division III: Humanities)

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

In this introduction to the art of making dances, an array of compositional tools and approaches is used to evolve and refine choreographic ideas. Basic concepts such as space, phrasing, timing, image, energy, density and partnering are introduced and explored alongside attention to the roles of inspiration and synthesis in the creative process. Improvisation is used to explore choreographic ideas and students learn to help and direct others in generating movement. Discussion of and feedback on weekly choreographic assignments and readings contributes to analyzing and refining choreography. Concurrent attendance in any level technique course is required.

(Brick, Division III: Humanities)

### **ARTD B230 Intermediate Technique: Modern**

### **ARTD B231 Intermediate Technique: Ballet**

### **ARTD B232 Intermediate Technique: Jazz**

Intermediate level dance technique courses focus on expanding the movement vocabulary, on introducing movement phrases that are increasingly complex and demanding, and on further attention to motional dynamics and spatial contexts. Students at this level are also expected to begin demonstrating an intellectual and kinesthetic understanding of these technical challenges and their actual performance. Students will be evaluated on their openness and commitment to the learning process, increased understanding of the technique, and demonstration in class of their technical and stylistic progress as articulated within the field.

(Goodman, Stortz, Cantor, Laico, Mintzer, Division III: Humanities)

### **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 historic research and the changing modes of documenting 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: Humanities)

*Not offered in 2010-11.*

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

The study of the history of dance with particular emphasis on its development in the twentieth century as a Theatre Art form within the broader context of both Western and global art and culture. The course investigates the historic and cultural forces that shape both the form and function of dance as well as its reciprocal relationship to or impact on those same forces. Dance will be considered both chronologically and theoretically as cultural, social, aesthetic, and personal phenomena. In addition to lectures and discussion, the course will include film, video, slides, and some movement experiences.

(Caruso-Haviland, Division III: Humanities)

*Not offered in 2010-11.*

### **ARTD B242 Dance Composition II**

This course builds on work accomplished in Composition I and develops an understanding of and skill in the theory and craft of choreography. This includes deepening movement invention skills; exploring form and structure; investigating sources for sound, music, text and language; developing group design; and broadening critical understanding. Students will work on 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: Humanities)

### **ARTD B250 Performing the Political Body**

Artists, activists, intellectuals, and ordinary people have used dance and performance to support political goals and ideologies or to perform social or cultural interventions in the private and public spheres. We will focus on how dance is a useful medium for both embodying and analyzing ideologies and practices of power particularly with reference to gender, class, and ethnicity. In addition to literary, anthropological, and political texts, the course includes introductory group improvisation and performance exercises and an in-class mini-performance project; willingness to research topics and to explore movement or other performance approaches is more important than prior training or experience.

(Caruso-Haviland, Division III: Humanities)

*Not offered in 2010-11.*



**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: Humanities)  
*Not offered in 2010-11.*

**ARTD B330 Advanced Technique: Modern  
ARTD B331 Advanced Technique: Ballet**

Advanced level technique courses continue to expand movement vocabulary and to introduce increasingly challenging movement phrases and repertory. Students are also expected to begin recognizing and incorporating the varied gestural and dynamic markers of styles and genres, with an eye to both developing their facility for working with various choreographic models and for beginning to mark out their individual movement preferences. There is also a continuing emphasis on cultivating the relationship between an intellectual and kinesthetic understanding and command of technical challenges and their actual performance. (Mintzer, Krensing, Malcolm-Naib, Division III: Humanities)

**ARTD B342 Advanced Choreography**

Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. Concurrent attendance in any level technique course is required. (Cantor, Caruso-Haviland, Division III: Humanities)

**ARTD B345 Dance Ensembles**

Dance ensembles are offered in Ballet, Modern, Jazz, and African and are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Students audition for entrance into individual ensembles. Original works choreographed by faculty or guest choreographers or works reconstructed/restaged from classic or contemporary repertoires are rehearsed and performed in concert. This course is suitable for intermediate and advanced level dancers. These and additional ensembles, such as Hip-hop, may be taken, instead, for Physical Education credit. (Cantor, Interim, Division III: Humanities)

**ARTD B390 Senior Project/Thesis**

Majors develop, in conjunction with a faculty advisor, a senior capstone experience that is complementary to and will expand and deepen their work and interest thus far. This can range from a significant research or expository paper to a substantial choreographic work that will be supported in a full studio performance. Students who elect to do choreographic or performance work must also submit a portfolio (10 pages) of written work on dance. Work begins in the Fall semester and should be completed by the middle of the Spring semester. One outside evaluator will be invited to offer additional comment. (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: Humanities)

**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.

**MUSIC**

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

**Music Performance**

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

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



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

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

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

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

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

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

## THEATER

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

### Minor Requirements

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

### Theater Performance

Numerous opportunities exist to act, direct, design and work in technical theater. In addition to the Theater Program's mainstage productions, many student theater groups exist that are committed to musical theater,

improvisation, community outreach, Shakespeare, film and video work, etc. All Theater Program productions are open and casting is routinely blind with respect to race and gender.

### 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, Division III: Humanities)

### ARTT B230 Topics in American Drama

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.

(Hemmeter, Division III: Humanities)

Cross-listed as ENGL B230

*Not offered in 2010-11.*

### ARTT B241 Modern Drama

(Lord, Division III: Humanities)

Cross-listed as ENGL B241

*Not offered in 2010-11.*

### 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.

(Division III: Humanities)

### 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.

(Slusar, Division III: Humanities)

### 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: Humanities)

#### **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: Humanities)

#### **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: Humanities)

#### **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: Humanities)  
*Not offered in 2010-11.*

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

(Cromie, Division III: Humanities)  
*Not offered in 2010-11.*

#### **ARTT B262 Playwriting I**

(Herzog, Division III: Humanities)  
Cross-listed as ARTW B262  
*Not offered in 2010-11.*

#### **ARTT B296 Introduction to Medieval Drama**

(Taylor, Division III: Humanities)  
Cross-listed as ENGL B296  
*Not offered in 2010-11.*

#### **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: Humanities)  
*Not offered in 2010-11.*

#### **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.  
(Slusar, Division III: Humanities)  
*Not offered in 2010-11.*

#### **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: Humanities)

#### **ARTT B354 Shakespeare on the Stage**

An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances.  
(Lord, Division III: Humanities)

#### **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: Humanities)  
Cross-listed as ENGL B356  
*Not offered in 2010-11.*

#### **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. (Christy, Lord, Division III: Humanities)  
*Not offered in 2010-11.*

### **ARTT B362 Advanced Playwriting**

(Herzog, Division III: Humanities)  
Cross-listed as ARTW B362  
*Not offered in 2010-11.*

### **ARTT B403 Supervised Work**

(Iwasaki, Lord)

## **Astronomy**

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

### **Faculty**

Stephen P. Boughn, Professor (on leave semesters I and II)

Scott Engle, Visiting Instructor

R. Bruce Partridge, Professor Emeritus

Beth Willman, Assistant Professor

The astronomy department's curriculum is centered on studying the phenomena of the extraterrestrial Universe and on understanding them in terms of the fundamental principles of physics. We emphasize student research with faculty members and upper level courses contain substantial project- and/or research-based investigation. Our department offers two majors: astronomy or astrophysics. Both majors provide substantial training in quantitative reasoning and independent thinking through work in and out of the classroom. The astronomy major is appropriate for students that desire an in-depth education in astronomy that can be applied to a wide-range of career trajectories, but who do not necessarily intend to pursue graduate study in astronomy. The astrophysics major is appropriate for students who wish to pursue the study of astronomy with additional attention to the physical principles that underlie astrophysical phenomena. The depth of the physics training required for a degree in astrophysics will prepare students who wish to pursue a career in astronomy or astrophysics, or to enter graduate study in astronomy or astrophysics. The department also offers a minor in astronomy.

Although a variety of pathways can lead to a major in the department, prospective astronomy or astrophysics majors are advised to study physics (Physics 105 and 106, or 101 and 102, or Bryn Mawr equivalents) beginning in their first year, and to enroll in Astronomy 205/206 and Physics 213/214 in their sophomore year. It is also recommended to take Astronomy/Physics 152 in the second semester of the first year.

The department offers three courses, Astronomy 101a, Astronomy 112, and Astronomy 114b, which can be taken with no prerequisites or prior experience in astronomy. The department also offers a half-credit course, Astronomy/Physics 152, intended for first-year students who are considering a physical science major and wish the opportunity to study some of the most recent developments in astrophysics.

Students may major in astronomy or astrophysics, but not both. Astrophysics majors may not double major in either physics or astronomy, nor can they minor in either physics or astronomy. Astronomy majors may pursue a double major or a minor in physics. A concentration in scientific computing is available for astronomy and astrophysics majors. The department coordinator for this concentration is Beth Willman.

### Major Requirements

1. Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214.
2. Two mathematics courses; Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
3. Astronomy 205, Astronomy 206, four 300-level astronomy courses, one of which may be replaced by an upper-level physics course
4. Astronomy 404, which may be replaced by approved independent research either at Haverford or elsewhere
5. Written comprehensive examinations.

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

### Astrophysics Major Requirements

1. Physics 105 (or 101), Physics 106 (or 102), Physics 213, Physics 214, Physics 211 (usually taken concurrently with Physics 213).
2. Two mathematics courses. Mathematics 121 and all 200-level or higher mathematics courses can be used to satisfy this requirement.
3. Astronomy 205, Astronomy 206, and any two 300-level astronomy courses.
4. Physics 302, Physics 303, and Physics 309.
5. The Senior Seminar, Physics 399, including a talk and senior thesis on research conducted by the student. This research can be undertaken in a 400-level research course with any member of the Physics or Astronomy departments or by doing extracurricular research at Haverford or elsewhere, e.g., an approved summer research internship at another institution. The thesis is to be written under the supervision of both the research advisor and a Haverford advisor if the research advisor is not a Haverford faculty member.

Bryn Mawr equivalents may be substituted for the non-astronomy courses. Astronomy/Physics 152 and Physics 308 are recommended but not required.

### Minor Requirements

1. Physics 105 (or 101); Physics 106 (or 102)
2. Astronomy 205; Astronomy 206; one 300-level astronomy course.

Astronomy/Physics 152 is recommended but not required.

### Requirements for Honors

All astronomy and astrophysics majors are regarded as candidates for Honors. For both majors, the award of Honors will be made in part on the basis of superior work in the departmental courses and in certain related courses. For astronomy majors, the award of Honors will additionally be based on performance on the comprehensive examinations, with consideration given for independent research. For astrophysics majors, the award of Honors will additionally be based on the senior thesis and talk.

### ASTR H101 Astronomical Ideas

Fundamental concepts and observations of modern astronomy, such as the properties of planets, the birth and death of stars, and the properties and evolution of the Universe. Not intended for students majoring in the physical sciences. Lottery: 12 spaces for Freshmen; 20 spaces for Sophomores, Juniors, and Seniors. (Willman)

### 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:* Physics 101a or 105a and concurrent enrollment in Physics 102b or 106b (or Bryn Mawr equivalents). (Willman)  
Cross-listed in Physics  
*Typically offered every Spring.*

### ASTR H205 Introduction to Astrophysics I

General introduction to astronomy including: the structure and evolution of stars; the properties and evolution of the solar system including planetary surfaces and atmospheres; exoplanets; and observational projects using the Strawbridge Observatory telescopes. *Prerequisite:* Physics 105 and 106 & Math 114 or equivalent. (Staff)  
*Typically offered every Fall.*



**ASTR H206 Introduction to Astrophysics II**

Introduction to the study of: the structure and formation of the Milky Way galaxy; the interstellar medium; the properties of galaxies and their nuclei; and cosmology including the Hot Big Bang model. *Prerequisite:* Astr 205a and Math 114b or equiv or consent.

(Willman)

*Typically offered every Spring.*

**ASTR H341 Advanced Topics: Observational Astronomy**

*Prerequisite:* Astronomy 205

(Willman)

*Typically offered in alternate years.*

**ASTR H342 Advanced Topics: Modern Galactic Astronomy**

*Prerequisite:* Astronomy 205 and 206.

(Willman, Fadely)

*Typically offered in alternate years.*

**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.

(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:* Astronomy 206.

(Willman)

**Biology**

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.

**Faculty**

Peter D. Brodfuehrer, Professor and Chair, semester II

Monica Chander, Assistant Professor (on leave semesters I and II)

Gregory Keith Davis, Assistant Professor

Tamara L. Davis, Associate Professor and Chair, semester I (on leave semester II)

Wilfred A. Franklin, Instructor and Lab Coordinator

Stephen L. Gardiner, Senior Lecturer

Karen F. Greif, Professor

Paul Grobstein, Professor

Michael W. Sears, Assistant Professor

Michelle W. Wien, Lecturer

Rebecca Marie Vandiver, Postdoctoral Fellow in Mathematics and Biology

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 four quarters of introductory biology, BIOL110-113, 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 398-399). 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 allied sciences, to be selected from Anthropology, Chemistry, Computer Science, Geology, Mathematics, Physics or Psychology are required for all majors. Selection of the three additional allied science courses must be done in consultation with the student's

major adviser and be approved by the department. Students interested in pursuing graduate studies or medical school are encouraged to take two semesters each of physics and organic chemistry.

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 110-113 must pass the departmental placement exam.

### **Honors**

Departmental honors are awarded to students who have distinguished themselves academically or via their participation in departmental activities. Final selection for honors is made by the Biology faculty.

### **Minor Requirements**

A minor in Biology consists of six semester courses in Biology.

### **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 and neural and behavioral sciences. A minor in computational methods is available for students interested in computational methods and their applications to biology.

### **Teacher Certification**

The College offers a certification program in secondary teacher education.

### **Animal Experimentation Policy**

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

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

For post-baccalaureate premedical students only. A comprehensive examination of topics in Mendelian and molecular genetics, development and evolution. Lecture three hours, laboratory three hours a week. (Wien, Division II with Lab)

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

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and physiology. Lecture three hours, laboratory three hours a week. BIOL 101 is strongly recommended.

(Wien, Division II with Lab)

### **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.

(Grobstein, Franklin, Division II with Lab)

*Not offered in 2010-11.*

### **BIOL B110 Biological Exploration I**

BIOL 110-113 are introductory-level courses, designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. This year, BIOL 110 will center on the reading of *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, and will examine its biological concepts and issues. Lecture three hours, laboratory three hours a week. There are no prerequisites for this course.

(Greif, Franklin, Division II with Lab)

### **BIOL B111 Biological Exploration II**

BIOL 110-113 are introductory-level courses, designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal and ecological. Each course will explore these areas of biology through a unifying theme. This year, BIOL 111 will investigate the molecular and cellular basis of cystic fibrosis, its inheritance in families and populations, and associated epidemiological and public policy implications. Lecture three hours, laboratory three hours a week. There are no prerequisites for this course.

(T. Davis, Franklin, Division II with Lab)

**BIOL B112 Biological Exploration III**

BIOL 110-113 are introductory-level courses, designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal, and ecological. Each course will explore these areas of biology through a unifying theme. This year, Biology 112 will cover aspects of the genetics, biochemistry, development, physiology, ecology and evolution of skin, along with its associated diseases. Lecture three hours, laboratory three hours a week. There are no prerequisites for this course.

(G. Davis, Franklin, Division II with Lab)

**BIOL B113 Biological Exploration IV**

BIOL 110-113 are introductory-level courses, designed to encourage students to explore the field of biology at multiple levels of organization: molecular, cellular, organismal, and ecological. Each course will explore these areas of biology through a unifying theme. This year, Biology 113 will examine the proximate and ultimate explanations of ecological case studies that every biologist should know. Lecture three hours, laboratory three hours a week. There are no prerequisites for this course.

(Sears, Franklin, Division II with Lab)

**BIOL B201 Genetics**

An introduction to heredity and variation, focusing on topics such as classical Mendelian genetics, linkage, and recombination, chromosome abnormalities, population and developmental genetics. Examples of genetic analyses are drawn from a variety of organisms, including bacteria, *Drosophila*, *C. elegans* and humans. Lecture three hours. Prerequisites: two quarters of BIOL 110-113 and CHEM 103, 104.

(T. Davis, Division II with Lab)

**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: two quarters of BIOL 110-113 or permission of instructor.

(Grobstein, Division II: Natural Science)

**BIOL B205 Brain, Education and Behavior**

A lecture/discussion course exploring intersections between the neural and cognitive sciences and the theory and practice of education, with the aim of generating

useful new insights and productive lines of inquiry in both realms. Prerequisite: Some college-level course work in Biology, Psychology or Education; permission of the instructor.

(Grobstein, Division II: Natural Science)

Cross-listed as EDUC B205

**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: two quarters of BIOL 110-113 or equivalent, or permission of instructor.

(Greif, Division II: Natural Science)

**BIOL B214 The Historical Roots of Women in Genetics and Embryology**

As a more focused version of the course from previous years, we will examine the role that women scientists and technicians played in the development of genetics and embryology from the late-19th to the mid-20th century. The course will look at the work and lives of well known and lesser known individuals, asking how factors such as their educational experiences and mentor relationships played a role in their contributions. One facet of the course will be to look at the Bryn Mawr Biology Department from the founding of the College into the mid-20th century.

(G. Davis, Division II: Natural Science)

**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 nonparametric tests, and introductory topics in multivariate and spatial statistics. The course is geared around weekly problem sets and interactive learning. Three hours of lecture/laboratory a week. Prerequisites: two quarters of BIOL 110-113, introductory geology or permission of instructor.

(Staff, Division II and Quantitative Skills)

*Not offered in 2010-11.*

**BIOL B220 Ecology**

A study of the interactions between organisms and their environments. The scientific underpinnings of current environmental issues, with regard to human impacts,

are also discussed. Students become familiar with ecological principles and with the methods ecologists use to address tricky ecological issues. Students apply these principles through the design and implementation of experiments both in the laboratory and the field. Lecture three hours a week, laboratory/field investigation three hours a week. There will be optional field trips throughout the semester. Prerequisite: two quarters of BIOL 110-113 or GEOL 103.

(Sears, Division II with Lab)

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

(Dalke, Grobstein, Division II or Division 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: two quarters of BIOL 110-113.

(Staff, Division II and Quantitative Skills)

*Not offered in 2010-11.*

### **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.

(Gardiner, Marengo, Division II: Natural Science)

Cross-listed as ANTH B236

Cross-listed as GEOL B236

### **BIOL B244 Behavioral Endocrinology**

An interdisciplinary-based analysis of the nature of hormones, how hormones affect cells and systems, and how these effects alter the behavior of animals. Topics will be covered from a research perspective using a combination of lectures, discussions and student presentations. Prerequisites: two quarters of BIOL 110-113 or one of the following courses: B202, PSYC B218 or PSYC H217.

(Brodfehrer, Division II: Natural Science)

### **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: Natural Science)

Cross-listed as GNST B245

Cross-listed as PSYC B245

*Not offered in 2010-11.*

### **BIOL B250 Computational Methods in the Sciences**

A study of how and why modern computation methods are used in scientific inquiry. Students will learn basic principles of simulation-based programming through hands-on exercises. Content will focus on the development of population models, beginning with simple exponential growth and ending with spatially-explicit individual-based simulations. Students will design and implement a final project from their own disciplines. Six hours of combined lecture/lab per week.

(Sears, Division II and Quantitative Skills)

Cross-listed as CMSC B250

Cross-listed as GEOL B250

### **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: two quarters of BIOL 110-113 or permission of the instructor.

(Chander, Division II: Natural Science)

*Not offered in 2010-11.*

### **BIOL B271 Developmental Biology**

An introduction to embryology and the concepts of developmental biology. Concepts are illustrated by analyzing the experimental observations that support them. Topics include gametogenesis and fertilization, morphogenesis, cell fate specification and differentiation, pattern formation, regulation of gene expression, neural development, and developmental plasticity. The laboratory focuses on observations and experiments on living embryos. Lecture three hours, laboratory three scheduled hours a week; most weeks require additional hours outside of the regularly scheduled lab. Prerequisites: two quarters of BIOL 110-113 or permission of instructor.

(G. Davis, Division II with Lab)

### **BIOL B301 Organismal Biology: Vertebrate Structure**

A comparative study of major organ systems in different vertebrate groups. Similarities and differences are considered in relation to organ system function and in connection with evolutionary relationships among vertebrate



classes. Laboratory activities emphasize dissection of several vertebrate representatives, but also include examination of prepared microscope slides and demonstrations. Two three-hour lecture/laboratory meetings a week. Prerequisites: two quarters of BIOL 110-113 or equivalent, one 200-level Biology course, and permission of instructor.

(Gardiner)

*Not offered in 2010-11.*

### **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: two quarters of BIOL 110-113, CHEM 103, 104 and one 200-level biology course.

(Brodfuehrer)

*Not offered in 2010-11.*

### **BIOL B304 Cell and Molecular Neurobiology**

A problem-based laboratory course in which students investigate cellular and molecular properties of neurons and small networks of neurons using neuron simulations and animal experiments, and through critical reading of the primary literature. Two four-hour laboratory sessions per week. Prerequisites: two quarters of BIOL 110-113, 202, PSYC 218 or PSYC 217 at Haverford.

(Brodfuehrer)

*Not offered in 2010-11.*

### **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: two quarters of BIOL 110-113 and one 200-level science course, or permission of instructor.

(Gardiner)

### **BIOL B310 Philosophy of Science**

(Krausz, Grobstein, Division III: Humanities)

Cross-listed as PHIL B310

*Not offered in 2010-11.*

### **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 quarters of BIOL 110-113 and general chemistry.

(Brodfuehrer, Gardiner)

### **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)

### **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)

*Not offered in 2010-11.*

### **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: two quarters of BIOL 110-113 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.

(Thomas, Brodfuehrer)

Cross-listed as PSYC B326

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

(Fitz-Patrick, Reese)

Cross-listed as GEOL B328

Cross-listed as ARCH B328

Cross-listed as CITY B328

*Not offered in 2010-11.*

**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)

**BIOL B354 Basic Concepts and Special Topics in Biochemistry**

For postbaccalaureate premedical students only.

(Staff)

**BIOL B361 Emergence**

(Blank, Grobstein, Allen)

Cross-listed as CMSC B361

*Not offered in 2010-11.*

**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 quarters of BIOL 110-113 and two semesters of organic chemistry.

(Staff, Division II with Lab)

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

This second semester of a two-semester sequence will continue with analysis of nucleic acids and gene regulation through lecture, critical reading and discussion of primary literature and laboratory experimentation. Three hours of lecture, three hours of lab per week. Prerequisite: BIOL B375 or permission of instructor.

(T. Davis, Division II with Lab)

*Not offered in 2010-11.*

**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.

(Sears)

*Not offered in 2010-11.*

**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.

(Staff)

**BIOL B392 Senior Seminar**

An advanced course in the study of the organization and function of physiological systems from the molecular level to the organismal level. Specific topics related to the organization and function of physiological systems are examined in detail using the primary literature. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students.

(Staff)

*Not offered in 2010-11.*

**BIOL B393 Senior Seminar in Molecular Genetics**

This course focuses on topics of current interest and significance in molecular genetics, such as chromatin structure and mechanisms of gene regulation. Students critically read, present and discuss in detail primary literature relevant to the selected topic. In addition, students write, defend and publicly present one long research paper. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201 or 376, or permission of instructor.

(T. Davis)

*Not offered in 2010-11.*

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

Topics of current interest and significance in evolutionary developmental biology are examined with critical readings and oral presentations of work from the research literature. In addition, students write, defend

and publicly present a research paper based on their readings. Three hours of class lecture and discussion a week, supplemented by frequent meetings with individual students. Prerequisite: BIOL 201, 236 or 271, or permission of instructor.  
(G. Davis)

#### **BIOL B395 Senior Seminar: Cellular Biology**

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 376 or permission of instructor.  
(Greif)

*Not offered in 2010-11.*

#### **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.

(Brodfuehrer)

Cross-listed as PSYC B396

#### **BIOL B397 Senior Seminar in Environmental Studies**

(Barber, Stroud)

Cross-listed as GEOL B397

Cross-listed as ANTH B397

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

A seminar that addresses a variety of topics at the interface of biology and society. Students prepare and present a major scholarly work at the end of the semester.

Three hours of discussion per week.

(Grobstein)

#### **BIOL B399 Senior Seminar**

This seminar provides students with a collaborative forum to facilitate the exchange of ideas and broaden their perspective and understanding of research approaches used in various sub-disciplines of biology. There will be a focus on the presentation, interpretation and discussion of data, and communication of scientific findings to diverse audiences. In addition, students write, defend and publicly present a paper on their supervised research project. Three hours of class discussion each week. Co-requisite: enrollment in the second semester of BIOL403.

(Greif)

#### **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.

(Greif, Grobstein, Brodfuehrer)

#### **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)

## 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

Alyssa Anne Bohlen, Instructor

Sharon J. Nieter Burgmayer, Professor (on leave semester I)

Michelle Miller Francl-Donnay, Professor

Jonas I. Goldsmith, Assistant Professor

Stephanie Lim, Bucher-Jackson Postdoctoral Fellow

Krynn DeArman Lukacs, Senior Lecturer

William P. Malachowski, Associate Professor (on leave semester II)

Frank B. Mallory, Professor (on leave semesters I and II)

Maryellen Nerz-Stormes, Senior Lecturer

Silvia L. Porello, 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 advanced 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.

The Department of Chemistry offers several elective courses and half courses at the introductory level for a general audience on such topics as drugs, scientific writing, and art. Students intending to take chemistry courses must take a chemistry placement test. Extraordinarily well-prepared students may start with CHEM 211 or CHEM 104; most students will start with CHEM 103 and some will be placed into CHEM 101.

### Major Requirements

The requirements for a standard Chemistry major include the following 11 courses (or their equivalents): CHEM 103, 104, 211, 212, 221, 222, 231, 242, 251 and 252, and any two chemistry courses at the 300 or 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 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 375 and 376 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, 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, 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.

### Concentration in Biological Chemistry

Students may receive an A.B. degree in chemistry with a concentration in biological chemistry by fulfilling the core requirements in chemistry (CHEM 103, 104, 211, 212, 251 and 252) and three courses selected from 221, 222, 231 and 242, and any two chemistry courses at the 300 or 500 level, including CHEM 345 as one of the two required advanced courses. Students must also complete two semesters of work in biology selected from BIOL 201, 255, or 340, 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, 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". 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, 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 selected 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 II with Lab)  
Cross-listed as HART B100  
*Not offered in 2010-11.*

**CHEM B101 Chemistry Fundamentals**

For students with little background in chemistry. Prepares students for CHEM 103 by covering problem-solving techniques, mathematics needed for chemistry, atoms, molecules, chemical structures, chemical reactions and solutions. Depending on interest, there may be a topical focus such as drugs and doses, food and energy, or the environment. The course may include Individual student conferences and electronic resources. Offered in the second half of the Fall and Spring semesters. Enrollment is based on performance on a placement test or permission of the instructor.

(Francl, Porello, Division II: Natural Science)

This is a half-semester, half-credit course.

**CHEM B103 General Chemistry I**

For students with some background in chemistry. Sections usually have a maximum of 50 students. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; 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. Laboratory is offered Monday, Tuesday, or Wednesday in the Fall, and on Thursday in the Spring.

(Francl, Lukacs, Porello, White, Division II with Lab and Quantitative Skills)

**CHEM B104 General Chemistry II**

A continuation of CHEM 103. Topics include chemical reactions; introduction to thermodynamics and chemical equilibria; acid-base chemistry; electrochemistry; chemical kinetics. Lecture three hours, recitation one hour and laboratory three hours a week. May include individual conferences, evening problem or peer-led instruction sessions. Prerequisite: CHEM 103 with a grade of at least 2.0, strong performance on the chemistry placement test. Laboratory is offered on Monday, Tuesday, or Wednesday in the Spring or on Thursday in the Fall.

(Goldsmith, Interim, Lukacs, Porello, Division II with Lab and Quantitative Skills)

**CHEM B105 Intimate Interactions Chemical Bonding**

This half-semester course will focus on chemical bonding, starting with the simplest bonding models and describing how these develop into more complex bonding models. The aim is to integrate bonding concepts that are currently taught in separate courses to present a unified evolution of bonding theories. Prerequisite: CHEM B104 or equivalent.

(Burgmayer, Division II: Natural Science)

**CHEM B116 Drugs and How They Work**

An introductory half course exploring fundamental structure-related principles in chemistry through a study of drug action. Prerequisite: CHEM B103 or equivalent or permission of the instructor.

(Malachowski, Division II: Natural Science)

This is a half-semester, half-credit course.

**CHEM B125 Writing Science**

How does scientific research make its way out of the lab? Science translates from research experience to journals written for the expert and is often translated again for more general audiences—appearing in venues such as newspapers, essays and memoirs. What is gained and what is lost when science is translated?

(Francl-Donnay)

Cross-listed as ARTW B125

This is a half-semester, half-credit course.

**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.

(Bohen, Nerz-Stormes, Division II with Lab)

**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.

(Bohen, Nerz-Stormes, Division II with Lab)

**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-Donnay, Division II: Natural Science)

**CHEM B222 Physical Chemistry II**

Modern thermodynamics, with application to phase equilibria, interfacial phenomena and chemical equilibria; statistical mechanics; chemical dynamics. Kinetic theory of gases; chemical kinetics. Lecture three hours. Prerequisites: CHEM 104, PHYS 122 or 102 and MATH 201. May be taken concurrently with CHEM 212 and PHYS 122 or 102.

(Goldsmith, Division II: Natural Science)

**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 II: Natural Science)

**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 II: Natural Science)

**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, quantitative data analysis, 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. (Francl-Donnay, 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, quantitative data analysis, record-keeping and writing. One hour of lecture and five hours of laboratory per week. Prerequisite: CHEM 212. Corequisite: CHEM 222 or 231. (Porello, White)

**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: Natural Science)  
*Not offered in 2010-11.*

**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: Natural Science)  
*Not offered in 2010-11.*

**CHEM B315 Medicinal Chemistry**

A survey of topics related to drug discovery including lead discovery, target interactions, structural optimization, drug metabolism, and drug synthesis. The course will engage in an advanced treatment of these topics with particular attention to an understanding of drug design and development on the molecular level. Case studies will be used to illustrate the application of these principles. Discussions may include OxyContin and related opiate analgesics; aspirin and related NSAIDs; penicillin and other antibacterial agents; Tamiflu and related anti-virals; Alzheimer's disease drugs; and anti-depressants. Prerequisites: CHE 212 or the equivalent. (Malachowski)

**CHEM B321 Advanced Physical Chemistry**

Topics vary. Prerequisites: CHEM 221 and 222 or permission of the instructor. Lecture/seminar three hours per week. (Francl-Donnay, Goldsmith, Division II: Natural Science)  
*Not offered in 2010-11.*

**CHEM B322 Advanced Physical Chemistry**

Topics vary. Prerequisites: MATH 201 and at least junior-level standing in a science major or permission of the instructor. (Francl-Donnay, Division II: Natural Science)  
*Not offered in 2010-11.*

**CHEM B332 Advanced Inorganic Chemistry**

A survey of metals in biology illustrating structural, enzymatic and pharmaceutical applications of transition metals in biological chemistry and including discussion of structural themes and bonding, reaction types, and catalysis. Lecture three hours per week. Prerequisites: CHEM 231 and 242 or permission of the instructor. (Burgmayer, Division II: Natural Science)

**CHEM B345 Advanced Topics in Biological Chemistry (Fall 2010): Nucleic Acids Biochemistry and Applications in Biology**

The course introduces students to the biochemistry of DNA and RNA and related cellular metabolism. It also explores novel biotechnological applications in several areas including medical diagnosis and treatment, genetically modified crops, forensics, bioinformatics, and genome sequencing, among others. The course includes oral presentations as well as written assignments. (Porello, Division II: Natural Science)

**CHEM B345 Advanced Topics in Biological Chemistry (Spring 2011): Current Topics in Metabolism**

During the first part of the semester, metabolic pathways not covered in CHEM 242 will be covered. Biosynthesis and breakdown of carbohydrates, fats, amino acids, and other molecules will be discussed. Current literature about obesity, diabetes, and other metabolic diseases will be discussed in a seminar format. Students will have problem sets as well as written and oral presentations. Prerequisite: any course in biochemistry. (White, Division II: Natural Science)

**CHEM B350 Selected Topics in Current Chemical Research**

A combination lecture/seminar course on the physical, structural, chemical, photochemical, mechanistic and spectroscopic properties of novel organic compounds, including oral presentations by students on very recently published research articles. Lecture three hours a week. Prerequisites: CHEM 211-212, CHEM 221-222, and any 300/500 level course in organic, physical, inorganic or biological chemistry. (Guron, Division II: Natural Science)  
*Not offered in 2010-11.*

**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. (Burgmayer, Francl-Donnay, Goldsmith, Malachowski, Mallory, White)

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**Classical and Near Eastern Archaeology**

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

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**Faculty**

Mehmet-Ali Ataç, Associate Professor (on leave semesters I and II)

A. A. Donohue, Professor

Jean M. Evans, Visiting Assistant Professor

Astrid Lindenlauf, Assistant Professor

Peter Magee, Associate Professor (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:

1. 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.
2. ANTH/ARCH/GEOL 270: Geoarchaeology (Magee, Barber).
3. BIOL/ARCH/GEOL 328: Geospatial Data Analysis and GIS (staff).
4. Two elective courses, to be chosen in consultation with the major 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, must arrange with a professor who is willing to advise them, and consult with the major adviser. Such research normally would be conducted by seniors as a unit of supervised work (403), which must be approved by the advising professor before registration.

## 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 Abraq 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, which concluded all fieldwork in 2010 and is being published. The project continues in study and publication phase.

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 Marianne Weldon, 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: Egypt and Mesopotamia**

A historical survey of the archaeology and art of the ancient Near East and Egypt.  
(Evans, Division III: Humanities)

**ARCH B102 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, Lindenlauf, Division III: Humanities)  
*Not offered in 2010-11.*

**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: Humanities)  
Cross-listed as CITY B104  
*Not offered in 2010-11.*

**ARCH B105 Introduction to Greek Art and Archaeology**

This course examines the visual arts and material culture of the ancient Greek world, and reviews past and present approaches to archaeological and art historical research in the area. We will focus on the time span of roughly 1,000 years from the so-called Dark Age through the Archaic, Classical, and Hellenistic periods, circa 1100 to 31 B.C.E. Proceeding more or less in chronological order, we will explore major excavated sites, such as Athens, Delphi, Olympia, and Pergamon, and discuss key examples of architecture, sculpture, painting, mosaics, and portable arts as documents of social, religious, and cultural history.  
(Lindenlauf, Division III: Humanities)  
This is a half-semester, half-credit course.

**ARCH B106 Introduction to Roman Art and Archaeology**

From its emergence in central Italy in the 8th century B.C.E., Rome developed into an empire extending from western Europe through the Near East. This course surveys Roman material culture through the 4th century C.E. Emphasis is on the interpretation of monuments and artifacts in historical and social context.  
(Donohue, Division III: Humanities)  
This is a half-semester, half-credit course.

**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: Humanities)  
Cross-listed as CITY B110  
Cross-listed as CSTS B110

**ARCH B115 Classical Art**

An introduction to the visual arts of ancient Greece and Rome from the Bronze Age through Late Imperial times (circa 3000 B.C.E. to 300 C.E.). Major categories of artistic production are examined in historical and social context, including interactions with neighboring areas and cultures; methodological and interpretive issues are highlighted.

(Donohue, Division III: Humanities)  
Cross-listed as CITY B115  
Cross-listed as CSTS B115  
Cross-listed as HART B115  
*Not offered in 2010-11.*

**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, Division III: Humanities)  
*Not offered in 2010-11.*

**ARCH B125 Classical Myths in Art and in the Sky**

This course explores Greek and Roman mythology using an archaeological and art historical approach, focusing on the ways in which the traditional tales of the gods and heroes were depicted, developed and transmitted in the visual arts such as vase painting and architectural sculpture, as well as projected into the natural environment.

(Lindenlauf, Division III: Humanities)  
Cross-listed as CSTS B125  
Cross-listed as HART B125  
*Not offered in 2010-11.*

**ARCH B130 The Bronze Age**

This short course is about the notion of the Bronze Age and its archaeological manifestation in the Aegean, Eastern Mediterranean and the Near East. It explores the notion that the discovery of metals and the development of metallurgy spurred the formation of “metal economies,” which led to the expansion of civilizations in the 3rd and 2nd millennia B.C.E.

(Wright, Division III: Humanities)

This is a half-semester, half-credit course.

**ARCH B135 Archaeological Fieldwork and Methods**

In this short course, students will learn the fundamentals of the practice of archaeology through readings and case studies and participatory demonstrations. The course is based on a well-known up-to-date introductory text in archaeology. Case studies will be drawn from the archives of the Nemea Valley Archaeological Project and material in the College’s collections. Each week there will be a 2-hour laboratory that will introduce students to a variety of fieldwork methods and forms of analysis.

(Wright)

This is a half-semester, half-credit course.

**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: Humanities)

Cross-listed as CITY B160

Cross-listed as CSTS B160

*Not offered in 2010-11.*

**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: Humanities)

Cross-listed as CITY B203

**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 encom-

passed 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: Humanities)

Cross-listed as HART B204

*Not offered in 2010-11.*

**ARCH B206 Hellenistic and Roman Sculpture**

This course surveys the sculpture produced from the fourth century B.C.E. to the fourth century C.E., the period beginning with the death of Alexander the Great that saw the transformation of the classical world through the rise of Rome and the establishment and expansion of the Roman Empire. Style, iconography, and production will be studied in the contexts of the culture of the Hellenistic kingdoms, the Roman appropriation of Greek culture, the role of art in Roman society, and the significance of Hellenistic and Roman sculpture in the post-antique classical tradition.

(Donohue, Division III: Humanities)

Cross-listed as HART B206

**ARCH B209 Aegean Archaeology**

The prehistoric cultures of the Aegean area beginning with the origins of agriculture (circa 6500 B.C.E.) and ending with the end of the Late Bronze Age (circa 1100 B.C.E.) with a focus on the palaces of Crete (Knossos, Phaistos, Mallia), Troy, the Aegean Islands (Akrotiri on Thera), and Mycenaean Greece (Mycenae, Tiryns, Thebes, Athens, Pylos).

(Wright, Division III: Humanities)

**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: Humanities)

**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 patriarchy. 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: Humanities)  
*Not offered in 2010-11.*

### **ARCH B226 Archaeology of Anatolia**

One of the cradles of civilization, Anatolia witnessed the rise and fall of many cultures and states throughout its ancient history. This course approaches the ancient material remains of pre-classical Anatolia from the perspective of Near Eastern archaeology, examining the art, artifacts, architecture, cities, and settlements of this land from the Neolithic through the Lydian periods. Some emphasis will be on the Late Bronze Age and the Iron Age, especially phases of Hittite and Assyrian imperialism, Late Hittite states, Phrygia, and the Urartu.  
(Ataç, Division III: Humanities)  
*Not offered in 2010-11.*

### **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 2010-11.*

### **ARCH B234 Picturing Women in Classical Antiquity**

We investigate representations of women in different media in ancient Greece and Rome, examining the cultural stereotypes of women and the gender roles that they reinforce. We also study the daily life of women in the ancient world, the objects that they were associated with in life and death and their occupations.  
(Lindenlauf, Division III: Humanities)  
Cross-listed as CSTS B234  
Cross-listed as HART B234  
*Not offered in 2010-11.*

### **ARCH B236 The Archaeology of Syria**

Recent excavations in Syria have contributed important data to the major issues in ancient Near Eastern archaeology, including the onset of agriculture, the emergence of social stratification, and the rise of urbanism and empire. From the Palaeolithic period to the end of the Iron Age (circa 16,000-300 B.C.E.), this course will present the material culture of Syria and its parallels in neighboring regions.  
(Evans, Division III: Humanities)

### **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.  
(Evans, Division III: Humanities)

### **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: Humanities)  
Cross-listed as CITY B244  
Cross-listed as HIST B244  
Cross-listed as POLS B244  
*Not offered in 2010-11.*

### **ARCH B245 The Archaeology of Water**

This course examines the distribution of water throughout the Middle East and Mediterranean and the archaeology of water exploitation and management over the last 12,000 years. Recent anthropological models that challenge the concept of "hydraulic civilization" are emphasized as are contemporary attempts to revive traditional and ancient technologies to preserve and better manage modern water resources.  
(Magee)

### **ARCH B252 Pompeii**

Introduces students to a nearly intact archaeological site whose destruction by the eruption of Mt. Vesuvius in 79 C.E. was recorded by contemporaries. The discovery of Pompeii in the mid-1700s had an enormous impact on 18th- and 19th-century views of the Roman past as well as styles and preferences of the modern era. Informs students in classical antiquity, urban life, city structure, residential architecture, home decoration and furnishing, wall painting, minor arts and craft and mercantile activities within a Roman city.  
(Staff, Division III: Humanities)  
Cross-listed as CITY B259  
*Not offered in 2010-11.*

### **ARCH B255 Show 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.

(Baertschi, Scott, Wright, Division III: Humanities)

Cross-listed as CSTS B255

Cross-listed as CITY B260

*Not offered in 2010-11.*

### **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

Cross-listed as HART B268

*Not offered in 2010-11.*

### **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

Cross-listed as GEOL B270

*Not offered in 2010-11.*

### **ARCH B274 Bioarchaeology**

(Rhodes)

Cross-listed as ANTH B274

*Not offered in 2010-11.*

### **ARCH B301 Greek Vase-Painting**

This course is an introduction to the world of painted pottery of the Greek world, from the 10th to the 4th centuries B.C.E. We will interpret these images from an art-historical and socio-economic viewpoint. We will also explore how these images relate to other forms of representation. Prerequisite: one course in classical archaeology or permission of instructor.

(Lindenlauf, Division III: Humanities)

### **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 implica-

tions; 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: Humanities)

Cross-listed as HART B305

### **ARCH B305 Ancient Athens: Acropolis**

This course is an introduction to the Acropolis of Athens, perhaps the best-known acropolis in the world. We will explore its history, understand and interpret specific monuments and their sculptural decoration and engage in more recent discussions, for instance, on the role the Acropolis played in shaping the Hellenic identity.

(Lindenlauf, Division III: Humanities)

Cross-listed as CITY B305

*Not offered in 2010-11.*

### **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 2010-11.*

### **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: Humanities)

### **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.

(Staff)

*Not offered in 2010-11.*

**ARCH B323 On the Trail of Alexander the Great**

This course explores the world of Alexander the Great and the Hellenistic world on the basis of a variety of sources. Particular focus is put on the material culture of Macedonia and Alexander's campaigns that changed forever the nature and boundaries of the Greek world.

Prerequisite: a course in classical archaeology or permission of the instructor.

(Lindenlauf, Division III: Humanities)

*Not offered in 2010-11.*

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

(Staff)

Cross-listed as GEOL B328

Cross-listed as BIOL B328

Cross-listed as CITY 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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**ARCH B352 Ancient Egyptian Architecture: The New Kingdom**

A proseminar that concentrates on the principles of ancient Egyptian monumental architecture with an emphasis on the New Kingdom. The primary focus of the course is temple design, but palaces, representative settlements, and examples of Graeco-Roman temples of the Nile Valley will also be dealt with.

(Ataç, Division III: Humanities)

*Not offered in 2010-11.*

**ARCH B355 Archaeology of the Achaemenid Empire in Cross Cultural Context**

The Achaemenid Empire (538-332 B.C.E.) ruled the largest landmass of any of the ancient Near Eastern Empires. Attempts by archaeologists to understand the manner in which authority was asserted over this area have suffered from a reliance on biased historical sources, largely from the Classical World. This course uses

archaeological data to re-examine the Achaemenid Empire in a global context. This data is examined through a methodological framework that emphasizes comparative studies of ancient and more recent Empires in Africa, the Americas, South Asia, and the Mediterranean.  
(Magee)

**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: Humanities)

Cross-listed as CSTS B359

Cross-listed as HART B358

*Not offered in 2010-11.*

**ARCH B369 Topics in Medieval History**

(Truitt, Schwartz, Division III: Humanities)

Cross-listed as HIST B369

Cross-listed as CSTS B369

*Not offered in 2010-11.*

**ARCH B398 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

(Lindenlauf)

**ARCH B399 Senior Seminar**

A weekly seminar on common topics with assigned readings and oral and written reports.

(Donohue)

**ARCH B403 Supervised Work**

(Staff)

**ARCH B425 Praxis III: Independent Study**

(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

### Advisory Faculty at Bryn Mawr

Elizabeth C. Allen, Russian (on leave semester II)

Francis Higginson, French and Francophone Studies

Pauline Lin, East Asian Studies (on leave semester I)

Hoang Tan Nguyen, English

Maria C. Quintero, Spanish

Roberta Ricci, Italian (on leave semesters I and II)

Lisa Saltzman, History of Art

Azade Seyhan, German and German Studies (on leave semester II)

### Advisory Faculty at Haverford College

Israel Burshatin, Comparative Literature and Spanish

Roberto Castillo-Sandoval, Spanish

Maud McInerney, English

Jerry Miller, Philosophy

Deborah Roberts, Classics

Ulrich Schoenherr, German

David Sedley, French

Travis Zadeh, Religion

The study of Comparative Literature situates literature in an international perspective; examines transnational cultural connections through literary history, literary criticism, critical theory, and poetics; and works toward a nuanced understanding of the socio-cultural functions of literature. The structure of the program allows students to engage in such diverse areas of critical inquiry as East-West cultural relations, global censorship and human rights, diaspora studies, film history and theory, and aesthetics of modernity. Therefore, interpretive methods from other disciplines also play a role in the comparative study of literature; among these are anthropology, ethnology, philosophy, history, history of art, religion, classical studies, area studies (Africana studies, Middle Eastern studies, Latin American studies, among others), gender studies, and other arts.

Comparative Literature students are required to have a reading knowledge of at least one foreign language adequate to the advanced study of literature in that

language. Some Comparative Literature courses may require reading knowledge of a foreign language as a prerequisite for admission. Students considering graduate work in Comparative Literature should also study a second foreign language.

### Major Requirements

Requirements for the Comparative Literature major are COML 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one)—at least two of these (one in each national literature) must be at the 300 level or above, or its equivalent as approved in advance by the adviser; one course in critical theory; two electives; COML 398: Theories and Methods in Comparative Literature and 399: Senior Seminar in Comparative Literature.

### 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 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.

(Quintero, Division III: Humanities)

### COML B202 Culture and Interpretation

(Krausz, Division III: Humanities)

Cross-listed as PHIL B202

*Not offered in 2010-11.*

**COML B209 Introduction to Literary Analysis: Philosophical Approaches to Criticism**

**Designated theory course.** 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. (Seyhan, Division III: Humanities)  
 Cross-listed as GERM B209  
 Cross-listed as PHIL B209  
*Not offered in 2010-11.*

**COML B211 Primo Levi, the Holocaust and Its Aftermath**

(Patrino, Division III: Humanities)  
 Cross-listed as ITAL B211  
 Cross-listed as HEBR B211

**COML B212 Borges y sus lectores**

(Sacerio-Gari, Division III: Humanities)  
 Cross-listed as SPAN B211  
*Not offered in 2010-11.*

**COML B213 Theory in Practice: Critical Discourses in the Humanities**

Designated theory course.  
 (Higginson, Division III: Humanities)  
 Cross-listed as FREN B213  
 Cross-listed as GERM B213  
 Cross-listed as HART 213  
 Cross-listed as PHIL B253

**COML B220 Writing the Self**

(Conybeare, Division III: Humanities)  
 Cross-listed as CSTS B220

**COML B222 Aesthetics: The Nature and Experience of Art**

Designated theory course.  
 (Krausz, Division III: Humanities)  
 Cross-listed as PHIL B222  
*Not offered in 2010-11.*

**COML B223 Topics In German Cultural Studies**

(Kenosian, Division III: Humanities)  
 Cross-listed as GERM B223  
 Cross-listed as HART B223  
*Not offered in 2010-11.*

**COML B229 Movies and Mass Politics**

(Tratner, Division III: Humanities)  
 Cross-listed as ENGL B229  
*Not offered in 2010-11.*

**COML B231 Cultural Profiles in Modern Exile**

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 Alvarez, Ana Castillo, Assia Djebar, Eva Hoffman, Milan Kundera, Amin Maalouf, E.S. Özdamar, Zadie Smith, among others.  
 (Seyhan, Division III: Humanities)  
 Cross-listed as GERM B231  
 Cross-listed as ANTH B231  
*Not offered in 2010-11.*

**COML B234 Postcolonial Literature in English**

(Tratner, Division III: Humanities)  
 Cross-listed as ENGL B234  
*Not offered in 2010-11.*

**COML B238 History of Cinema: 1895-1945 Silent Film: From United States to Soviet Russia and Beyond**

(Harte, Division III: Humanities)  
 Cross-listed as ENGL B238  
 Cross-listed as HART B238  
 Cross-listed as RUSS B238

**CO ML B240 Literary Translation Workshop**

(Kirchwey, Division III: Humanities)  
 Cross-listed as ARTW B240  
*Not offered in 2010-11.*

**COML B245 Interdisciplinary Approaches to German Literature and Culture**

(Seyhan Division III: Humanities)  
 Cross-listed as GERM B245  
*Not offered in 2010-11.*

**COML B248 Reception of Classical Literature in the Hispanic World**

(Barrenechea, Division III: Humanities)  
 Cross-listed as CSTS B248  
 Cross-listed as SPAN B248



**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

**COML B260 Ariel/Caliban y el discurso americano**

(Sacerio-Gari, Division III: Humanities)

Cross-listed as SPAN B260

**COML B261 The Russian Anti-Novel**

(Allen, Division III: Humanities)

Cross-listed as RUSS B261

*Not offered in 2010-11.*

**COML B265 The Islamic Literary Tradition**

(Staff, Division III: Humanities)

Cross-listed as GNST B265

*Not offered in 2010-11.*

**COML B270 Classical Heroes and Heroines**

(Baertschi, Division III: Humanities)

Cross-listed as CSTS B270

*Not offered in 2010-11.*

**COML B274 From Myth to Modern Cinema: From Dionysus to the Silver Screen**

(Baertschi, Division III: Humanities)

Cross-listed as CSTS B274

*Not offered in 2010-11.*

**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.

(Staff, Division III: Humanities)

*Not offered in 2010-11.*

**COML B279 Introduction to African Literature**

(Beard, Division III: Humanities)

Cross-listed as ENGL B279

*Not offered in 2010-11.*

**COML B293 The Play of Interpretation**

Designated theory course. A study of the methodologies and regimes of interpretation in the arts, humanistic sciences, and media and cultural studies, this course focuses on common problems of text, authorship, reader/spectator, and translation in their historical and formal contexts. Literary, oral, and visual texts from different cultural traditions and histories will be studied through interpretive approaches informed by modern critical theories. Readings in literature, philosophy, popular culture, and film will illustrate how theory enhances our understanding of the complexities of history, memory, identity, and the trials of modernity.

(Seyhan, Division III: Humanities)

Cross-listed as ENGL B292

Cross-listed as PHIL B293

**COML B299 Cultural Diversity and Its Representations**

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. The course requires a reading knowledge of German.

(Seyhan, Division III: Humanities)

Cross-listed as GERM B299

Cross-listed as CITY B299

*Not offered in 2010-11.*

**COML B302 Le printemps de la parole féminine: femmes écrivains des débuts**

(Armstrong, Division III: Humanities)  
Cross-listed as FREN B302  
*Not offered in 2010-11.*

**COML B305 Modern German Drama—Faust: Approaches to a Legend in Literature, Drama, and Film**

(Seyhan, Division III: Humanities)  
Cross-listed as GERM B305  
*Not offered in 2010-11.*

**COML B306 Film Theory**

(King, Division III: Humanities)  
Cross-listed as ENGL B306  
Cross-listed as HART B306

**COML 310 Genres of Italian Popular Fiction in a Comparative Context**

Popular fiction in its varied forms and genres has become more and more often object of scholarly studies in all literary disciplines. Detective fiction, noir, romance, fantasy, graphic novels, science fiction are all popular fiction genres that, nowadays, have a well respected niche in literary studies, and Italian literature is no exception to this. This course will focus on one or more of these popular genres in a given semester. It will be taught in Italian as well as in English.  
(Perco, Division III: Humanities)  
Cross-listed as ITAL 310

**COML B312 Crimen y detectives en la narrativa hispánica contemporánea**

(Song, Division III: Humanities)  
Cross-listed as SPAN B311  
*Not offered in 2010-11.*

**COML B313 Classical Bodies**

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B303

**COML B314 Troilus and Criseyde**

(Taylor)  
Cross-listed as ENGL B314

**COML B321 Advanced Topics in German Cultural Studies**

(Kenosian, Seyhan, Division III: Humanities)  
Cross-listed as GERM B321  
Cross-listed as CITY B319  
*Not offered in 2010-11.*

**COML B323 Culture and Interpretation**

Designated theory course.  
(Krausz, Division III: Humanities)  
Cross-listed as PHIL B323

**COML B325 Etudes avancées: Crimes et criminalité**

(Mahuzier, Division III: Humanities)  
Cross-listed as FREN B325

**COML B340 Topics in Baroque Art**

(McKim-Smith, Division III: Humanities)  
Cross-listed as HART B340  
*Not offered in 2010-11.*

**COML B350 Voix médiévales et échos modernes**

(Armstrong, Division III: Humanities)  
Cross-listed as FREN B350  
*Not offered in 2010-11.*

**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.  
(Staff, Division III: Humanities)  
*Not offered in 2010-11.*

**COML B375 Interpreting Mythology**

(Edmonds, Division III: Humanities)  
Cross-listed as CSTS B375  
*Not offered in 2010-11.*

**COML B387 Allegory in Theory & Practice**

(Hedley)  
Cross-listed as ENGL B387  
*Not offered in 2010-11.*

**COML B388 Contemporary African Fiction**

(Beard, Division III: Humanities)  
Cross-listed as ENGL B388

**COML B398 Theories and Methods in Comparative Literature**

This course, required of all senior comparative literature majors in preparation for writing the senior thesis in the spring semester, has a twofold purpose: to review interpretive approaches informed by critical theories that enhance our understanding of literary and cultural texts; and to help students prepare a preliminary outline of their senior theses. Throughout the semester, students research theoretical paradigms that bear on their own comparative thesis topics in order to situate those topics in an appropriate critical context.  
(Seyhan)

**COML B399 Senior Seminar in Comparative Literature**

(Staff)

**COML B403 Supervised Work**

(Seyhan)

Haverford College currently offers the following courses in Comparative Literature:

**Fall 2010**

- COML H210 Spanish and Spanish American Film Studies
- COML H220 The Epic in English
- COML H223 Topics in German Cultural Studies
- COML H242 Introduction to Visual Studies
- COML H282 The Allegorical Imagination
- COML H290 History of Literary Theory: Plato to Shelley
- COML H312 Advanced Topics
- COML H322 Politics of Memory in Latin America
- COML H332 Topics in Twentieth Century Continental Philosophy: Levinas

**Spring 2011**

- COML H200 Introduction to Comparative Literature
- COML H209 Classical Mythology
- COML H211 Introduction to Postcolonial Literature
- COML H217 Latin American Documentary Cinema
- COML H221 The Ancient Novel
- COML H222 Rethinking Latin America in Contemporary Narrative
- COML H235 Spanish American Theater
- COML H250 Tones, Words, and Images
- COML H312 Advanced Topics
- COML H318 The Western Dramatic Tradition
- COML H321 Topics in German Literature
- COML H399 Senior Seminar

## Computer Science

Students may complete a major or minor in Computer Science or a minor in computational methods.

### Faculty

Douglas Blank, Associate Professor (on leave semester II)

Deepak Kumar, Professor and Chair

Dianna Xu, Associate Professor (on leave semesters I and II)

Computer Science is the science of algorithms—their theory, analysis, design and implementation. As such it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines. The department at Bryn Mawr is founded on the belief that computer science should transcend from being a subfield of mathematics and engineering and play a broader role in all forms of human inquiry.

The Computer Science Department is supported jointly by faculty at both Bryn Mawr and Haverford Colleges. The department welcomes students who wish to pursue a major in computer science. Additionally, the department also offers a minor in computer science, a concentration in computer science (at Haverford College) and a minor in computational methods (at Bryn Mawr College). The department also strives to facilitate evolving interdisciplinary majors. For example, students can propose a major in cognitive science by combining coursework from computer science and disciplines such as psychology and philosophy.

All majors, minors and concentrations offered by the department 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).

(Interim, Kumar, 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, Division II and Quantitative Skills)

*Not offered in 2010-11.*



**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: Natural Science)

**CMSC 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, difference equations, graphs, and trees.

(Cheng, Division II and Quantitative Skills)

Cross-listed as MATH B231

**CMSC B240 Principles of Computer Organization**

A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: CMSC 206 or permission of instructor.

(Kumar, Division II: Natural Science)

*Not offered in 2010-11.*

**CMSC B245 Principles of Programming Languages**

An introduction to a wide range of topics relating to programming languages with an emphasis on abstraction and design. Design issues relevant to the implementation of programming languages are discussed, including a review and in-depth treatment of mechanisms for sequence control, the run-time structure of programming languages, and programming in the large. The course has a strong lab component where students get to construct large programs in at least three different imperative programming languages.

(Kumar, Division II and Quantitative Skills)

**CMSC B246 Programming Paradigms**

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.

(Blank, Xu, Division II and Quantitative Skills)

*Not offered in 2010-11.*

**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.

(Sears, Division II and Quantitative Skills)

Cross-listed as BIOL B250

Cross-listed as GEOL B250

*Not offered in 2010-11.*

**CMSC B257 Gender and Technology**

(Dalke, Blankenship, Division III: Humanities)

Cross-listed as ENGL B257

*Not offered in 2010-11.*

**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.

(Interim)

**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)

Cross-listed as LING B325

*Not offered in 2010-11.*

**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 2010-11.*

**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 2010-11.*

**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. (Kumar)  
Cross-listed as CMSC B361

**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. (Blank)

**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 2010-11.*

**CMSC B380 Recent Advances in Computer Science**

A topical course facilitating an in-depth study on a current topic in computer science. Prerequisite: permission of instructor. (Staff, Division II: Natural Science)

**CMSC B399 Senior Conference**

An independent project in computer science culminating in a written report/thesis and oral presentation. Class discussions of work in progress and oral and written presentations of research results will be emphasized. Required for all computer science majors in the spring semester of their senior year. (Kumar)

**CMSC B403 Supervised Work/Independent Study**

(Kumar, Blank, Xu)

**CMSC B425 Praxis III: Independent Study**

(Blank)

## East Asian Studies

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Students may complete a major in East Asian Studies, a minor in Chinese language or Japanese language, or a (non-language) minor in East Asian Studies.

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### Chairs

Robert Dostal, Professor and Co-Chair at Bryn Mawr College

Hank Glassman, Associate Professor and Co-Chair at Haverford College

### Faculty at Bryn Mawr College

Tz'u Chiang, Senior Lecturer

Robert Dostal, Professor and Co-Chair

Yonglin Jiang, Associate Professor

Pauline Lin, Assistant Professor (on leave semester I)

Changchun Zhang, Instructor

### Faculty at Haverford College

Hank Glassman, Associate Professor

Shizhe Huang, Associate Professor

Minako Kobayashi, Instructor

Yoko Koike, Senior Lecturer (on leave semesters I and II)

Kazue Kurokawa, Visiting Instructor

Paul Jakov Smith, Professor

Kimiko Suzuki, Visiting Instructor

Tsung Tsai, Instructor

The Bi-College Department of East Asian Studies links rigorous language training to the study of East Asian culture and society. In addition to our intensive programs in Chinese and Japanese languages, the departmental faculty offers courses in East Asian philosophy, linguistics, literature, religion, social and intellectual history.

The East Asian Studies program also incorporates courses by affiliated Bi-College faculty on East Asian anthropology, cities, economics, philosophy, and sociology, as well as additional courses on East Asian culture and society by faculty at Swarthmore.

The intellectual orientation of the East Asian Studies Department is primarily historical and text-based; that is, we focus on East Asia's rich cultural traditions as a way to understand its present, through the study of primary sources (in translation and in the vernacular) and scholarly books and articles. All students wishing to specialize in this humanistic approach to the study of China, Japan, and (with special approval) Korea are encouraged to consider the East Asian Studies major.

But we also work closely with affiliated faculty in the Bi-Co and Tri-Co community who approach East Asia from the perspective of such social science disciplines as Anthropology, Economics, Political Science, Sociology, and the Growth and Structure of Cities, as well as with faculty in History, Music, Religion, and Philosophy. EAS majors are encouraged to take advantage of these programs to supplement their EAS coursework. Please consult the course guide, online or in print, for details on this year's offerings.

### Major Requirements

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 200B (Major Seminar: Methods and Approaches to East Asian Studies), which highlights the emergence of East Asia as a coherent cultural region and introduces students to basic bibliographic skills and research approaches.
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 senior seminar (EAST 398, 399, culminating in the completion of a senior thesis early in the spring semester.)

### Minor Requirements

The Department of East Asian Studies offers minors in both Chinese and Japanese. The requirement is six courses in either language. This minor is currently administered at Bryn Mawr. The department also offers a minor in East Asian Studies, requiring any six courses in EAS exclusive of languages but including cross-listed courses taught in other departments. Of the six courses taken in fulfillment of the EAS non-language minor, at least two must be at the 200 level and at least one must be at the 300 level.

### Language Placement Tests

Placement tests for first-time students at all levels are conducted in the week before classes start in the fall semester. To qualify for third-year language courses students need to finish Second-year courses with a score of 3.0 or above in all four areas of training: Listening, speaking, reading, and writing. In the event that students do not meet the minimum grade at the conclusion of Second-year language study, they must consult with the director of the respective language program and work out a summer study plan that may include taking summer courses or studying on their own under supervision. They must take a placement test before starting

Third-year language study in the fall. (Similarly, students who do not finish Third-year with a score of less than 3.0 in any of the four areas must also take a placement exam before entering Fourth-year.)

### Requirements For Honors

Honors in East Asian studies will be awarded by the departmental faculty on the basis of superior performance in two areas: coursework in major-related courses (including language classes), and the senior thesis. A 3.7 average in major-related coursework is considered the minimum necessary for consideration for honors.

### Study Abroad

The East Asian Studies Department strongly recommends study abroad to maximize language proficiency and cultural familiarity. Formal approval is required by the study abroad advisor prior to the student's travel. Without this approval, credit for courses taken abroad will not be accepted by the East Asian studies department. Also, since procedures for study abroad are different for Bryn Mawr and Haverford, students should contact the relevant deans at their own colleges. Students majoring in EAS are discouraged from studying abroad during the spring of their junior year, since the Methods and Approaches Seminar EAST200, meets then and it is best to take it as a junior. Minors and other students may go abroad fall or spring semester or for the whole year.

If studying abroad is not practical, students may consider attending certain intensive summer schools approved by the East Asian studies department. These plans must be worked out in concert with the program's study abroad advisor and the student's dean.

### EAST H120 Chinese Perspectives on the Individual and Society

A survey of philosophical, literary, legal, and autobiographical sources on Chinese notions of the individual in traditional and modern China. Particular emphasis is placed on identifying how ideal and actual relationships between the individual and society vary across class and gender and over time. Special attention will be paid to the early 20th century, when Western ideas about the individual begin to penetrate Chinese literature and political discourse.

(Smith)

Cross-listed in History

### 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)

Cross-listed in History

### EAST H132 Japanese Civilization

A broad chronological survey of Japanese culture and society from the earliest times to the present, with special reference to such topics as belief, family, language, the arts, and sociopolitical organization. Readings include primary sources in English translation and secondary studies.

(Glassman)

### EAST B200 Major Seminar: Methods and Approaches in East Asian Studies

This course introduces current and prospective majors to the scope and methods of East Asian Studies. It employs readings on East Asian history and culture as a platform for exercises in critical analysis, bibliography, cartography and the formulation of research topics and approaches. It culminates in a substantial research essay. Required of East Asian Studies majors, but open to others by permission, the course should be taken before the senior year. Prerequisite: One year of Chinese or Japanese.

(Jiang)

### EAST H201 Introduction to Buddhism

Focusing on the East Asian Buddhist tradition, this course examines Buddhist philosophy, doctrine and practice as textual traditions and as lived religion.

(Glassman)

Cross-listed in Religion

*Not offered in 2010-11.*

### 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.

(Lin)

*Not offered in 2010-11.*

### EAST B210 Topics in Chinese Culture: Late Imperial China: Marco Polo to 18th Century

This course is 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.

(Staff)

**EAST B212 Introduction to Chinese Literature: Literature in Everyday Life**

The rituals of everyday life marks 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 the individual writers. This course explores literature about 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)

**EAST H218 Chinese Calligraphy As an Art Form**

This course is a 200-level studio/lecture art course. It combines studio practice and creating art projects with slide lectures, readings and museum visits. Students will learn the basic techniques of Chinese Calligraphy, its historical roots and development, and its connection with society, politics, and religion. It offers training in disciplined hand-eye coordination together with an appreciation for this ancient and contemporary art form. At the same time students will learn how western artists, such as Van Gogh, Franz Kline, Jackson Pollock, Robert Motherwell, and Willem de Kooning, were influenced by Chinese calligraphy and built on its techniques in their own work. No Chinese language required.

(Li)

Cross-listed in Fine Arts

**EAST B225 Topics in Modern Chinese Literature: Modern China through Literature, Art and Film**

(Lin)

Cross-listed as HART 225 and HIST 220

**EAST H228 The Logos and the Tao**

This course challenges the postmodern construction of “China” as the (feminine) poetic “Other” to the (masculine) metaphysical “West” by analyzing postmodern concepts of word, image, and writing in relation to Chinese poetry, painting, and calligraphy. Prerequisite: One 100 level course or its equivalent, or consent.

(Wright)

Cross-listed in Philosophy and Comparative Literature  
*Not offered in 2010-11.*

**EAST B229 Comparative Urbanism: Colonial and Post-Colonial Cities**

This course exams the issues of colonialism, post-colonialism, and urbanism in a Chinese context. As Chinese society transformed in the nineteenth and early twentieth 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)

Cross-listed as ANTH B229

Cross-listed as CITY B229

*Not offered in 2010-11.*

**EAST H235 Early Chinese Philosophy**

An introduction to the lively and sharp disputes between competing schools of philosophy in ancient Chinese philosophy, that is, philosophy in the pre-Han period prior to the syncretism that marks Confucianism, neo-Confucianism, and most recently New Confucianism. Prerequisite: One 100-level course in philosophy or EAST 131 Chinese Civilization or by permission of the instructor.

(Wright)

Cross-listed in Philosophy

**EAST H240 Economic Development and Transformation: China vs. India**

A survey of the economic development and recent transitional experience in China and India, giant neighboring countries, accounting for roughly one third of total world population. The course will examine the economic structure and policies in the two countries, with a focus on comparing China and India’s recent economic successes and failures, their development policies and strategies, institutional changes, and factors affecting the transformation process in the two countries. Prerequisite: Econ H101, or 102, or 100 or B105 or equiv.

(Jilani)

Cross-listed in Economics

**EAST H242 Buddhist Philosophy**

An introduction to classical Indian Buddhist thought in a global and comparative context. The course begins with a meditative reading of the classical text—The Dhama-pada—and proceeds to an in depth critical exploration of the teachings of Nagarjuna, the great dialectician who founded the Madhyamika School. Prerequisite: One 100-level course in PHIL or consent.

(Gangadean)

Cross-listed in Philosophy



**EAST H244 Anthropology of China**

Social institutions, cultural idioms, and forms of representation in and of Chinese society over the past 150 years. Through investigations of ethnographic monographs, missionary records, memoirs, and realist fiction, we develop skills in socialgraphs, missionary records, memoirs, and realist fiction, we develop skills in social analysis and cultural critique, and enrich our understanding of contemporary Chinese society. Prerequisite: One course in East Asian Studies or consent.

(Gillette)

Cross-listed in Anthropology

*Not offered in 2010-11.*

**EAST H247 Death and the Afterlife in East Asia**

This course engages the rich textual and visual traditions of China, Korea, and Japan to illuminate funerary and memorial practices and explore the terrain of the next world. Students will learn about the culturally constructed nature of religious belief and come to see the complexity and diversity of the influences on understandings of life and death. The course is not a chronological survey, but rather alternates between modern and ancient narratives and practices to draw a picture of the relationship between the living and the dead as conceived in East Asian religions. Prerequisite: One 100 level course in Religion, History, Anthropology, or East Asian Studies.

(Glassman)

Cross-listed in Religion

**EAST H256 Zen Thought, Zen Culture, Zen History**

What are we talking about when we talk about Zen? This course is an introduction to the intellectual and cultural history of the style of Buddhism known as Zen in Japanese. We will examine the development and expression of this religious movement in China, Korea, Japan and Vietnam.

(Glassman)

**EAST H260 Mid-Imperial China**

This course surveys the fundamental transformation of Chinese society between the 10th and 17th centuries, with particular stress on the civil service examinations and the rise of a literocentric elite; the impact of Neo-Confucianism on social and gender relations; relations between China, the nomad polities of the steppe, and (by the 16th century) the increasingly inquisitive representatives of the West; and the cultural consequences for Chinese of all social strata of the growing power of money. Prerequisite: Open to sophomores and above.

(Smith)

Cross-listed in History

*Not offered in 2010-11.*

**EAST H261 Late Imperial China, 1600-1900**

Surveys Chinese culture and society at the height of the imperial era through the 18th century and the ensuing political and cultural crises catalysed by institutional decline and Western imperialism in the 19th and early 20th centuries. Prerequisite: Sophomore standing or above and at least one prior course in History or East Asian Studies.

(Smith)

Cross-listed in History

*Not offered in 2010-11.*

**EAST B263 The Chinese Revolution**

Places the causes and consequences of the 20th century revolutions in historical perspective, by examining its late-imperial antecedents and tracing how the revolution has (and has not) transformed China, including the lives of such key revolutionary supporters as the peasantry, women, and intellectuals.

(Jiang)

*Not offered in 2010-11.*

**EAST B264 Human Rights in China**

This course will examine China's human rights issues from a historical perspective. The topics include diverse perspectives on human rights, historical background, civil rights, religious practice, justice system, education, as well as the problems concerning some social groups such as migrant laborers, women, ethnic minorities and peasants.

(Jiang)

Cross-listed as HIST B260

*Not offered in 2010-11.*

**EAST H267 The Medieval Transformation of Eurasia, ca. 1000 to 1400**

Historians now agree that the 10th through the 14th centuries witnessed transformations across Eurasia that had long-term consequences for subsequent developments throughout the Old World. This course surveys the nature of and linkages between those changes in Europe, the Islamic world, China, and Japan, with a primary focus on travelers accounts and such literary sources as *The Canterbury Tales* (Europe), *The Arabian Nights* (Middle East), *Tale of the Heike* (Japan), and *The Story of the Western Wing* (China). Prerequisite: One 100-level introductory course in History or East Asian Studies.

(Smith)

Cross-listed in History

**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)

Cross-listed as CITY B273

Cross-listed as HART B272

*Not offered in 2010-11.*

### **EAST H282 Structure of Chinese**

This course is designed to provide an overview of the historical development of the Chinese language and its structures in terms of phonetics/phonology, syntax and semantics. The goal is to help students look at Chinese from both a historical and a theoretical perspective. Students from Linguistics will have an opportunity to enrich and broaden their understanding of linguistic theories and methodologies, and to develop skills in analyzing a non-Indo-European language, while students who have completed at least Second-year Chinese will be exposed to systematic analyses of the language to learn the general patterns. Prerequisite: Consent of the instructor.

(Huang)

Cross-listed in Linguistics

### **EAST H310 Sex and Gender in Japanese Buddhism**

In this seminar we will examine the intersection of religion & gender in Japanese literature from the 11th to the 16th centuries. The course assumes no prior academic experience in gender, literature, religion, or Japanese culture. While all materials read in the course are in English translation, as students will see, linguistic translation is only the first step. We will undertake this enterprise of cultural translation together as we read primary and secondary sources to gain insight to the meaning of being a man or being a woman in medieval Japan.

(Glassman)

Cross-listed in Religion

### **EAST B325 Topics in Chinese History and Culture: China's Environment: History, Policy, and Rights**

(Jiang)

Cross-listed as HIST B326

### **EAST H342 Topics in Asian Philosophy: Japanese Zen in Global Context**

(Gangadean)

Cross-listed in Philosophy

### **EAST H347 Topics in East Asian History: War and Warriors in Chinese History**

(Smith)

Cross-listed in History

### **EAST H349 Topics in Comparative History: The Medieval Transformation of Eurasia, circa 1000-1400**

(Smith)

*Not offered in 2010-11.*

### **EAST H370 Topics in Buddhist Studies: The Lotus Sutra**

(Glassman)

Cross-listed in Religion

*Not offered in 2010-11.*

### **EAST H382 Topics in Chinese Syntax and Semantics**

(Huang)

Cross-listed in Linguistics

*Not offered in 2010-11.*

### **EAST B/H398, 399 Senior Seminar**

A research workshop culminating in the writing and presentation of a senior thesis. Required of all majors; open to concentrators and others by permission.

(Jiang, Glassman)

### **EAST B403 Supervised Work**

(Staff)

## EAST ASIAN LANGUAGES

The East Asian Studies Program welcomes students who wish to combine their interests in East Asian languages with the study of an East Asian culture. These students are urged to consult the Co-Chair of East Asian studies on either campus, who will advise them on creating individual plans of study in appropriate departments.

### CHINESE LANGUAGE

#### Faculty

Tz'u Chiang

Shizhe Huang, Director

Pauline Lin (on leave semester I)

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 in East Asian Studies. Information about specific study abroad opportunities can be obtained from the director.

#### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing 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 H001, H002 First-Year Chinese-Intensive

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 individual conference. This is a year-long course; both semesters are required for credit (CNSE 001 and 002). Limited to 18 students.  
(Zhang)

#### CNSE B003, B004 Second-Year Chinese

Second-year Chinese aims for further development of language skills in speaking, listening, reading, and writing. Five hours of class plus individual conference. This is a year-long course; both semesters (CNSE 003 and 004) are required for credit. Prerequisite: First-year Chinese or consent of instructor. Limited to 18 students.  
(Chiang)

#### CNSE B101, B102 Third-Year Chinese: Readings in the Modern Chinese Short Story and Theater

A focus on overall language skills through reading and discussion of modern short stories, as well as on students facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio- and videotapes of drama and films are used as study aids. Prerequisite: Second-Year Chinese or consent of instructor.  
(Chiang)

#### CNSE H201, H202 Advanced Chinese

Development of language ability in the areas of modern Chinese culture, 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 consent of instructor.  
(Huang)

## JAPANESE LANGUAGE

#### Faculty

Hank Glassman, Interim Director

Yoko Koike, Director (on leave semesters I and II)

Kazue Kurokawa

Kimiko Suzuki

The Japanese Language Program offers a full undergraduate curriculum of courses in Modern Japanese. Students who will combine language study with focused work on East Asian society and culture may wish to consider the major in East Asian Studies. Information about specific study abroad opportunities can be obtained from the director.

#### College Foreign Language Requirement

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

#### JNSE H001, H002 First-Year Japanese-Intensive

An intensive introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in socio-cultural contexts. Six hours per week of class and oral practice. This is a year-long course; both semesters (JNSE001 and 002) are required for credit. Limited to 18 students.  
(Kurokawa)

**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. Limited to 18 students.  
(Suzuki)

**JNSE H101 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 and consent of instructor.  
(Kurokawa)

**JNSE 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: Japanese 101 or equivalent.  
(Suzuki)

**JNSE H201 Fourth-Year Japanese**

Advanced study of Japanese with particular emphasis on reading texts and mastery of kanji and expansion of vocabulary in addition to further development of speaking and writing proficiency. Prerequisite: Third-year Japanese or equivalent and consent of instructor.  
(Suzuki)

**JNSE H202 Fourth-Year Japanese**

Advanced study of Japanese in all four skills (speaking, listening, reading and writing), with the focus on the development of effective communicative skills. Authentic texts and audio-visual materials will be used. Prerequisite: Japanese 201 or equivalent and consent of instructor.  
(Kurokawa)

**Economics**

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

**Faculty**

Janet Ceglowski, Professor and Chair

Jonathan Lanning, Assistant Professor

Michael T. Rock, Professor (on leave semester II)

David R. Ross, Associate Professor

Richard Stahnke, Visiting Assistant Professor

Matthew C. Weinberg, Assistant Professor

The Economics curriculum is designed to provide an understanding of economic processes and institutions and the interactions among economic, political and social structures. The curriculum helps students master the methods used by economists to analyze economic issues and it enables them to make reasoned assessments of alternative public policies in a wide range of fields.

**Major Requirements**

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 203 or H204)

2. The Statistical Methods and Intermediate Theory requirements are best met during sophomore year and must be completed by the end of junior year or before any study away experience. These three courses should be taken at Bryn Mawr or Haverford. The department does not grant credit for Swarthmore's intermediate microeconomics course, ECON SW011, because it is not calculus-based.

3. 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 and H302.

4. Majors in the class of 2011 must take at least two 300-level topics courses for which one of the intermediate theory courses is a prerequisite. Starting with the class of 2012, all majors must take at least three 300-level topics courses for which one of the intermediate theory courses is a prerequisite.

For all majors, one of the 300-level courses must be a research seminar fulfilling the thesis course. Students are not permitted to enter a research seminar without successfully completing a course introducing the field. For example, ECON 316 or 348 are prerequisites for ECON 396. In exceptional cases, ECON 403 Independent Research may be substituted for this requirement; this requires preapproval of the instructor and department chair.

5. No more than two of the following courses can count toward an economics major or minor at Bryn Mawr: ECON B105, H100, H101, H102, B136, B140, H205, H224, H247 and any other course that does not have one of the introductory courses (ECON B105, H101 or H102) as a prerequisite. If a student has taken ECON 105, she cannot take another introductory course at Haverford or elsewhere for credit. If a student starts the two-semester sequence at Haverford (ECON H100, 101, or 102), she must complete the sequence in order to meet the introductory requirement at Bryn Mawr; she cannot take ECON 105 after completing ECON H100, 101, or 102 or similar courses at other institutions.

Students who earn a grade below 2.7 in ECON B105, H101 or H102 are advised to not major in Economics.

### Honors

An economics major with a minimum GPA of 3.7 in economics, including economics courses taken in the second semester of the senior year, will graduate with honors in economics.

### Minor Requirements

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.

A minor plan must be approved before the start of the senior year.

### Advanced Placement

The department will waive the ECON 105 prerequisite for students who score a 5 on both the Microeconomics and Macroeconomics AP exams or a 6 or 7 on the Economics Higher Learning Exam of the International Baccalaureate. The waiver does not count as course credit toward the major or minor; majors and minors receiving advanced placement must still take a total of ten and six courses in economics, respectively. Students qualifying for advanced placement should see the department chair to obtain approval for the waiver and for advice on planning their course work in economics.

### Study Away

Planning ahead is the key to successfully balancing a semester or year away with the economics major. Students planning a semester or year away must complete the statistical methods and intermediate theory courses (200, 202 and 203) before going away and must consult with the department chair well before the application deadline for study away. If a student wants a particular course to count toward the economics major or minor, she must obtain approval from the department chair before confirming registration at the host institution.

### 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 should consult Michael Rock or David Ross early in their career.

### ECON B105 Introduction to Economics

An introduction to micro- and macroeconomics: opportunity cost, supply and demand; consumer choice, the firm and output decisions; market structures; efficiency and market failure; the determination of national income, including government spending, money and interest rates; unemployment, inflation and public policy. (Lanning, Stahnke, Weinberg, Division I: Social Science)

### ECON B136 Working with Economic Data

Applies selected principles of economics to the quantitative analysis of economic data; uses spreadsheets and other tools to collect and judge the reliability of economic data. Topics may include measures of income inequality and poverty; unemployment, national income and other measures of economic well-being; cost-benefit of public and private investments; construction of price indices and other government statistics; evaluating economic forecasts; and the economics of personal finance.

(Ross, Division I and Quantitative Skills)

Cross-listed as CITY B136

*Not offered in 2010-11.*

### 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.

(Staff, Division I: Social Science)

*Not offered in 2010-11.*

### **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: Social Science)

### **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: Social Science)

### **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).

(Lanning, 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.

(Stahnke, Division I: Social Science)

### **ECON B208 Labor Economics**

Analysis of labor markets. Focuses on the economic forces and public policies that determine wage rates, and unemployment. Specific topics include: human capital, family decision making, discrimination, immigration, technological change, compensating differentials, and signaling. Prerequisite: ECON 105.

(Lanning, Division I: Social Science)

### **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.

(Ross, Division I: Social Science)

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.

(Weinberg, Division I: Social Science)

Cross-listed as CITY B214

### **ECON B215 Urban Economics**

Micro- and macroeconomic theory applied to urban economic behavior. Topics include housing and land use; transportation; urban labor markets; urbanization; and demand for and financing of urban services. Prerequisite: ECON 105, or 101 and 102.

(Stahnke, Division I: Social Science)

Cross-listed as CITY B215

### **ECON B225 Economic Development**

Examination of the issues related to and the policies designed to promote economic development in the developing economies of Africa, Asia, Latin America, and the Middle East. Focus is on why some developing economies grow faster than others and why some growth paths are more equitable, poverty reducing, and environmentally sustainable than others. Includes consideration of the impact of international trade and investment policy, macroeconomic policies (exchange rate, monetary and fiscal policy) and sector policies (industry, agriculture, education, population, and environment)

on development outcomes in a wide range of political and institutional contexts. Prerequisite: ECON B105, or H101 and H102.

(Rock, Division I: Social Science)

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 nonmarket benefits and costs; economic justice; and sustainable development. Prerequisites: ECON B105, or H101 and H102.

(Ross, Division I: Social Science)

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: Social Science)

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 was a local township supervisor who will share the day-to-day challenges of coping with land use planning, waste disposal, dispute resolution, and the provision of basic services. Prerequisite: ECON B105 or H101.

(Ross, Division I: Social Science)

### **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: Social Science)

### **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: Social Science)

Cross-listed as POLS B385

*Not offered in 2010-11.*

### **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.

(Weinberg, Division I: Social Science)

### **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.

(Staff)

*Not offered in 2010-11.*

### **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 or equivalent.

(Ross, Division I: Social Science)

### **ECON B315 Economics of Information and Uncertainty**

A study of economic behavior under conditions of incomplete information and uncertainty. Topics include problems of moral hazard and adverse selection in agency theory and signaling model, sequential games of incomplete information, bilateral bargaining and reputation. Applications include optimal insurance contracts, financial bubbles, credit rationing, and the value of information. Prerequisite: ECON B200.

(Stahnke, Division I: Social Science)

**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: Social Science)

**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. (Staff)

**ECON B348 International Trade**

Study of the major theories offered to explain international trade. Includes analyses of the effects of trade barriers (tariffs, quotas, nontariff barriers), trade liberalization, and foreign investment by multinational corporations on growth, poverty, inequality, and the environment. Prerequisite: ECON B200. (Stahnke, Division I: Social Science)

**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. (Ross, Stahnke)  
*Not offered in 2010-11.*

**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. (Ross, Division I: Social Science)

**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, Division I: Social Science)

**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. (Ceglowski, Ross, Rock)

**ECON B425 Praxis III: Independent Study**

(Staff)

## Education

Students may: complete a minor in education leading to a Pennsylvania certification to teach at the secondary level; complete requirements for certification after they graduate through the post-baccalaureate Teacher Education program; or complete a minor in educational studies.

### Faculty

Jody Cohen, Senior Lecturer

Alison Cook-Sather, Professor

Heather Curl, Instructor

Debbie Flaks, Instructor

Howard M. Glasser, Postdoctoral Fellow in Science Education

Alice Lesnick, Senior Lecturer and Director

The field of education is about teaching people how to teach—and more. The Bryn Mawr-Haverford Education Program is built around four mutually-informing pursuits: teacher preparation; the interdisciplinary study of learning as a central human and cultural activity; the investigation of the politics of schooling; and students' growth as reflective teachers, learners, researchers and change agents.

Courses in the Education Program address students interested in:

- The theory, process and reform of education 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 education leading to secondary teacher certification;
- Pursue a minor in educational studies;
- Complete the secondary teacher certification program after they graduate through the Post-baccalaureate Teacher Education Program;
- 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 French, 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.) Students must also complete a minor in education, completing the secondary certification track courses listed below:

- EDUC 200 (Critical Issues in Education)
- PSYC 203 (Educational Psychology)

- EDUC 210 (Special Education)
- EDUC 275 (English Learners in U.S. Schools: Policies and Practices)
- EDUC 301 (Curriculum and Pedagogy Seminar)
- 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 grade of 2.7 or higher in EDUC 200 (Critical Issues in Education) and EDUC 301 (Curriculum and Pedagogy Seminar) in order to practice-teach and must attain a grade of 2.7 or higher in EDUC 302 (Practice Teaching Seminar) to be recommended for certification. 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, 220, 225, 240, 250, 255, 260, 266, 270, 275, 280—see course descriptions below)
- One education-related elective (see program adviser for options)
- EDUC 310 Defining Educational Practice
- EDUC 311 Fieldwork Seminar

Students must attain a grade of 2.7 or higher in EDUC 310 (Defining Education Practice) in order to take EDUC 311 (Fieldwork Seminar).

### The Portfolio/Final Project

To synthesize their work in the minor or the certification program, students create a portfolio (Education Minors also may have the option of completing a final project in lieu of the portfolio). The portfolio or final project draws on the work students produce in their courses as well as in their other activities (volunteering, summer programs, community work, etc.) and serves as a summative expression of what education students do and learn in preparation for their futures as educators

**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 by e-mail at [abrown@brynmawr.edu](mailto:abrown@brynmawr.edu) or phone at (610) 526-5376.

### EDUC B200 Critical Issues in Education

Designed to be the first course for students interested in pursuing one of the options offered through the Education Program, this course is also open to students who are not yet certain about their career aspirations but are interested in educational issues. The course examines major issues in education in the United States within the conceptual framework of educational reform. Fieldwork in an area school required (six visits, 1.5-2 hours per visit). Enrollment is limited to 25 students with priority given to students pursuing certification or the minor in educational studies. Writing intensive. (Cohen, Division I: Social Science)

### EDUC B205 Brain, Education and Inquiry

(Grobstein, Division II: Natural Science)  
Cross-listed as BIOL B205



**EDUC H210 Perspectives on Special Education**

The goal of this course is to introduce students to a range of topics, challenges, dilemmas, and strategies in understanding and educating all learners—those considered typical learners as well as those considered “special” learners. Students will learn more about: how students’ learning profiles affect their learning in school from a functional perspective; how and why students’ educational experience is affected by special education law; major issues in the field of special education; and atypical learners, students with disabilities, and how to meet diverse student needs in a classroom. Two hours of fieldwork per week required.

(Flaks)

**EDUC B219 Writing in Theory/Writing in Practice**

(Hemmeter, Division III: Humanities)

Cross-listed as ENGL B220

*Not offered in 2010-11.*

**EDUC B220 Changing Pedagogies in Mathematics and Science (1/2 credit)**

This course examines perspectives related to teaching and learning math and science, including questioning why (if at all) it is important for people to learn these subjects, what is viewed as successful teaching and learning in these disciplines, and how people learn math and science. Fieldwork in an area school required.

(Glasser, Division I: Social Science)

**EDUC B225 Empowering Learners: Theory and Practice of Extra-Classroom Teaching**

This Praxis course is for students in extra-classroom tutoring and mentoring roles on and off campus. In addition to school settings, sites of play and livelihood are examined as sites of teaching and learning for people of various ages and phases of life. Focus is on learning to facilitate and assess learners’ growth within a context, challenging prescribed roles, and identifying structural barriers and opportunities.

(Lesnick)

This is a half-credit course.

**EDUC H240 Researching Education on Campus**

This course teaches students to use and interpret observation, survey, interview, focus group, and other qualitative methods of educational research, as well as to read and write about such research. Students work in teams to design and begin carrying out campus-based action research projects in areas of concern to Bi-College stakeholders. In addition to class meetings, research teams meet regularly.

(Lesnick, Division I: Social Science)

**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 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). Priority given to those pursuing certification or a minor in educational studies.

(Cohen, Division I: Social Science)

*Not offered in 2010-11.*

**EDUC B251 Arts Teaching in Educational and Community Settings**

(Cantor, Division III: Humanities)

Cross-listed as ARTA B251

*Not offered in 2010-11.*

**EDUC B255 Technology, Education and Society Altering Environments**

Examines theories and applications of technology’s role in education and the impact on teaching, learning, and society. Students investigate experiences with technology and explore and critically examine resources and their intersection with issues of power, knowledge, culture, and society. The aim is for students to develop as technological agents who can alter society through enriching educational opportunities.

(Glasser, Lesnick, Division I: Social Science)

This is a half-credit course.

**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 (weekly fieldwork in a school required).

(Cohen, Division I: Social Science)

Cross-listed as CITY B266

Cross-listed as SOCL B266

**EDUC B270 Identity, Access, and Innovation in Education**

This course explores formal policies that attempt to address race, gender, and language in education and the informal ways that such policies play out in access to

education and in knowledge construction and production. Participatory action research involves students in working with an urban high school.  
(Cohen, Division I: Social Science)

### **EDUC B275 English Learners in U.S. Schools: Policies and Practices**

This course focuses on educational policies and practices related to language minority students in the U. S. We examine English learners' diverse experiences, educators' approaches to working with linguistically diverse students, programs that address their strengths and needs, links between schools and communities, and issues of policy and advocacy. Prerequisite: EDUC 200 (Critical Issues in Education). This is a Praxis I course (weekly fieldwork in a school or other educational setting).  
(Cohen, Division I: Social Science)

### **EDUC B280 Gender, Sex and Education: Intersections and Conflict**

This course explores the intersections and conflict between gender and education through focus on science/mathematics education and related academic domains. It investigates how gender complicates disciplinary knowledge (and vice-versa), the (de)constructing and reinforcing of genders (via science and schooling), and ways gender troubles negotiation of disciplines. Implications for teaching, society, and social justice, as well as relationships among different cultural categories, will be explored.  
(Glasser, Division I: Social Science)

### **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.  
(Curl, Division I: Social Science)

### **EDUC H302 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.  
(Curl, Division I: Social Science)

### **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.  
(Curl)

### **EDUC H310 Defining Educational Practice**

An interdisciplinary inquiry into the work of constructing and researching professional identities and roles in education-related contexts. 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.  
(Lesnick, Division I: Social Science)

### **EDUC B311 Fieldwork Seminar**

Drawing on the diverse contexts in which participants complete their fieldwork, this seminar invites exploration and analysis of ideas, perspectives and different ways of understanding his/her ongoing fieldwork and associated issues of educational practice, reform, and innovation. Five to eight hours of fieldwork are required per week. Enrollment is limited to 20. Open only to students completing the minor in educational studies.  
(Cohen)

### **EDUC B377 Politics of Education Reform**

(Maranto, Division I: Social Science)  
Cross-listed as POLS B377  
*Not offered in 2010-11.*

### **EDUC B403 Supervised Work**

(Cohen, Cook-Sather, Lesnick)

### **EDUC B425 Independent Study (Praxis III)**

(Cohen, Cook-Sather, Lesnick)

### **EDUC B433 Practice Teaching in Secondary Schools**

Supervised teaching in secondary schools (12 weeks) – for students enrolled in the Post-baccalaureate Teacher Educating Program. Two units of credit are given for this course. Open only to non-matriculating students preparing for state certification.  
(Curl)

## English

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 or in Gender and Sexuality.

### Faculty

Linda-Susan Beard, Associate Professor

Peter M. Briggs, Professor

Anne Lindsey Bruder, Lecturer

Anne F. Dalke, Senior Lecturer

Eleanor Jane Hedley, Professor

Gail C. Hemmeter, Senior Lecturer

Hoang Tan Nguyen, Assistant Professor

Katherine A. Rowe, Professor and Chair

Bethany Schneider, Associate Professor

Jamie K. Taylor, Assistant Professor

Kate Louise Thomas, Associate Professor

Karen Tidmarsh, Associate Professor (on leave semester I)

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
- 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 Africana Studies, in Environmental Studies, and in the Program in Gender and Sexuality.

### ENGL B125 Writing Workshop

This course offers students who have already taken an Emily Balch Seminar an opportunity to develop their skills as college writers. Through frequent practice,

class discussion, and in-class collaborative activity, students will become familiar with all aspects of the writing process and will develop their ability to write for an academic audience. The class will address a number of writing issues: formulating questions; analyzing purpose; generating ideas; structuring and supporting arguments; marshalling evidence; using sources effectively; and developing a clear, flexible academic voice. Students will meet regularly with the course instructor, individually and in small groups, to discuss their work.  
(Callaghan, Ruben, Division III: Humanities)

### **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: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)

### **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: Humanities)  
*Not offered in 2010-11.*

### **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.  
(Tratner, Division III: Humanities)  
Cross-listed as HART B205

### **ENGL B209 Literary Kinds**

Beginning with a biological evolutionary model, we examine a range of explanations for how and why new genres evolve. Readings will consist of critical accounts of genre; three hybrid novel forms will serve as imaginative test cases for these concepts. Students will identify, compare, and write an exemplar of a genre that interests them.  
(Dalke, Division III: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)

*Not offered in 2010-11.*

### **ENGL B219 Facing the Facts/Essaying the Subjective**

Nonfictional prose genres, which may well constitute the majority of all that has been written, are very seldom the focus of literature courses. This class will address that gap, by exploring the use-value of the category of non-fictional prose in organizing our experience of, and our thinking about, literature. Might our attending to such texts alter our sense of what literature is?

(Dalke, Division III: Humanities)

### **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: Humanities)

Cross-listed as EDUC B219

*Not offered in 2010-11.*

### **ENGL B223 The Story of Evolution and the Evolution of Stories**

In this course we will experiment with two interrelated and reciprocal inquiries—whether the biological concept of evolution is a useful one in understanding the phenomena of literature (in particular, the generation of new stories), and whether literature contributes to a deeper understanding of evolution. We will begin with science texts that explain and explore evolution and turn to stories that (may) have grown out of one another, asking where they come from, why new ones emerge, and why some disappear. We will consider the parallels between diversity of stories and diversity of living organisms. Lecture three hours a week.

(Dalke, Grobstein, Division II or Division III)

Cross-listed as BIOL B223

### **ENGL B225 Shakespeare**

This introduction to Shakespeare's plays will explore the

Bard's language, sources, print and stage history, and cultural geography. We'll think about form and performance, race and nationhood, authority and intimacy, gender and servitude, law and land. We'll read several plays and poems, watch film adaptations, and attend a stage performance.

(Staff, Division III: Humanities)

### **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: Humanities)

Cross-listed as COML B229

*Not offered in 2010-11.*

### **ENGL B230 Topics in American Drama**

Considers American plays of the 20th century, reading major playwrights of the canon alongside other dramatists who were less often read and produced. Will also study later 20th century dramatists whose plays both develop and resist the complex foundation established by canonical American playwrights and how American drama reflects and responds to cultural and political shifts. Considers how modern American identity has been constructed through dramatic performance, considering both written and performed versions of these plays.

(Hemmeter, Division III: Humanities)

Cross-listed as ARTT B230

### **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: Humanities)

*Not offered in 2010-11.*

### **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: Humanities)

*Not offered in 2010-11.*



**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: Humanities)

Cross-listed as COML B234

*Not offered in 2010-11.*

**ENGL B238 The History of Cinema 1895 to 1945  
Silent Film: From United States to Soviet Russia and Beyond**

This course will explore cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social, and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution.

(Harte, Division III: Humanities)

Cross-listed as COML B238

Cross-listed as HART B238

Cross-listed as RUSS B238

**ENGL B239 Women and Cinema: Social Agency and Cultural Representation**

(Gorfinkel, Division III: Humanities)

Cross-listed as HART B239

*Not offered in 2010-11.*

**ENGL B241 Modern Drama**

A survey of modern drama from the 19th century to the present, beginning with Georg Buchner and ending with living writers. We will explore the formation of modern sensibilities in playwriting through careful study of the evolution of dramatic form and the changing relationship between written text and performance.

(Lord, Division III: Humanities)

Cross-listed as ARTT B241

*Not offered in 2010-11.*

**ENGL B242 Historical Introduction to English Poetry I**

This course traces the development of English poetry from 1360 to 1700, emphasizing forms, themes, and conventions that have become part of the continuing vocabulary of poetry, and exploring the strengths and limitations of different strategies of interpretation. Featured poets: Chaucer, Jonson, Shakespeare, Donne, and Milton.

(Briggs, Division III: Humanities)

**ENGL B243 Historical Introduction to English Poetry II**

The development of English poetry from 1700 to the present. This course is a continuation of ENGL 242 but can be taken independently. Featured poets: Wordsworth, Browning, Christina Rossetti, Yeats, Heaney, Walcott.

(Briggs, Division III: Humanities)

**ENGL B250 Methods of Literary Study**

We will explore the power of language in a variety of linguistic, historical, disciplinary, social, and cultural contexts, focusing on the power of the written word to provide a foundational basis for the critical and creative analysis of literary studies. This course will help to broaden our ideas of what texts and language accomplish socially, historically, and aesthetically. Students will thus refine their faculties of reading closely, writing incisively and passionately, asking productive questions, producing their own compelling interpretations, and listening to the insights offered by others. Limited to sophomores and juniors.

(Beard, Taylor, Thomas, Division III: Humanities)

**ENGL B254 Female Subjects: American Literature 1750-1900**

This course explores the subject, subjection, and subjectivity of women and female sexualities in U.S. literatures between the signing of the Constitution and the ratification of the 19th Amendment. While the representation of women in fiction grew and the number of female authors soared, the culture found itself at pains to define the appropriate moments for female speech and silence, action and passivity. We will engage a variety of pre-suffrage literatures that place women at the nexus of national narratives of slavery and freedom, foreignness and domesticity, wealth and power, masculinity and citizenship, and sex and race "purity."

(Schneider, Division III: Humanities)

**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: Humanities)

**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. (Dalke, McCormack, Division III: Humanities)  
Cross-listed as CMSC B257

**ENGL B258 Finding Knowledge Between the Leaves: 19th-Century Literature of Education**

This class will examine innovative extra-institutional methods and spaces of learning. We will explore a genealogy of unconventional and progressive models of instruction found in imaginative literature, in personal letters, and in material culture. Our readings will range from novels by Catharine Maria Sedgwick and Louisa May Alcott to poetry and letters by Walt Whitman and Emily Dickinson to personal narratives by Henry David Thoreau and Booker T. Washington. (Bruder, Division I or Division III)  
Cross-listed as EDUC B258

**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: Humanities)

**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: Humanities)  
*Not offered in 2010-11.*

**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: Humanities)

**ENGL B264 Black Bards: Poetry in the Diaspora**

An interrogation of poetic utterance in works of the African diaspora, primarily in English, this course addresses a multiplicity of genres, including epic, lyric, sonnet, rap, and mimetic jazz. The development of poetic theories at key moments such as the Harlem Renaissance and the Black Arts Movement will be explored. Prerequisite: Any

course in poetry or African/American literature. (Beard, Division III: Humanities)  
*Not offered in 2010-11.*

**ENGL B268 Native Soil and American Literature:1492-1900**

This course will consider the literature of contact and conflict between English-speaking whites and Native Americans between the years 1492 and 1920. We will focus on how these cultures understood the meaning and uses of land, and the effects of these literatures of encounter upon American land and ecology and vice-versa. Texts will include works by Native, European- and African-American writers, and may include texts by Christopher Columbus, John Smith, William Bradford, Handsome Lake, Samson Occom, Lydia Maria Child, Nathaniel Hawthorne, Sarah Winnemucca Hopkins, John Rollin Ridge, Mark Twain, Mourning Dove, Ella Deloria and Willa Cather. (Schneider, Division III: Humanities)

**ENGL B269 Vile Bodies in Medieval Literature**

The Middle Ages imagined the physical body as the site of moral triumph and failure and as the canvas to expose social ills. The course examines medical tracts, saint's lives, poetry, theological texts, and representations of the Passion. Discussion topics range from plague and mercantilism to the legal and religious depiction of torture. Texts by Boccaccio, Chaucer, Dante, and Kempe will be supplemented with contemporary readings on trauma theory and embodiment. (Taylor, Division III: Humanities)

**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: Humanities)  
*Not offered in 2010-11.*

**ENGL B271 House of Wits**

An extended visit with one of America's most interesting and influential families: the unruly, expansive children of Henry James, Sr. The course will focus on the remarkable writings of the diarist Alice, who became a feminist icon; the great novelist Henry; and the groundbreaking psychologist and philosopher William. (Dalke, Division III: Humanities)  
*Not offered in 2010-11.*

**ENGL B275 Food Revolutions: History, Politics, Culture**

This course traces an arc from the industrial revolution of the 18th and 19th centuries through to the present day food crisis. We will explore the cultural, political, philosophical, ethical and ecological histories of what and how we eat, and look towards sustainable, biodiverse and local agriculture.

(Werlen, Thomas, Division III: Humanities)  
*Not offered in 2010-11.*

**ENGL B277 Nabokov in Translation**

(Harte, Division III: Humanities)  
 Cross-listed as RUSS B277  
*Not offered in 2010-11.*

**ENGL B279 Introduction to African Literature**

Taking into account the oral, written, aural and visual forms of African “texts” over several thousand years, this course will explore literary production, translation and audience/critical reception. Representative works to be studied include oral traditions, the *Sundiata Epic*, Chinua Achebe’s *Anthills of the Savannah*, Ayi Kwei Armah’s *Fragments*, Mariama Bâ’s *Si Longe une Lettre*, Tsitsi Danga-rembga’s *Nervous Conditions*, Bessie Head’s *Maru*, Sembène Ousmane’s *Xala*, plays by Wole Soyinka and his *Burden of History*, *The Muse of Forgiveness* and Ngugi wa Thiong’o’s *A Grain of Wheat*. We will address the “transliteration” of Christian and Muslim languages and theologies in these works.

(Beard, Division III: Humanities)  
 Cross-listed as COML B279  
*Not offered in 2010-11.*

**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: Humanities)

**ENGL B290 Modernisms**

This course will investigate a wide range of works that have been labeled “modernist” in order to raise the question, “Was there one modernism or were there many disparate and competing ones?”

(Tratner, Division III: Humanities)  
*Not offered in 2010-11.*

**ENGL B292 The Play of Interpretation**

(Seyhan, Division III: Humanities)  
 Cross-listed as COML B293  
 Cross-listed as PHIL B293

**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: Humanities)  
*Not offered in 2010-11.*

**ENGL B294 Art and Exploitation: Gender and Sexuality in 1960s American Cinema**

(Gorfinkel, Division III: Humanities)  
 Cross-listed as HART B294  
*Not offered in 2010-11.*

**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: Humanities)  
 Cross-listed as ARTT B296  
*Not offered in 2010-11.*

**ENGL B299 History of Narrative Cinema**

(King, Division III: Humanities)  
 Cross-listed as HART B299  
*Not offered in 2010-11.*

**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: Humanities)  
*Not offered in 2010-11.*

### **ENGL B305 Sociology of Culture**

(Washington)  
Cross-listed as SOCL B325  
*Not offered in 2010-11.*

### **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 relation between film studies and other disciplines of aesthetic and social criticism. Each week of the syllabus pairs critical writing(s) on a central principle of film analysis with a cinematic example. Class will be divided between discussion of critical texts and attempts to apply them to a primary cinematic text.  
(King, Division III: Humanities)  
Cross-listed as COML B306  
Cross-listed as HART B306  
*Not offered in 2010-11.*

### **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: Humanities)

### **ENGL B311 Renaissance Lyric**

(Hedley, Division III: Humanities)  
*Not offered in 2010-11.*

### **ENGL B314 *Troilus and Criseyde***

Examines Chaucer’s magisterial *Troilus and Criseyde*, his epic romance of love, loss, and betrayal. We will supplement sustained analysis of the poem with primary readings on free will and courtly love as well as theoretical readings on gender and sexuality and translation. We will also read Boccaccio’s *Il Filostrato*, Robert

Henryson’s *Testament of Cresseid* and Shakespeare’s *Troilus and Cressida*.  
(Taylor)  
Cross-listed as COML B314

### **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—esthetic, 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.  
(Briggs, Division III: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)

### **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: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)  
*Not offered in 2010-11.*

### **ENGL B333 Lesbian Immortal**

Lesbian literature has repeatedly figured itself in alliance with tropes of immortality and eternity. Using recent queer theory on temporality, and 19th and 20th century primary texts, we will explore topics such as: fame and notoriety; feminism and mythology; epistemes, erotics and sexual seasonality; the death drive and the uncanny; fin de siècle manias for mummies and seances.  
(Thomas, Division III: Humanities)  
*Not offered in 2010-11.*



**ENGL B334 Topics in Film Studies: Queer Cinema in a Transnational Frame**

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: Humanities)  
Cross-listed as HART B334

**ENGL B336 Topics in Film**

This course examines experimental film and video from the 1930’s to present. It will concentrate on the use of found footage: the reworking of existing imagery in order to generate new aesthetic frameworks and cultural meanings. Key issues to be explored include copyright, piracy, archive, activism, affect, aesthetics, interactivity and fandom. (Nguyen, Division III: Humanities)  
Cross-listed as HART B336  
*Not offered in 2010-11.*

**ENGL B337 Contemplating Art Cinema: Michael Haneke, Claire Denis, and the Dardenne Brothers**

(Gorfinkel, Division III: Humanities)  
Cross-listed as HART B337  
*Not offered in 2010-11.*

**ENGL B349 Theories of Authorship in the Cinema**

(King, Division III: Humanities)  
Cross-listed as HART B349  
*Not offered in 2010-11.*

**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: Humanities)

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

(Lord, Division III: Humanities)  
Cross-listed as ARTT B356  
*Not offered in 2010-11.*

**ENGL B359 Dead Presidents**

Framed by the extravagant funerals of Presidents Washington and Lincoln, this course explores the cultural im-

portance of the figure of the President and the Presidential body, and of the 19th-century preoccupations with death and mourning, in the U.S. cultural imaginary from the Revolutionary movement through the Civil War. (Schneider, Division III: Humanities)  
*Not offered in 2010-11.*

**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: Humanities)  
*Not offered in 2010-11.*

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

Intensive study of six 18th-21st century hypercanonical African American written and visual texts (and critical responses) with specific attention to the tradition’s long use of speaking in code and in multiple registers simultaneously. Focus on language as a tool of opacity as well as transparency, translation, transliteration, invention and resistance. Previous reading required. (Beard, Division III: Humanities)  
*Not offered in 2010-11.*

**ENGL B364 Slum Fiction**

David Simon’s acclaimed television show *The Wire* has repeatedly been related to the Victorian novel. This course links Victorian London and 20th-century Baltimore by studying: literary relations between Dickens and Poe; slum writing; the rise of the state institution; a genealogy of serial fiction from the nineteenth century novel to television drama. (Thomas, Division III: Humanities)

**ENGL B367 Asian American Film Video and New Media**

The course explores the role of pleasure in the production, reception, and performance of Asian American identities in film, video, and the internet, taking as its focus the sexual representation of Asian Americans in works produced by Asian American artists from 1915 to present. In several units of the course, we will study graphic sexual representations, including pornographic images and sex acts some may find objectionable. Students should be prepared to engage analytically with all class material. To maintain an atmosphere of mutual



respect and solidarity among the participants in the class, no auditors will be allowed.

(Nguyen, Division III: Humanities)

Cross-listed as HART B367

**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: Humanities)

**ENGL B372 Composing a Self: American Women's Life Writing**

Beginning with Rowlandson's 1682 captivity narrative and concluding with Kingston's *The Woman Warrior*, we examine how American women have constructed themselves in print. Gender, ethnicity, spirituality and sexuality inform public narratives; while letters and diaries serve as a counterweight, revealing private selves and prompting exploration of authority, authorship, history, citizenship and identity. Course includes personal life-writing and archival research in the College's Special Collections.

(Bruder, Division III: Humanities)

*Not offered in 2010-11.*

**ENGL B377 James Joyce**

(Tratner, Division III: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

**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: Humanities)

Cross-listed as COML B387

*Not offered in 2010-11.*

**ENGL B388 Contemporary African Fiction**

Noting that the official colonial independence of most African countries dates back only half a century, this course focuses on the fictive experiments of the most recent decade. A few highly controversial works from the 90's serve as an introduction to very recent work. Most works are in English. To experience depth as well as breadth, there is a small cluster of works from South Africa. With novels and tales from elsewhere on the huge African continent, we will get a glimpse of "living in the present" in history and letters.

(Beard, Division III: Humanities)

Cross-listed as COML B388

**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, Schneider)

**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)

## The Johanna Alderfer Harris Environmental Studies Program

Students may complete an Environmental Studies concentration as an adjunct to any major at Bryn Mawr or Haverford, pending approval of the student's coursework plan by the home department and the Environmental Studies director.

### Director

Ellen Frances Stroud, Growth and Structure of Cities and Environmental Studies

### Faculty

Ruth Elizabeth Simpson, Visiting Professor

John Andrew Brook, Visiting Professor

### Steering Committee

Donald Barber, Geology and Environmental Studies

John Andrew Brook, Philosophy

Victor Donnay, Mathematics (on leave semester I)

Carol Hager, Political Science

Gary McDonogh, Growth and Structure of Cities

David Ross, Economics

Bethany Schneider, English

Michael Sears, Biology

Ruth Simpson, Sociology

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 Ellen Stroud ([estroud@brynmawr.edu](mailto:estroud@brynmawr.edu)). Members of the Environmental Studies steering committee can answer questions pertaining to the concentration in their departments or in allied programs.

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, in addition to ecological concerns, students must take two elective courses outside the natural sciences. One of these courses should address issues of environmental 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. In addition to checking with the home department major adviser, each student's coursework plan for the concentration must be reviewed by the Environmental Studies director. Check the Environmental Studies Web site for the most current listing of course offerings.

Note: Some classes shown on the next page have prerequisites; some are not offered every year. College divisions and how often each course is offered are shown (subject to change).

## 132 Environmental Studies

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<b>Planning and Policy (one is required)</b>	<b>Div.</b>	<b>When Offered</b>
ANTH B210 Medical Anthropology	I	Alternate Years (Alt. Yrs.)
ECON B234 Environmental Economics	I	Every Year (Fall or Spring)
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.
POLS B310 Comparative Public Policy	I	Alt. Yrs.
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)
<b>Humans in the Environment (one is required)</b>		
ANTH B101 Intro. to Anthropology	I	Every Fall
ANTH B203 Human Ecology	I	Every Year (Fall or Spring)
CITY B278 American Environmental History	I	Every Spring
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

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 the environmental programs sponsored by Swarthmore in Eastern Europe and in Cape Town, South Africa.

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.

## Film Studies

Students may complete a minor in Film Studies.

### Director

Homay King, History of Art

### Faculty

Jaime Javier Nasser, Andrew W. Mellon Foundation  
Postdoctoral Fellow in the Humanities

Hoang Tan Nguyen, Assistant Professor

### Steering Committee

Timothy Harte, Russian

Homay King, History of Art

Imke Meyer, German and German Studies

Hoang Tan Nguyen, English

Michael Tratner, English (on leave semester I)

Sharon Ullman, History

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:

#### Fall 2010

- ARTW B266 Screenwriting
- CITY B293 Topics in Film, Television, and Media: Fragmented Media: Gender Identities
- COML B238 History of Cinema, 1895-1945: Silent Film: From the United States to Russia and Beyond
- ENGL B238 History of Cinema, 1895-1945: Silent Film: From the United States to Russia and Beyond
- ENGL B334 Topics in Film Studies: Queer Cinema in a Transnational Frame
- GERM B262 Film and the German Literary Imagination: Austrian Cinema from the Silent Era to the Present
- HART B110 Identification in the Cinema
- HART B238 History of Cinema, 1895-1945: Silent Film: From the United States to Russia and Beyond
- HART B293 Topics in Film, Television, and Media: Fragmented Media: Gender Identities
- HART B334 Topics in Film Studies: Queer Cinema in a Transnational Frame
- RUSS B238 History of Cinema, 1895-1945: Silent Film: From the United States to Russia and Beyond
- SPAN B318 Literary Adaptation in Spanish Cinema

#### Spring 2011

- ENGL B205 Introduction to Film
- ENGL B257 Gender and Technology
- ENGL B299 History of Narrative Cinema, 1945-present
- ENGL B306 Film Theory
- ENGL B367 Asian American Film, Video and New Media
- GNST B255 Video Production
- HART B205 Introduction to Film
- HART B299 History of Narrative Cinema, 1945-present
- HART B306 Film Theory
- HART B367 Asian American Film, Video and New Media
- HEBR B110 Israeli Cinema

## Fine Arts

Students may complete a major in Fine Arts at Haverford College.

### Faculty

Markus Baenziger, Associate Professor

Gerald Cyrus, Visiting Assistant Professor

John Goodrich, Instructor

Hee Sook Kim, Assistant Professor and Chair

Ying Li, Professor

Elizabeth Whalley, Visiting Assistant Professor

William E. Williams, Professor and Curator of  
Photography

The fine arts courses offered by the department are structured to accomplish the following: (1) For students not majoring in fine arts: to develop a visual perception of form and to present knowledge and understanding of it in works of art. (2) For students intending to major in fine arts: beyond the foregoing, to promote thinking in visual terms and to foster the skills needed to give expression to these in a coherent body of art works.

### Major Requirements

Fine arts majors are required to concentrate in either painting, drawing, sculpture, photography or printmaking: four 100-level foundation courses in each discipline from each faculty member; two different 200-level courses outside the area of concentration; two 200-level courses and one 300-level course within that area; three art history courses to be taken at Bryn Mawr College or equivalent, and Senior Departmental Studies 499. For majors intending to do graduate work, it is strongly recommended that they take an additional 300-level studio course within their area of concentration and an additional art history course at Bryn Mawr College.

#### 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:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Goodrich)

#### ARTS H102 Arts Foundation-Drawing

*Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Staff)

#### ARTS H103 Arts Foundation-Photography

*Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Williams)

#### ARTS H104 Arts Foundation-Sculpture

*Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Staff)

#### ARTS H106 Arts Foundation-Drawing

*Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Baenziger)

#### ARTS H107 Arts Foundation-Painting

A seven-week introductory course for students with little or no experience in painting. Students will be first introduced to the handling of basic tools, materials and techniques. We will study the color theory such as interaction of color, complementary colors, optical mixture, texture, surface quality. *Prerequisite:* Preference to declared majors who need Foundations, and to students who have entered the lottery for the same Foundations course at least once without success. Preference will also be given to students with Foundations-Drawing experience. Overenrollment will be determined by lottery conducted by Prof. on the first day of class. (Goodrich)

#### ARTS H108 Arts Foundation-Photography

*Prerequisite:* Overenrollment will be determined by lottery conducted by Prof. on the first day of class. Course is a repeat of 103D/108H. (Williams)

#### ARTS H109 Arts Foundation-Sculpture

Overenrollment will be determined by lottery conducted by Prof. on the first day of class. *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. (Baenziger)

#### ARTS H120 Foundation Printmaking: Silkscreen

A seven-week course covering various techniques and approaches to silkscreen, including painterly monoprint, stencils, direct drawing and photo-silkscreen. Emphasizing the expressive potential of the medium to create a personal visual statement. *Prerequisite:* Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class. (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.

(Whalley)

**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.

(Whalley)

**ARTS H124 Foundation Printmaking: Monotype**

Basic printmaking techniques in Monotype medium. Painterly methods, direct drawing, stencils, brayer techniques for beginners in printmaking will be taught. Color, form, shape, and composition in 2-D format will be explored. Individual and group critiques will be employed. *Prerequisite:* Preference to declared majors who need Foundations, and to those who have entered the lottery for the same Foundations course at least once without success. Lottery conducted by Prof. on the first day of class.

(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)

Cross-listed in African and Africana Studies

*Not offered in 2010-11.*

**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)

Cross-listed in East Asian Studies

**ARTS H223 Printmaking: Materials and Techniques: Etching**

Concepts and techniques of B/W & Color Intaglio.

Line etching, aquatint, soft and hard ground, chin-colle techniques will be explored as well as visual concepts. Developing personal statements will be encouraged.

Individual and group critiques will be employed. *Prerequisite:* Permission of instructor by review of portfolio

(Kim)

**ARTS H224 Computer and Printmaking**

Computer-generated images and printmaking techniques. Students will create photographic, computer processed, and directly drawn images on lithographic polyester plates and zinc etching plates. Classwork will be divided between the computer lab and the printmaking studio to create images using both image processing software and traditional printmaking methods, including lithography, etching, and silk-screen. Broad experimental approaches to printmaking and computer techniques will be encouraged. Individual and group critiques will be employed. *Prerequisite:* An intro printmaking course or permission by portfolio review.

(Kim)

**ARTS H225 Lithography: Material and Techniques**

An intermediate course covering B/W and Color Lithography in plates and stones. Combined methods with other printmaking techniques such as Paper lithography and Monotype are explored during the course along with photographic approaches. An edition of images is required along with experimental ones. Development of technical skills in traditional Lithography and personal visual study are necessary with successful creative solutions. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. *Prerequisite:* Permission of Instructor by review of portfolio.

(Kim)

*Not offered in 2010-11.*

**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 Fine 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.  
(Staff)  
*Not offered in 2010-11.*

### **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; predominant 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.  
(Baenziger)

### **ARTS H251 Photography: Materials and Techniques**

Students are encouraged to develop an individual approach to photography. Emphasis is placed on the creation of black and white photographic prints which express plastic form, emotions and ideas about the physical world. Work is critiqued weekly to give critical insights into editing of individual student work and the use of the appropriate black and white photographic materials necessary to give coherence to that work. Study of the photography collection, gallery and museum exhibitions, lectures, and a critical analysis of photographic sequences in books and a research project supplement the weekly critiques. In addition students produce a

handmade archival box to house their work which is organized into a loose sequence and mounted to archival standards. *Prerequisite:* Fine Arts 103 or equivalent.  
(Williams)

### **ARTS H253 The Theory and Practice of Conceptual Art**

In this course, the specific mid-20th C movement called Conceptual Art will be explored, as will its progenitors and its progeny. Students will study the founding manifestos, the canonical works and their critical appraisals, as well as develop tightly structured studio practica to embody the former research. The course invites artists, writers, activists, & cultural thinkers, those who want to know what it is to make things, spaces, situations, communities, allies, & trouble--without necessarily knowing how to draw, paint, sculpt, photograph, videotape, or film.  
(Muse)  
Cross-listed in Independent College Programs  
*Not offered in 2010-11.*

### **ARTS H260 Photography: Materials and Techniques**

*Prerequisite:* Fine Arts Foundations or consent.  
(Williams)

### **ARTS H321 Experimental Studio: Etching**

An advanced course covers Color Etching using multiple plates. Viscosity printing, line etching, aquatint, soft-ground, surface roll, Chin-collè, plate preparation, registration, and editioning are covered. Students study techniques and concepts in Intaglio method as well as visual expressions through hands-on experiences. Development of technical skills of Intaglio and personal visual study are necessary and creative and experimental approaches beyond two-dimensional outcomes encouraged. A strong body of work following a specific theme is required. Individual discussions and group critiques are held periodically. Additional research on the history of printmaking is requested. *Prerequisite:* Permission of instructor by review of portfolio.  
(Kim)

### **ARTS H322 Experimental Studio: Printmaking: Lithography**

An advanced course explores traditional and experimental lithographic printmaking techniques in multiple plates and stones. Two- and three- dimensional and design and drawing exploration in color also are addressed. Registration, color separation, and edition are taught at an advanced level. Development of technical skills of the Lithographic process with personal visual study is necessary and creative and experimental approaches are highly encouraged. A strong body of work following a specific theme is required. Individual discussions and

group critiques are held periodically. Additional research on the history of printmaking is requested. *Prerequisite:* One course in printmaking or consent.  
(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:* Fine 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:* Fine Arts 223A or B, or consent.  
(Li)

### **ARTS H341 Experimental Studio: Drawing**

*Prerequisite:* Fine Arts 241A or B, or consent.  
(Staff)  
*Not offered in 2010-11.*

### **ARTS H343 Experimental Studio: Sculpture**

In this studio course the student is encouraged to experiment with ideas and techniques with the purpose of developing a personal expression. It is expected that the student will already have a sound knowledge of the craft and aesthetics of sculpture and is at a stage where personal expression has become possible. May be repeated for credit. *Prerequisite:* Fine Arts 243A or B, or consent of instructor  
(Baenziger)

### **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:* Fine Arts 251A and 260B  
(Williams)

### **ARTS H460 Teaching Assistant**

(Li)

### **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.  
(Staff)

### **ARTS H499 Senior Departmental Studies**

The student reviews the depth and extent of experience gained, and in so doing creates a coherent body of work expressive of the student's insights and skills. At the end of the senior year the student is expected to produce a show of his or her work. *Prerequisite:* Senior Majors  
(Staff)

## French and Francophone Studies

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.

### Faculty at Bryn Mawr College

Grace Morgan Armstrong, Professor (on leave semester II)

Ivan Benjamin Cherel, Lecturer

Florence Echtman, Instructor

Francis Higginson, Associate Professor and Chair

Rudy Le Menthéour, Assistant Professor

Brigitte Mahuzier, Professor Director of Avignon Institute

Agnes Peysson-Zeiss, Lecturer

### Faculty at Haverford College

Koffi Anyinéfa, Professor

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 strongly encouraged to take the intensive sequence.

The Department of French and Francophone Studies also cooperates with the Departments of Italian and Spanish in the Romance Languages major.

### 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 spring semester is capped by an oral defense.
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 and the Senior Experience

For the French and Francophone Literature option: After taking Senior Conference in semester I of the senior year, students have the choice in semester II of writing a thesis (30-40 pp.) under the direction of a faculty member or taking a 300-level course in which they write a Senior Essay (15-20 pp.) The first choice offers self-selected students who already have developed a clearly defined subject in semester I the opportunity to pursue independent research and writing of the thesis with a faculty mentor. The second choice allows students, often double majors with another thesis or pre-medical students, the opportunity to produce a substantial, but shorter, piece of work within the structure of their 300-level course in semester II. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of either the Senior Thesis or the Senior Essay.

For the Interdisciplinary Studies in French option: Students take French 325 or 326 in their senior year and, if they have not already done so, complete the two 300-level courses required outside the department. In semester II they write a thesis in French or English under the direction of a member of the French faculty and a mentor outside the department. Departmental honors are awarded for excellence in the Senior Experience after the oral defense of the Senior Thesis.

### Minor Requirements

Requirements for a French minor are FREN 005-102 or 005-105, or 101-102 or 101-105; the 200-level language course; and four 200-level or 300-level courses. At least one course must be 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.

### 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.

### 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. 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 Elementary French Intensive

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and non-intensive (five hours a week) sections. This is a year-long course.  
(Cherel, Zeiss, Language Level 1)

### FREN B002 Elementary French Intensive

The speaking and understanding of French are emphasized particularly during the first semester, and written competence is stressed as well in semester II. The work includes regular use of the Language Learning Center and is supplemented by intensive oral practice sessions. The course meets in intensive (nine hours a week) and non-intensive (five hours a week) sections. This is a year-long course.  
(Cherel, Zeiss, Language Level 1)



**FREN B003 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit. (Cherel, Echtman, Language Level 2)

**FREN B004 Intermediate French**

The emphasis on speaking, understanding, and writing French is continued; texts from French literature and cultural media are read; and short papers are written in French. Students use the Language Learning Center regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours a week) sections that are supplemented by an extra hour per week with an assistant. This is a year-long course; both semesters are required for credit. (Cherel, Echtman, Language Level 2)

**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, Zeiss, Language Level 2)

**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.

(Armstrong, Division III: Humanities)

**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. (Zeiss, Division III: Humanities)

**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: Humanities)

**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: Humanities)

*Not offered in 2010-11.*

**FREN B204 Le Siècle des lumières**

Representative texts of the Enlightenment with emphasis on the development of liberal thought as illustrated in the Encyclopédie and the works of Montesquieu, Voltaire, Diderot, and Rousseau.

(Le Menthéour, Division III: Humanities)

**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

**FREN B207 Missionnaires et cannibales: Maîtres de l'époque moderne**

A study of selected works illustrating the principal literary movements from 1900 to the present. Depending on who is teaching the course, this class will focus on various authors and literary movements of the 20th century such as Surrealism, Modernism, the Nouveau Roman, Oulipo, as well as works from the broader Francophone world.  
(Mahuzier, Division III: Humanities)

**FREN B213 Theory in Practice: Critical Discourses in the Humanities**

This seminar provides exposure to influential 20th-century French thinkers. It will examine three major currents: Postcolonial Theory; Feminist Theory; Post-Structuralist Theory. The primary goal here is to introduce students to exciting and difficult critical thought that will prove useful to their future studies and will begin to develop necessary critical skills. While the materials covered are primarily grounded in French intellectual history, the course will also spend time situating these intellectual currents in broader transnational and trans-disciplinary contexts. This is a required course for the French major. Course taught in English and serving the humanities.

(Higginson, Division III: Humanities)

Cross-listed as COML B213

Cross-listed as GERM B213

Cross-listed as HART B213

Cross-listed as RUSS B253

**FREN B227 Topics in Modern Planning**

(Hein, Division I: Social Science)

Cross-listed as CITY B227

Cross-listed as GERM B227

Cross-listed as HART B227

*Not offered in 2010-11.*

**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: Humanities)  
*Not offered in 2010-11.*

**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 Dana, Division III: Humanities)  
Cross-listed as CITY B251  
*Not offered in 2010-11.*

**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: Humanities)  
Cross-listed as CITY B258  
*Not offered in 2010-11.*

**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. (Le Menthéour, Zeiss)

**FREN B302 Le printemps de la parole féminine: femmes écrivains des débuts**

This study of selected women authors from the French Middle Ages, Renaissance and Classical periods—among them, Marie de France, the troubairitz, Christine de Pisan, Louise Labé, Marguerite de Navarre, and Madame de Lafayette—examines the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works, and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor

for artistic creation, and sociopolitical engagement.  
(Armstrong, Division III: Humanities)  
Cross-listed as COML B302  
*Not offered in 2010-11.*

### **FREN B306 Libertinage et subversion**

The libertine movement of the 18th century has long been condemned for moral reasons or considered of minor importance when compared to the Enlightenment. Yet, the right to happiness ('droit au bonheur') celebrated by the so-called 'Philosophes' implies a duty to experience pleasure ('devoir de jouir'). This is what the libertine writers promoted. The libertine movement thus does not confine itself to literature, but also involves a dimension of social subversion. This course will allow you to understand Charles Baudelaire's enigmatic comment: "the Revolution was made by voluptuaries."  
(Le Menthéour, Division III: Humanities)

### **FREN B325 Etudes avancées Crimes et criminalité**

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.  
(Le Menthéour, Mahuzier, Division III: Humanities)  
Cross-listed as COML B325

### **FREN B326 Etudes avancées**

An in-depth study of a particular topic, event or historical figure in French civilisation. The seminar topic rotates among many subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Mal et valeurs éthiques; Le Cinéma et la politique, 1940-1968; Le Nationalisme en France et dans les pays francophones; Etude socio-culturelle des arts du manger en France du Moyen Age à nos jours.  
(Mahuzier, Division III: Humanities)  
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: Humanities)  
Cross-listed as COML B350  
*Not offered in 2010-11.*

### **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.  
(Armstrong)

### **FREN B403 Supervised Work**

(Armstrong, Mahuzier)

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 Le Génocide rwandais (1994)
- FREN H312 "Les arts du roman du 16e au 18e siècle"

## Gender and Sexuality

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.

### Coordinator

Sharon Ullman, History

### Faculty

Jaime Javier Nasser, Andrew W. Mellon Foundation  
Postdoctoral Fellow in the Humanities

### Steering Committee

Dana Becker, Graduate School of Social Work and  
Social Research

Anne Dalke, English

Gregory Davis, Biology

Lazaro Lima, Spanish (on leave semesters I and II)

Jaime Javier Nasser, History of Art

Hoang Tan Nyugen, English

Sharon Ullman, History

The Program in Gender and Sexuality is an interdisciplinary, Bi-College program that can be integrated with any major or pursued independently. Students graduate from the program with a high level of fluency and rigor in their understanding of the different ways issues of gender and sexuality shape our lives as individuals and as members of larger communities, both local and global.

Students choosing a concentration, minor or independent major in gender and sexuality plan their programs in consultation with the Gender and Sexuality coordinator on their home campus. Members of the Gender and Sexuality steering committee serve as their individual mentors. All students in the program take the core course, "Interdisciplinary Perspectives on Sex and Gender." Other courses in the program allow them to explore a range of approaches to gender and sexual difference: critical feminist theory; women's studies; transnational and third-world feminisms; the experiences of women of color; gender and science; the construction of masculinity; gay, lesbian, queer, transgender, and transsexual studies; the history and representation of gender and sexuality in 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.

Gender and Sexuality courses currently offered at Bryn Mawr include:

### Fall 2010

- ANTH B101 Introduction to Anthropology
- ANTH B316 Gender in South Asia
- COML B220 Writing the Self
- COML B314 Troilus and Criseyde
- CSTS B220 Writing the Self
- EDUC B280 Gender, Sex, and Education
- ENGL B314 Troilus and Criseyde
- ENGL B334 Topics in Film Studies: Queer Cinema through a Transnational Frame
- HART B108 Women, Feminism, and the History of Art
- HART B334 Topics in Film Studies: Queer Cinema through a Transnational Frame
- PHIL B225 Global Ethical Issues
- POLS B375 Women, Work, and Family
- SOCL B375 Women, Work, and Family

**Spring 2011**

ANTH B102 Introduction to Cultural Anthropology  
ANTH B312 Anthropology of Reproduction  
ANTH B350 Advanced Topics in Gender Studies  
ARCH B303 Classical Bodies  
CITY B293 Fragmented Media: Film, Television, and Gendered Identities  
ENGL B257 Gender and Technology  
ENGL B263 Toni Morrison and the Art of Narrative Conjure  
ENGL B269 Vile Bodies in Medieval Literature  
ENGL B367 Asian American Film, Video and New Media  
ENGL B369 Women Poets  
GERM B321 Advanced Topics in German Cultural Studies: Vienna 1900  
HART B293 Fragmented Media: Film, Television, and Gendered Identities  
HART B340 Topics in Baroque Art: Costume and Consumer Culture  
HART B348 Topics in German Art  
ITAL B235 Italian Women's Movement:  
PHIL B344 Development Ethics  
POLB B282 Exotic Other: Gender in the Middle East  
SOCL B262 Sociology of Public Opinion  
SOCL B350 Movements for Social Justice  
SPAN B223 Genero y modernidad en la narrativa del siglo XIX

Courses in Gender and Sexuality currently offered at Haverford include:

**Fall 2010**

ANTH H204 Anthropology of Gender  
ENGL H278 Contemporary Women Writers  
ENGL H383 Topics in American Literature  
GERM H223 Writing Nations: Africa and Europe  
HIST H310 Political Technologies of Race and the Body  
ICPR H244 Quaker Social Witness  
PHIL H105 Love, Friendship, and the Ethical Life  
POLB H235 African Politics  
RELG H301 Religious Polemics

**Spring 2011**

GERM H224 Visualizing Europe  
ICPR H281 Violence and Public Health  
ICPR H290 Interdisciplinary Perspectives on Gender  
POLB H123 American Politics: Difference and Discrimination  
POLB H229 Latino Politics in the U.S.  
RELG H330 Seminar in the Writings of Women of African Descent



## General Studies

General studies courses focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered. These courses cut across disciplines and emphasize relationships among them. Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

### **GNST B103 Introduction to Swahili Language and Culture I**

The primary goal of this course is to develop an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. In the process of acquiring the language, students will also be introduced to East Africa and its cultures. No prior knowledge of Swahili or East Africa is required.

(Mshomba, Division I or Division III)

### **GNST B105 Introduction to Swahili Language and Culture II**

The primary goal of this course is to continue working on an elementary level ability to speak, read, and write Swahili. The emphasis is on communicative competence in Swahili based on the National Standards for Foreign Language Learning. Students will also continue learning about East Africa and its cultures. Introduction to Swahili Language and Culture I or permission of the instructor is required.

(Mshomba, Division I or Division III)

### **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.

(Arbona, Song, Division I or Division III)

### **GNST B156 Themes in Middle Eastern Society: The Space of Religion**

The basis for the Middle East Studies Concentration, this course features changing themes. For Fall 2010, the theme is the space of religion: in daily life; in politics and culture; space and metaphor. Included are sacred kingship, the rise of Islamic states, roles of Middle Eastern Christians and Jews, and challenges from secular ideologies that transform the space of religion.

(Harrold)

### **GNST B255 Advanced Video Production**

This course will explore aesthetic strategies utilized by low-budget film and video makers as each student works throughout the semester to complete a 7-15 minute film or video project. Course requirements include weekly screenings, reading assignments, and class screenings of rushes and roughcuts of student projects. Prerequisites: Some prior film course experience necessary, instructor discretion.

(Staff, Division III: Humanities)

### **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.

(Dalke, Lindgren, Schneider, Division III: Humanities)

*Not offered in 2010-11.*

## Geology

Students may complete a major or minor in Geology. Within the major, students may complete concentrations in Environmental Studies, geoarchaeology or geochemistry.

### Faculty

Donald Barber, Associate Professor

Lynne Jessica Elkins, Lecturer

Katherine Nicholson Marenco, Lecturer

Pedro Jose Marenco, Assistant Professor

Arlo Brandon 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 from which the Earth is made; of the physical processes which have formed the Earth; of the history of the Earth and its organisms; and of the various techniques necessary to investigate Earth processes and the geologic record.

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 spring semester of her 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 departments in the natural and social sciences and humanities, and is open to students from any major, pending approval of the home department.

The Environmental Studies concentration in Geology consists of GEOL 101 and 103, 202 and two other 200-level geology courses, 302, 397, one other 300-level geology course and 399; CITY/SOCL 175, BIOL 220; two semesters of chemistry; and two semesters of math, statistics or computational methods. 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 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, 203, 204, 205, 270, and 399; two semesters of chemistry; two semesters of math, statistics or computational methods; either ARCH 101 or ANTH 101; and one 200- or 300-level elective from among current offerings in Anthropology or Classical and Near Eastern Archaeology. Paperwork for the concentration should be filed at the same time as the major work plan. For course planning advice, consult with Don Barber (Geology), Rick Davis (Anthropology) or Peter Magee (Archaeology).

### Concentration in Geochemistry

The geochemistry concentration encourages students majoring either in geology or in chemistry to design a course of study that emphasizes earth chemistry. In geology this concentration includes at least: GEOL 101,

103, 202, 205; 302 or 305; CHEM 101 or 103, 104 and 221 or 222. Additional chemistry courses might include 211 (Organic 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 Pedro Marengo or Lynne Elkins (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 II with Lab)

### **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.  
(Marengo, Division II with Lab)

### **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 II with Lab)  
Cross-listed as CITY B103

### **GEOL B115 Living with Volcanoes**

This course explores how people have long lived alongside, in the shadow of, and at times directly on top of active volcanoes. Volcanic centers are hosts to sporadic and difficult-to-predict destructive and explosive activity, persistent and damaging passive degassing, valuable nutrient-rich soils, vibrant ecosystems, and important geothermal energy systems. The goals of this class are to examine the scientific basis for understanding volcanoes and predicting their behavior; to study the role of volcanoes in history and lore across human societies; and to examine our complicated relationship with them in the modern world.  
(Elkins)

### **GEOL B120 Origin & Early Evolution of Life**

Where and how did life originate on Earth? What are the minimum conditions for life to arise, and persist, on any planet? Scientists are closer now than ever before to answering these intriguing questions. In this course, we will explore the fundamental requirements for life; critically examine many of the hypotheses that have been proposed to explain the origin of life on Earth; survey the fossil, geochemical, and molecular evidence for early life, from the earliest-known examples through the “Cambrian Explosion”; and propose means of identifying life and its effects elsewhere in the universe. Two lectures per week, plus a one-day fieldtrip.  
(K. Marengo)

### **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).  
(Elkins, Division II with Lab)

### **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 culminating in a scientific manuscript will be based on material collected on a two-day trip to the Tertiary deposits of the Chesapeake Bay.  
(Marengo, Division II with Lab)

### **GEOL B204 Structural Geology**

An introduction to the study of rock deformation in the Earth's lithosphere viewed from all scales - from the microscopic (atomic scale) to the macroscopic (continental scale). This class focuses on building a foundation of knowledge and understanding that will allow students to broaden their appreciation and understanding of the complexity of the Earth system and the links between geologic structures at all scales and plate tectonics. Three lectures and three hours of laboratory a week, plus weekend field trips. Prerequisites: GEOL 101 and MATH 101.  
(Weil, Division II with Lab)

### **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 II with Lab)

#### **GEOL B206 Resources**

An examination of issues concerning the supply of energy and raw materials required by humanity. This includes an investigation of the geological framework that determines resource availability, and of the social, economic, and political considerations related to energy production and resource development. Two 90-minute lectures a week. Prerequisite: one year of college science.

(Barber, Division II: Natural Science)

#### **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

*Not offered in 2010-11.*

#### **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.

(Staff, Division II: Natural Science)

*Not offered in 2010-11.*

#### **GEOL B236 Evolution**

(Gardiner, Marengo, Division II: Natural Science)

Cross-listed as BIOL B236

Cross-listed as ANTH B236

#### **GEOL B250 Computational Methods in the Sciences**

(Sears, Division II and Quantitative Skills)

Cross-listed as BIOL B250

Cross-listed as CMSC B250

*Not offered in 2010-11.*

#### **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 warming, 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 2010-11.*

#### **GEOL B270 Geoarchaeology**

(Barber, Magee)

Cross-listed as ARCH B270

Cross-listed as ANTH B270

*Not offered in 2010-11.*

#### **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.

(Staff)

*Not offered in 2010-11.*

#### **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.

(Marengo)

*Not offered in 2010-11.*

#### **GEOL B304 Tectonics**

Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three hours of lecture and a problem session a week. Prerequisite: GEOL 204 or permission of instructor.

(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. (Elkins)

### **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 2010-11.*

### **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)  
*Not offered in 2010-11.*

### **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 2010-11.*

### **GEOL B328 Analysis of Geospatial Data Using GIS**

(Staff)  
Cross-listed as ARCH B328  
Cross-listed as BIOL B328  
Cross-listed as CITY B328

### **GEOL B350 Advanced Topics in Geology (Fall 2010): Time Scales of Climate Change**

A seminar course designed to familiarize students with primary scientific literature in the often contentious research fields attempting to determine how, when, why and at what rates earth's climate has varied over geologic history. (Barber, Marengo)

### **GEOL B350 Advanced Topics in Geology (Spring 2011): Carbonate Petrography and Geochemistry**

This course is designed to help students learn techniques for understanding Earth's changing environments by using mineral and geochemical indicators preserved in carbonate rocks. The course is largely laboratory-based, with an emphasis on making predictions, observations, and interpretations for rocks collected by the class. To this end, students will be learning how to use advanced petrographic and geochemical tools such as cathodoluminescence petrography, inductively coupled plasma mass spectrometry and ion chromatography. (Marengo)

### **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 civic engagement (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. (Barber, Hager)  
Cross-listed as ANTH B397  
Cross-listed as BIOL B397  
Cross-listed as POLS 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. (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

Students may complete a major or minor in German and German Studies.

### Chairs

Imke Meyer, Professor and Co-Chair

Ulrich Schönherr, Associate Professor and Co-Chair

### Faculty at Bryn Mawr College

David M. Kenosian, Lecturer

Imke Meyer, Professor and Co-Chair

Azade Seyhan, Professor (on leave semester II)

### Faculty at Haverford College

Imke Brust, Visiting Assistant Professor of German

Ulrich Schönherr, Associate Professor and Co-Chair

The Bryn Mawr-Haverford Bi-College Department of German draws upon the expertise of the German faculty at both Bryn Mawr and Haverford Colleges to offer a broadly conceived German Studies program, incorporating a variety of courses and major options. The purpose of the major in German and German Studies is to lay the foundation for a critical understanding of German culture in its contemporary global context and its larger political, social, and intellectual history. To this end we encourage a thorough and comparative study of the German language and culture through its linguistic and literary history, systems of thought, institutions, political configurations, and arts and sciences.

The German program aims, by means of various methodological approaches to the study of another language, to foster critical thinking, expository writing skills, understanding of the diversity of culture(s), and the ability to respond creatively to the challenges posed by cultural difference in an increasingly global world. Course offerings are intended to serve both students with particular interests in German literature and literary theory and criticism, and those interested in studying German and German-speaking cultures from the perspective of communication arts, film, history, history of ideas, history of art and architecture, history of religion, institutions, linguistics, mass media, philosophy, politics, and urban anthropology and folklore.

A thorough knowledge of German is a goal for both major concentrations. The objective of our language instruction is to teach students communicative skills that enable them to function effectively in authentic conditions of language use and to speak and write in idiomatic German. A major component of all German courses is the examination of issues that underline the cosmopolitanism as well as the specificity and complex-

ity of contemporary German culture. German majors can and are encouraged to take courses in interdisciplinary areas, such as comparative literature, film, gender and sexuality studies, growth and structure of cities, history, history of art, music, philosophy, and political science, where they read works of criticism in these areas in the original German. Courses relating to any aspect of German culture, history, and politics given in other departments can count toward requirements for the major or minor.

### College Foreign Language Requirement

The College's foreign language requirement may be satisfied by completing GERM 101 and 102 with an average grade of at least 2.0 or with a grade of 2.0 or better in GERM 102.

### Major Requirements

The German and German studies major consists of 10 units. All courses at the 200 or 300 level count toward the major requirements, either in a literature concentration or in a German studies concentration. A literature concentration normally follows the sequence 201 and/or 202; 209 or 212, or 214, 215; plus additional courses to complete the 10 units, two of them at the 300 level; and finally one semester of Senior Conference. A German studies major normally includes 223 and/or 224 or 245; one 200- and one 300-level course in German literature; three courses (at least one at the 300 level) in subjects central to aspects of German culture, history, or politics; and one semester of GERM 321 (Advanced Topics in German Cultural Studies). Within each concentration, courses need to be selected so as to achieve a reasonable breadth, but also a degree of disciplinary coherence. Within departmental offerings, GERM 201 and 202 (Advanced Training) strongly emphasize the development of conversational, writing, and interpretive skills. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

### Honors

Any student who has completed a senior thesis and whose grade point average in the major at the end of the senior year is 3.8 or higher qualifies for departmental honors. Students who have completed a thesis and whose major grade point average at the end of the senior year is 3.6 or higher, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom she has done coursework, and at least one other faculty member must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. If there is a sharp difference of opinion, additional readers will serve as needed.

## Minor Requirements

A minor in German and German studies consists of seven units of work. To earn a minor, students are normally required to take GERM 201 or 202, and four additional units covering a reasonable range of study topics, of which at least one unit is at the 300 level. Additional upper-level courses in the broader area of German studies may be counted toward the seven units with the approval of the department.

## Study Abroad

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer work programs, DAAD (German Academic Exchange) scholarships for summer courses at German universities, and selected junior year abroad programs.

### GERM B/H001 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. (Brust, Kenosian, Language Level 1)

### GERM B/H002 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, Language Level 1)

### GERM B/H101 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. (Schönherr, Seyhan, Language Level 2)

### GERM B/H102 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, Language Level 2)

### GERM H201 Advanced Training: Language, Text, Context

Emphasis on the development of conversational, writing, and interpretive skills through an introductory study of German cultural, intellectual, and political life and

history, including literature, film, public debate, institutional practices, mass media, pop culture, cross-cultural currents, and folklore. Course content may vary. (Schönherr, Division I or 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, 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. (Meyer, Division I or Division 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: Humanities)  
Cross-listed as COML B209  
Cross-listed as PHIL B209  
*Not offered in 2010-11.*

### GERM B/H212 Readings in German Intellectual History

Course content varies. 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. (Meyer, Schönherr, Seyhan, Division III: Humanities)  
Cross-listed as PHIL B204  
*Not offered in 2010-11.*

### GERM B213 Theory in Practice: Critical Discourses in the Humanities

(Higginson, Division III: Humanities)  
Cross-listed as FREN B213  
Cross-listed as COML B213  
Cross-listed as PHIL B253

### GERM B/H223 Topics in German Cultural Studies

Course content varies. Topic for Fall 2010: "Writing Nations: Africa and Europe." This course will explore ideas of nation-building in regard to the transnational relations

between Europe and Africa. We will discuss African and European experiences of nation-creation to distinguish between exclusionary and inclusionary visions of nation states, and focus in particular on literary texts from Great Britain, Germany, and France in comparison with literary texts from Nigeria, South Africa, and Algeria. Previous topics include: History in European & Middle Eastern Literature; Kafka's Prague; Decadent Munich 1890-1925.

(Brust, Kenosian, Division I or Division III)  
Cross-listed as COML B223

### **GERM H224 Topics in German Visual Culture**

Course content varies. Topic for Spring 2011: "Visualizing Europe." The seminar is designed to provide a broad overview of the various aesthetic trends as well as political contexts, which have shaped the contemporary imagination/creation of the European Union. Engaging a variety of different texts, media, and disciplinary perspectives, this course will retrace and engage with the historical development of the idea of Europe from Ancient Greece to contemporary times, and assess the importance of visual representations of this idea in the current era of globalization and mass communication. Previous topics include: New German Cinema. (Brust, Division I or Division III)

### **GERM B227 Topics in Modern Planning**

(Hein, Division I: Social Science)  
Cross-listed as CITY B227  
Cross-listed as FREN B227  
Cross-listed as HART B227  
*Not offered in 2010-11.*

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

This course investigates the anthropological, philosophical, psychological, cultural, and literary aspects of modern exile. It studies exile as experience and metaphor in the context of modernity, and examines the structure of the relationship between imagined/remembered homelands and transnational identities, and the dialectics of language loss and bi- and multi-lingualism. Particular attention is given to the psychocultural dimensions of linguistic exclusion and loss. Readings of works by Julia Alvarez, Anita Desai, Sigmund Freud, Milan Kundera, Friedrich Nietzsche, Salman Rushdie, and others.

(Seyhan, Division III: Humanities)  
Cross-listed as ANTH B231  
Cross-listed as COML B231  
*Not offered in 2010-11.*

### **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: Humanities)  
Cross-listed as COML B245  
*Not offered in 2010-11.*

### **GERM B262 Film and the German Literary Imagination**

Course content varies. Topic for Fall 2010: "Austrian Cinema: From the Silent Era to the Present." This course offers an overview of Austrian cinema from the silent era to the present. We will trace the ways in which Austrian film grapples with the fall of the Habsburg Empire, World War I and its aftermath, Austro-Fascism, the Annexation of Austria by Nazi Germany, World War II, Austria's relation to the Holocaust, shifting notions of national identity after 1945, and Austria's entrance into the European Union. Previous topics include: Travel in Post-War German and Austrian Film; Global Masculinities: The Male Body in Contemporary Cinema. (Meyer, Division III: Humanities)

### **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 Division III)  
Cross-listed as CITY B299  
Cross-listed as COML B299  
*Not offered in 2010-11.*

### **GERM B303 Modern German Prose**

(Meyer, Division III: Humanities)  
*Not offered in 2010-11.*

### **GERM B305 Modern German Drama**

Course content varies. Topic for Spring 2011: "Representations of Family in German Drama." This seminar focuses on discourses on the family advanced by German and Austrian playwrights from the second half of the 18th century to the late 20th century. Focusing on the dramatic representation of the family will allow us to analyze the link between bourgeois and national identity, and we will also have the opportunity to address questions of gender, class, generational conflict, bourgeois morality, religion, and Bildung. We will trace the development of theatrical representations of family through the interpretation of selected dramatic and theoretical texts. Taught in German.

(Meyer, Division III: Humanities)  
Cross-listed as COML B305

**GERM B308 Political Transformation in Eastern and Western Europe: Germany and Its Neighbors**

(Hager, Division I: Social Science)  
 Cross-listed as POLS B308  
*Not offered in 2010-11.*

**GERM B310 Topics in German Literature**

Course content varies. Topic for Fall 2010: "Leaps of Faith: Religion in German Literature and Culture." This course focuses on discourses on religion in German literature and culture. We will analyze representations of Judaism, Christianity, and Islam in German literature. We will also discuss representations of religious institutions, as well as representations of the role these institutions play within German society at various points in history. We will pay particular attention to the intersections of discourses on religion with discourses on family, gender, class, and race. One additional hour of target language instruction TBA. Previous topics include: Decadent Munich: 1890-1925. (Meyer, Division III: Humanities)  
 Cross-listed as HEBR B310

**GERM H320 Topics in German Literature and Culture**

Course content varies. Topic for Fall 2010: "Sex - Crime - Madness: The Birth of Modernism and the Aesthetics of Transgression." The emancipation from rule-bound poetics and didactic and moral constraints led to a re-definition of literature around 1800, for which the classic classicist triad of the *true*, the *good*, and the *beautiful* was no longer valid. Focusing on major literary figures from Goethe to Brecht, the seminar will examine the 'paradigm shift' towards a modern aesthetics of transgression in which social, racial, and sexual deviancy take center stage. Previous topics include: Contemporary German Fiction; and Configurations of Femininity in German Literature. (Schönherr, Division I or Division III)

**GERM B/H321 Advanced Topics in German Cultural Studies**

Course content varies. Topic for Spring 2011 at Bryn Mawr: "The Last Days of Habsburg: Vienna 1900 and the End of an Empire." Art, architecture, theater, literature, philosophy, and psychoanalysis were grappling with the seismic shifts which constructions of gender, family, class, ethnic identity, and religious identity were undergoing as the Habsburg Empire crumbled. Topic for Spring 2011 at Haverford: "Berlin/Germany from a Transnational Perspective." After familiarizing ourselves with the concepts and theories of cosmopolitanism, internationalism, transnationalism/transnational identity,

we will primarily focus on a variety of different texts written by German immigrant writers, Germans in the diaspora, as well as foreigners about Germany and Berlin. (Brust, Hertel, Meyer, Division III: Humanities)  
 Cross-listed as CITY B319  
 Cross-listed as COML B321  
 Cross-listed as HART B348

**GERM B380 Topics in Contemporary Art**

(Saltzman, Division III: Humanities)  
 Cross-listed as HART B380  
 Cross-listed as HEBR B380  
*Not offered in 2010-11.*

**GERM B/H399 Senior Seminar**

(Kenosian, Schönherr)

**GERM B403 Supervised Work**

(Staff)

**GERM B421 German for Reading Knowledge**

This course will provide graduate and undergraduate students with the skills to read and translate challenging academic texts from German into English. We will quickly cover the essentials of German grammar and focus on vocabulary and constructions that one can encounter in scholarly writing from a variety of disciplines. Does not fulfill the Language Requirement. (Kenosian)



## Greek, Latin, and Classical Studies

Students may complete a major in Greek, Latin, Classical Languages, or Classical Culture and Society. Students may complete a minor in Greek, Latin, or Classical Culture and Society. Students may complete an M.A. in Greek or Latin in the combined A.B./M.A. program.

### Faculty

Annette Martine Baertschi, Assistant Professor (on leave semesters I and II)

Francisco Barrenechea, Lecturer

Catherine Conybeare, Associate Professor

Radcliffe Edmonds, Associate Professor and Chair semester II

Russell T. Scott, Professor and Chair, semester I (on leave semester II)

Asya Sigelman, Assistant Professor

In collaboration with the Department of Classics at Haverford College, the department offers four major programs of study: Greek, Latin, Classical Languages, and Classical Culture and Society. In addition to the sequence of courses specified for each major, all majors must participate in the Senior Seminar, a full-year course. In the first term, students refine their ability to read, discuss, and critique classical texts through engagement with scholarship from various fields of Classical Studies while in the second term, they conduct independent research, culminating in a substantial thesis paper and a presentation to the department. Senior essays of exceptionally high quality may be awarded departmental honors at commencement.

Students, according to their concentrations, are encouraged to consider a term of study during junior year in programs such as the College Year in Athens or the Intercollegiate Center for Classical Studies in Rome.

### 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 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.  
(Sigelman, Language Level 1)

### GREK B011 Traditional and New Testament Greek

The first part of this year-long course will focus on introducing standard (Classical) Greek. Once the grammar has been fully introduced, early in the spring semester, the class will begin to develop facility by reading part of the New Testament, selections from Xenophon and, finally, a dialogue of Plato.  
(Sigelman, Language Level 1)



**GREK B101 Herodotus**

Selections from Herodotus' *History*.  
(Sigelman, Division III: Humanities)

**GREK B104 Homer**

Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required.  
(Staff, Division III: Humanities)  
*Offered at Haverford in 2010-11.*

**GREK B201 Plato and Thucydides**

*The Symposium* and the *History of the Sicilian Expedition*.  
(Edmonds, Division III: Humanities)

**GREK B202 The Form of Tragedy**

(Staff, Division III: Humanities)  
*Offered at Haverford in 2010-11.*

**GREK B350 Topics in Greek Literature**

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.  
(Staff, Division III: Humanities)  
*Not offered in 2010-11.*

**GREK B398 Senior Seminar**

(Staff)

**GREK B399 Senior Seminar**

(Staff)

**GREK B403 Supervised Work**

(Staff)

**LATIN**

The major in Latin is designed to acquaint the student with Roman literature, history and culture in all its aspects. Works in Latin language, ranging from its beginnings to the Renaissance, are examined both in their historical context and as influences on post-classical cultures and societies up to the present day.

**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 Classical Studies in Rome are accepted as part of the major.

By the end of the senior year, majors will be required to have completed successfully a sight translation examination from Latin to English.

Students who place into 200-level courses in their first year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

**Minor Requirements**

Requirements for the minor are normally six courses, 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 Elementary Latin**

Basic grammar, composition, and Latin readings, including classical prose and poetry.  
(Scott, Language Level 1)

**LATN B002 Elementary Latin**

Basic grammar, composition, and Latin readings, including classical prose and poetry.  
(Barrenechea, Language Level 1)

**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.  
(Barrenechea, Language Level 2)

**LATN B101**

Catullus and Cicero.  
(Staff, Division III: Humanities)  
*Offered at Haverford in 2010-11.*

**LATN B112 Latin Literature: Livy and Horace**

Livy and Horace. Prerequisite: LATN 101 or placement by the department.  
(Conybeare, Division III: Humanities)

**LATN B201 Advanced Latin Literature: The Augustan Age**

(Staff, Division III: Humanities)  
*Offered at Haverford in 2010-11.*

**LATN B202 Advanced Latin Literature: Literature of the Empire: Petronius**

Readings from major authors of the first and second centuries C.E.  
(Barrenechea, Division III: Humanities)

**LATN B203 Medieval Latin Literature**

Selected works of Latin prose and poetry from the late Roman Empire through the 12th century.  
(Conybeare, Division III: Humanities)  
*Not offered in 2010-11.*

**LATN B205 Latin Style**

A study of Latin prose style based on readings and exercises in composition. Offered to students wishing to fulfill the requirements for teacher certification in Latin or to fulfill one of the requirements in the major.  
(Barrenechea, Division III: Humanities)  
*Not offered in 2010-11.*

**LATN B301 Vergil's Aeneid**

(Baertschi, Division III: Humanities)  
*Not offered in 2010-11.*

**LATN B302 Tacitus**

(Scott, Division III: Humanities)  
*Not offered in 2010-11.*

**LATN B312 Roman Satire**

(Conybeare, Division III: Humanities)  
*Not offered in 2010-11.*

**LATN B350 Topics in Latin Literature: Roman Historians**

Open only to advanced undergraduates, this course includes a weekly seminar and a translation session. Three-fourths of the reading will be from primary sources. One additional hour TBA. Prerequisite: a 200-level Latin course.  
(Conybeare, Scott, Division III: Humanities)

**LATN B398 Senior Seminar**

(Staff)

**LATN B399 Senior Seminar**

(Staff)

**LATN B403 Supervised Work**

(Staff)

**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: a sight translation from Greek to English, and another from Latin to English.

**CLASSICAL CULTURE AND SOCIETY**

The major provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to pursue more specialized work in one or more particular areas.

**Major Requirements**

The requirements for the major, in addition to the Senior Seminar, are nine courses distributed as follows:

- two courses in either Latin or Greek beyond the elementary level
- one course in Greek and/or Roman history
- three courses, at least two of which are at the 200 level or higher, in one of the following concentrations: archaeology and art history, philosophy and religion, literature and the classical tradition, 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)

**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 beyond the

elementary 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: Humanities)  
Cross-listed as ARCH B110  
Cross-listed as CITY B110

### **CSTS B115 Classical Art**

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B115  
Cross-listed as CITY B115  
Cross-listed as HART B115  
*Not offered in 2010-11.*

### **CSTS H121 Roman Revolutions**

(La Londe, Division III: Humanities)

### **CSTS B125 Classical Myths in Art and in the Sky**

(Lindenlauf, Division III: Humanities)  
Cross-listed as ARCH B125  
Cross-listed as HART B125  
*Not offered in 2010-11.*

### **CSTS B160 Daily Life in Ancient Greece and Rome**

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B160  
Cross-listed as CITY B160  
*Not offered in 2010-11.*

### **CSTS B191 The Worlds of the Greek Heroes**

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. (Staff, Division III: Humanities)  
*Not offered in 2010-11.*

### **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. (Barrenechea, Division III: Humanities)

### **CSTS B205 Greek History**

A study of Greece down to the end of the Peloponnesian War (404 B.C.E.), with a focus on constitutional changes from monarchy through aristocracy and tyranny to democracy in various parts of the Greek world. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides),

inscriptions, and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the “unwritten history” of non-elites. (Edmonds, Division III: Humanities)  
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: Humanities)  
Cross-listed as HIST B206  
*Not offered in 2010-11.*

### **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: Humanities)  
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 Division III)  
Cross-listed as HIST B208  
*Not offered in 2010-11.*

### **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: Humanities)  
*Not offered in 2010-11.*

### **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: Humanities)

### **CSTS B220 Writing the Self**

What leads people to write about their lives? Do women and men present themselves differently? Do they think different issues are important? How do they claim authority for their thoughts and experiences? Readings will include Abelard and Heloise's *Letters*, Augustine's *Confessions*, Guibert de Nogent's *A Monk's Confession*, Patrick's *Confession*, Perpetua's *Passion*, Radegund's *Fall of Thuringia*, and a collection, *Medieval Writings on Female Spirituality*.

(Conybeare, Division III: Humanities)  
Cross-listed as COML B220

### **CSTS H221 The Ancient Novel**

(Germany, Division III: Humanities)

### **CSTS B223 The Early Medieval World**

(Truitt, Division I or Division III)  
*Not offered in 2010-11.*

### **CSTS B224 High Middle Ages**

(Truitt, Division I or Division III)  
Cross-listed as HIST B224  
*Not offered in 2010-11.*

### **CSTS B231 Medicine, Magic and Miracles in the Middle Ages**

(Truitt, Division I or Division III)  
Cross-listed as HIST B231  
Cross-listed as ARCH B231  
*Not offered in 2010-11.*

### **CSTS B234 Picturing Women in Classical Antiquity**

(Lindenlauf, Division III: Humanities)  
Cross-listed as ARCH B234  
Cross-listed as HART B234  
*Not offered in 2010-11.*

### **CSTS B248 Reception of Classical Literature in the Hispanic World**

A survey of the reception of Classical literature in the Spanish-speaking world. We read select literary works in translation, ranging from Renaissance Spain to contemporary Latin America, side-by-side with their

classical models, to examine what is culturally unique about their choice of authors, themes, and adaptation of the material.

(Barrenechea, Division III: Humanities)  
Cross-listed as COML B248  
Cross-listed as SPAN B248

### **CSTS B255 Show and Spectacle in Ancient Greece and Rome**

A survey of public entertainment in the ancient world, including theater and dramatic festivals, athletic competitions, games and gladiatorial combats, and processions and sacrifices. Drawing on literary sources, with attention to art and the archaeology and topography, we will explore the social, political and religious contexts of ancient spectacle. Special consideration will be given to modern equivalents of staged entertainment and representation of ancient spectacle in contemporary film and interpretive approaches such as gaze studies and carnivalesque.

(Baertschi, Scott, Wright, Division III: Humanities)  
Cross-listed as ARCH B255  
Cross-listed as CITY B260  
Cross-listed as HIST B285  
*Not offered in 2010-11.*

### **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 *æheroes*' and their literary representation; ancient vs. modern forms of heroism.

(Baertschi, Division III: Humanities)  
Cross-listed as COML B270  
*Not offered in 2010-11.*

### **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 spectrum, 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: Humanities)  
Cross-listed as COML B274  
*Not offered in 2010-11.*

### **CSTS H290 History of Literary Theory**

(Roberts, Division III: Humanities)

**CSTS B359 Topics in Classical Art and Archaeology**

(Donohue, Division III: Humanities)

Cross-listed as ARCH B359

Cross-listed as HART B358

*Not offered in 2010-11.*

**CSTS B364 Magical Mechanisms**

(Truitt, Division I or Division III)

Cross-listed as HIST B364

*Not offered in 2010-11.*

**CSTS B368 Topics in Medieval History**

(Truitt, Schwartz, Division III: Humanities)

Cross-listed as HIST B368

*Not offered in 2010-11.*

**CSTS B369 Topics in Medieval History**

(Truitt, Schwartz, Division III: Humanities)

Cross-listed as HIST B369

Cross-listed as ARCH B369

*Not offered in 2010-11.*

**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: Humanities)

Cross-listed as COML B375

*Not offered in 2010-11.*

**CSTS B398 Senior Seminar**

(Staff)

**CSTS B399 Senior Seminar**

(Staff)

**CSTS B403 Supervised Work**

(Staff)

**CSTS B425 Praxis III:**

(Staff)

From year to year, additional course listings in the departments of Classical and Near Eastern Archaeology, Foreign Languages, History, History of Art, Philosophy, Political Science and Religion may also be appropriate for credit in this concentration.

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**Growth and Structure of Cities**

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Students may complete a major or minor in Growth and Structure of Cities. Complementing the major, students may complete a concentration in Environmental Studies or Latin American, Latino, and Iberian Peoples and Cultures. Students also may enter the 3-2 Program in City and Regional Planning, offered in cooperation with the University of Pennsylvania.

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**Faculty**

Juan Manuel Arbona, Associate Professor and Chair

Jeffrey A. Cohen, Senior Lecturer

Carola Hein, Professor (on leave semesters I and II)

Gary Wray McDonogh, Professor

Samuel Olshin, Visiting Studio Critic

Ingrid Anne Steffensen, Lecturer

Ellen Frances Stroud, Associate Professor

Daniela Holt Voith, Senior Lecturer

David Consiglio, Instructor

Shira Walinsky, Lecturer

Jane Golden, 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 worldwide. Core introductory classes present analytic approaches that explore changing forms of the city over time and analyze the variety of ways through which women and men have re-created global urban life through time and across cultures. With these foundations, students pursue their interests through classes in architecture, urban social and economic relations, urban history, studies of planning and the environmental conditions of urban life. Opportunities for internships, volunteering, and study abroad also enrich the major. Advanced seminars further ground the course of study by focusing on specific cities and topics.

**Major Requirements**

A minimum of 15 courses (11 courses in Cities and four allied courses in other related fields) is required to complete the major. Two introductory courses (185, 190) balance sociocultural and formal approaches to urban form and the built environment, and introduce cross-cultural and historical comparison of urban development. The introductory sequence should be completed with a broader architectural survey course (253, 254, 255) and a second social science course that entails extended analysis (217 or 229). These courses should be completed as early as possible in the first and second



years; at least two of them must be taken by the end of the first semester of the sophomore year. Students are encouraged to use other writing intensive classes within the major to develop a range of skills in methods, theory, and presentation.

In addition to these introductory courses, each student selects six elective courses within the Cities Department, including cross-listed courses. At least two must be at the 300 level. In the senior year, a third advanced course is required. Most students join together in a research seminar, CITY 398. Occasionally, however, after consultation with the major advisers, the student may elect another 300-level course or a program for independent research. This is often the case with double majors who write a thesis in another field.

Each student must also identify four courses outside Cities that represent additional expertise to complement her work in the major. These may include courses such as physics and calculus for architects, 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 Department electives and the four or more allied courses must be chosen in close consultation with the major advisers in order to create a strongly coherent sequence and focus. This is especially true for students interested in 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 department 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 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 department are given on an alternate-year basis. Many carry prerequisites in art history, economics, history, sociology, or the natural sciences.

Programs for study abroad or off campus are encouraged, within the limits of the Bryn Mawr and Haverford rules and practices. In general, a one-semester program is strongly preferred. The Cities Department regularly works with off-campus and study-abroad programs that are strong in architectural history, planning, and design, as well as those that allow students to pursue social and cultural interests. Students who would like to spend part or all of their junior year away must consult with

the major advisers and appropriate deans early in their sophomore year.

Cities majors have created major plans that have allowed them to coordinate their interests in cities with architecture, planning, ethnography, history, law, environmental studies, mass media, social justice, medicine, public health, the fine arts, and other fields. No matter the focus, though, each Cities major must develop a solid foundation in both the history of architecture and urban form and the analysis of urban culture, experience, and policy. Careful methodological choices, clear analytical writing, and critical visual analysis constitute primary emphases of the major. Strong interaction with faculty and other students are an important and productive part of the Cities Department, which helps us all take advantage of the major's flexibility in an organized and rigorous way.

### Minor Requirements

Students who wish to minor in the Cities Department must take at least two out of the four required courses and four cities electives, including two at the 300 level. Senior Seminar is not mandatory for fulfilling the cities minor.

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

Over the past two decades, many Cities majors have entered the 3-2 Program in City and Regional Planning, offered in conjunction with the University of Pennsylvania. Students interested in this program should meet with Carola Hein early in their sophomore year.

#### CITY B103 Earth System Science and the Environment

(Barber, Division II with Lab)  
Cross-listed as GEOL B103

#### CITY B104 Archaeology of Agricultural and Urban Revolutions

(Magee, Division III: Humanities)  
Cross-listed as ARCH B104  
*Not offered in 2010-11.*

#### CITY B110 The World Through Classical Eyes

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B110  
Cross-listed as CSTS B110

#### CITY B115 Classical Art

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B115  
Cross-listed as CSTS B115  
Cross-listed as HART B115  
*Not offered in 2010-11.*

**CITY B136 Working with Economic Data**

(Ross, Division I and Quantitative Skills)  
 Cross-listed as ECON B136  
*Not offered in 2010-11.*

**CITY B160 Daily Life in Ancient Greece and Rome**

(Donohue, Division III: Humanities)  
 Cross-listed as ARCH B160  
 Cross-listed as CSTS B160  
*Not offered in 2010-11.*

**CITY B175 Environment and Society: History, Place, and Problems**

This course 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? It then examines 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.

(Simpson, Stroud, Division I: Social Science)  
 Cross-listed as SOCL B175

**CITY B180 Introduction to Urban Planning**

Lecture and technical class that considers broad issues of global planning as well as the skills and strategies necessary to the field. This may also be linked to the study of specific issues of planning such as waterfront development or sustainability.

(Staff, Division I: Social Science)  
*Not offered in 2010-11.*

**CITY B185 Urban Culture and Society**

Examines techniques and questions of the social sciences as tools for studying historical and contemporary cities. Topics include political-economic organization, conflict and social differentiation (class, ethnicity and gender), and cultural production and representation. Philadelphia features prominently in discussion, reading and exploration as do global metropolitan comparisons through papers involving fieldwork, critical reading and planning/problem solving using qualitative and quantitative methods.

(Arbona, McDonogh, Division I: Social Science)  
 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.

(Cohen, Steffensen, Division III: Humanities)  
 Cross-listed as ANTH B190  
 Cross-listed as HART B190

**CITY B203 Ancient Greek Cities and Sanctuaries**

(Wright, Division III: Humanities)  
 Cross-listed as ARCH B203  
*Not offered in 2010-11.*

**CITY B206 Statistical Methods in Economics**

(Stahnke, Vartanian, Quantitative Skills)  
 Cross-listed as ECON B203  
*Not offered in 2010-11.*

**CITY B207 Topics in Urban Studies: Writing Architecture**

An intensive writing course for mid-level students where we explore how we understand and write about architecture and architectural history, including the analysis of visual materials in texts and in real sites.

(Cohen, Division III: Humanities)

**CITY B209 Medical Anthropology**

(Pashigian, Division I: Social Science)  
 Cross-listed as ANTH B210  
*Not offered in 2010-11.*

**CITY B210 Natural Hazards**

(Weil, Division II and Quantitative Skills)  
 Cross-listed as GEOL B209  
*Not offered in 2010-11.*

**CITY B212 Medieval Architecture**

(Kinney, Division III: Humanities)  
 Cross-listed as HART B212  
*Not offered in 2010-11.*

**CITY B213 Taming the Modern Corporation**

(Ross, Alger, Division I: Social Science)  
 Cross-listed as ECON B213  
*Not offered in 2010-11.*

**CITY B214 Public Finance**

(Weinberg, Division I: Social Science)  
 Cross-listed as ECON B214

**CITY B215 Urban Economics**

(Stahnke, Division I: Social Science)  
 Cross-listed as ECON B215

**CITY B217 Research Methods and Theories**

This course will provide the student with the basic skills to design and implement a research project. The emphasis will be on the process (and choices) of constructing a research project and on “learning by doing.” The course will encompass both quantitative and qualitative techniques and will examine the strengths and weaknesses of each strategy. By the end of the semester students will have learned the basics for planning and executing research on a topic of their choice.

(Arbona, Division I: Social Science)

**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.

(Arbona, Division I: Social Science)

*Not offered in 2010-11.*

**CITY B222 Introduction to Environmental Issues: Policy-Making in Comparative Perspective**

(Hager, Division I: Social Science)

Cross-listed as POLS B222

*Not offered in 2010-11.*

**CITY B225 Economic Development**

(Rock, Division I: Social Science)

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: Humanities)

**CITY B227 Topics in Modern Planning**

This course examines topics in planning as defined by specific areas (modern European metropolises) or themes (the impact of oil). It is a writing intensive course.

(Hein, Division III: Humanities)

Cross-listed as HART B227

*Not offered in 2010-11.*

**CITY B228 Problems in Architectural Design  
Advanced Architecture and Urban 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: Humanities)

**CITY B229 Comparative Urbanism Divided Cities: Race, Class, Gender, and Other Divisions**

This class builds upon foundations in urban social sciences and visual methods through the systematic comparative examination of four major global cities—Hong Kong, Paris, São Paulo, and Los Angeles—as arenas in which social and cultural divisions are lived, challenged, and recreated. By limiting ourselves to a few cases studied in depth through multiple drafts of a comparative research problem we can explore theoretical and methodological issues raised by divisions that structure everyday life, rights, space, and opportunities. This also allows us to link data and methods to theory, with special reference to critical theories on race, class, gender and identity. Limited to 25 with preference to Cities majors.

(McDonogh, Division I: Social Science)

Cross-listed as ANTH B229

Cross-listed as EAST B229

Cross-listed as SOCL B230

**CITY B234 Environmental Economics**

(Ross, Division I: Social Science)

Cross-listed as ECON B234

**CITY B237 Themes in Modern African History: Urbanization in Africa**

(Ngalamulume, Division I: Social Science)

Cross-listed as HIST B237

*Not offered in 2010-11.*

**CITY B238 The Economics of Globalization**

(Ceglowski, Division I: Social Science)

Cross-listed as ECON B236

*Not offered in 2010-11.*

**CITY B242 Urban Field Research Methods**

(Takenaka, Division I: Social Science)

Cross-listed as SOCL B242

**CITY B244 Great Empires of the Ancient Near East**

(Atac, Division III: Humanities)

Cross-listed as ARCH B244

Cross-listed as HIST B244

Cross-listed as POLS B244

*Not offered in 2010-11.*

**CITY B247 Topics in German Cultural Studies**

(Kenosian, Division I or Division III)

Cross-listed as GERM B223

Cross-listed as HIST B247

*Not offered in 2010-11.*

**CITY B248 Modern Middle East Cities**

(Harrold, Division I: Social Science)  
 Cross-listed as POLS B248  
 Cross-listed as HEBR B248  
*Not offered in 2010-11.*

**CITY B249 Asian American Communities**

(Takenaka, Division I: Social Science)  
 Cross-listed as ANTH B249  
 Cross-listed as SOCL B249

**CITY B250 Twentieth Century U.S. Urban History: Philadelphia Architecture**

This course explores the recent history of U.S. cities as both physical spaces and social entities. How have the definitions, political roles, and social perceptions of U.S. cities changed since 1900? And how have those shifts, along with changes in transportation, communication, construction, and other technologies affected both the people and places that comprise U.S. cities? In 2010-2011, the class will use the built environment of Philadelphia to tackle these issues.  
 (Cohen, Division III: Humanities)  
 Cross-listed as HIST B251

**CITY B251 La Mosaïque France**

(Cherel, Division III: Humanities)  
 Cross-listed as FREN B251  
*Not offered in 2010-11.*

**CITY B253 Survey of Western Architecture**

(Cast, Division III: Humanities)  
 Cross-listed as HART B253  
 Cross-listed as HIST B253  
*Not offered in 2010-11.*

**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, especially in Europe and North America.  
 (Steffensen, Division III: Humanities)  
 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.  
 (Steffensen, Division III: Humanities)  
 Cross-listed as HART B255

**CITY B258 L'Espace réinventé**

(Staff, Division III: Humanities)  
 Cross-listed as FREN B258  
*Not offered in 2010-11.*

**CITY B260 Show and Spectacle in Ancient Greece and Rome**

(Baertschi, Scott, Wright, Division III: Humanities)  
 Cross-listed as CSTS B255  
 Cross-listed as ARCH B255  
 Cross-listed as HIST B285  
*Not offered in 2010-11.*

**CITY B266 Schools in American Cities**

(Jody Cohen, Division I: Social Science)  
 Cross-listed as EDUC B266  
 Cross-listed as SOCL B266

**CITY B267 Philadelphia, 1682 to Present**

(Shore, Division I or Division III)  
 Cross-listed as HIST B267  
*Not offered in 2010-11.*

**CITY B276 Philadelphia Mural Arts History, Activism, Design**

Philadelphia is home to 3,000 murals. Students will explore this exciting movement in civic activism and the arts, leading the design and execution of a legacy mural project celebrating Bryn Mawr's 125th. Students will gain experience with community organizing for this project, in Philadelphia as well as on campus.  
 (Jody Cohen, Jane Golden, Shira Walinsky)

**CITY B278 American Environmental History**

This course explores major themes of American environmental history, examining changes in the American landscape, development of ideas about nature and the history of environmental activism. Students will study definitions of nature, environment, and environmental history while investigating interactions between Americans and their physical worlds.  
 (Stroud, Division I: Social Science)  
 Cross-listed as HIST B278

**CITY B286 Themes in British Empire**

(Kale, Division I or Division III)  
 Cross-listed as HIST B286  
 Cross-listed as POLS B286  
*Not offered in 2010-11.*

**CITY B287 Urbanism as a Way of Life**

(Simpson, Division I: Social Science)  
 Cross-listed as SOCL B287  
*Not offered in 2010-11.*

**CITY B293 Topics in Film, Television, and Media**

An examination of approaches and topics in international media, using social science, historical and humanistic techniques. In 2010, the class will focus on "Fragmented Cities" dealing with issues of gender, ethnicity and identity in U.S., Latino and Latin American media.  
(Nasser, Division III: Humanities)  
Cross-listed as HART 293

**CITY B299 Cultural Diversity and Its Representations**

(Seyhan, Division I or Division III)  
Cross-listed as GERM B299  
Cross-listed as COML B299  
*Not offered in 2010-11.*

**CITY B301 Topics in Modern Architecture: Cars and the City**

This course will examine the role of the automobile in the development of architecture and urbanism in the twentieth century. From the invention of the horseless carriage to Henry Ford's development of the assembly line, to the postwar explosion of car production and ownership, we will trace the technological development of the automobile. We will also examine the interaction between the automobile and the single-family residence; the growth of cities and suburbs in relation to the automobile; and how the automobile plays a defining role in shaping the spaces of modern life.  
(Steffensen, Division I or III)

**CITY B305 Ancient Athens**

(Lindenlauf)  
Cross-listed as ARCH B305  
*Not offered in 2010-11.*

**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 Division III)

**CITY B308 Topics in Photography**

(Staff Division III: Humanities)  
Cross-listed as HART B308  
*Not offered in 2010-11.*

**CITY B319 Advanced Topics in German Cultural Studies**

(Meyer, Kenosian, Division III: Humanities)  
Cross-listed as GERM B321  
Cross-listed as COML B321  
Cross-listed as HART B348  
*Not offered in 2010-11.*

**CITY B321 Technology and Politics**

(Hager Division I: Social Sciences)  
Cross-listed as POLS B321  
*Not offered in 2010-11.*

**CITY B322 Topics in German Literature**

(Kenosian, Division III: Humanities)  
Cross-listed as GERM B310  
*Not offered in 2010-11.*

**CITY B323 Topics in Renaissance Art**

(Cast, Division III: Humanities)  
*Not offered in 2010-11.*

**CITY B325 Topics in Social History: The Body**

This topics class explores major themes in American social history. This year, the class will focus on the history of the American body, investigating the ways in which both living and dead human bodies have shaped and been shaped by American culture, landscapes, and institutions.  
(Stroud, Division III: Humanities)  
Cross-listed as HIST B325

**CITY 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.  
(Consiglio)  
Cross-listed as GEOL B328  
Cross-listed as ARCH B328  
Cross-listed as BIOL B328

**CITY B330 Comparative Economic Sociology**

(Osirim Division I : Social Sciences)  
Cross-listed as SOCL B330  
*Not offered in 2010-11.*

**CITY B331 Palladio and Neo-Palladianism**

(Cast Division III: Humanities)  
Cross-listed as HART B331  
*Not offered in 2010-11.*



**CITY B335 Mass Media and the City**

Maps and murals, newspapers and graffiti, theater and internet—how do they pattern how we imagine cities, dwell in them, or battle for our places within them? This seminar entails a critical examination of the crucial nexus of cities, modernities and media, drawing on theoretical models from linguistics, communication, film and cultural studies, and Marxist analysis while exploring case materials from the Americas, Asia, Africa, and Europe. Students will be expected to critique models and cases while anchoring their own research in a portfolio about a single city. Limited to 15; For advanced students with preference to Cities majors.

(McDonogh, Division I: Social Science)

Cross-listed as ANTH B335

**CITY B338 The New African Diaspora: African and Caribbean Immigrants in the United States**

(Osirim, Division I: Social Science)

Cross-listed as SOCL B338

*Not offered in 2010-11.*

**CITY B345 Advanced Topics in Environment and Society: Environmental Justice**

This topics class explores major themes of American environmental history, examining changes in the American landscape, the development of ideas about nature, and the history of environmental politics. This year, the class will focus on questions of environmental equity and environmental justice.

(Stroud, Division I: Social Science)

Cross-listed as SOCL B346

**CITY B348 Culture and Ethnic Conflict**

(Ross)

Cross-listed as POLS B348

*Not offered in 2010-11.*

**CITY B355 Topics in the History of London**

(Cast, Division I or Division III)

Cross-listed as HART B355

*Not offered in 2010-11.*

**CITY B360 Topics in Urban Culture and Society: Cities, Nature and Identities in Brazil**

With a population nearing 200,000,000 Brazil is the fifth largest nation by both size and population in the world. In five hundred years of history and culture, moreover, it also has become an arena for profound ecological transformation, intense social debate over race, class, and culture, and exciting proposals for the transformation of cities and society. This class entails an overview of the negotiation of cities, citizenship, and ecology, from the

tensions of Amazonia and coastal settlement to colonial structures of natural and human exploitation through the development of imperial and post-imperial society. It pays particular attention to Brazilian imaginations.

(McDonogh, Division I or Division III)

Cross-listed as ANTH B359

Cross-listed as HART B359

**CITY B377 Topics in Modern Architecture: The Architecture of Art Museums**

This course begins with the European origins of the art museum in palaces and private residences, and follows the development of the art museum as an institution both in Europe and the United States, as well as the architecture that emerged to answer the needs of this burgeoning institution. Given the cultural preeminence of the art museum, the response of architects to the challenge of designing these emblematic institutions was to push boundaries, make statements, and develop ambitious plans that were often extreme in terms of size, design, and technological developments.

(Steffensen, Division III: Humanities)

Cross-listed as HART B377

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**CITY B398 Senior Seminar**

An intensive research seminar designed to guide students in writing a senior thesis.

(Arbona, Cohen, McDonogh, Stroud)

**CITY B403 Independent Study**

(Arbona, Cohen, McDonogh, Stroud)

**CITY B415 Teaching Assistant**

An exploration of course planning, pedagogy and creative thinking as students work to help others understand pathways they have already explored in introductory and writing classes. This opportunity is available only to advanced students of highest standing by professional invitation.

(Arbona, Cohen, McDonogh, Stroud)

**CITY B425 Cities: Praxis Independent Study**

A collective opportunity for students to come together on the basis of engagement in praxis in the greater Philadelphia area; internships generally must be arranged prior to registration for the semester in which the internship is taken. Limited to five students per semester by permission of the instructor.  
(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. Prerequisite: permission of instructor.  
(Staff)

## Hebrew and Judaic Studies

**Faculty**

Amiram Amitai, Lecturer

Grace Morgan Armstrong, Professor and Coordinator of Middle Eastern Languages (on leave semester II)

Deborah Harrold, Lecturer and Coordinator of Middle Eastern Studies

Tamara Neuman, Visiting Assistant Professor

Modern Hebrew language instruction is available at Bryn Mawr through the intermediate level; at Swarthmore College biblical Hebrew is offered in a two-semester sequence through the first-year level, and additional reading in Classical Jewish texts is available in directed reading, one-half-credit courses. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers several courses which complement Haverford's offerings in Judaic Studies. All of these courses are listed in the Tri-Co Course Guide under the heading "Hebrew and Judaic Studies."

**HEBR B001 Elementary Hebrew**

This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition, and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

(Amitai, Language Level 1)

*Not offered in 2010-11.*

**HEBR B002 Elementary Hebrew**

This is a year-long course. This course prepares students for reading classical religious texts as well as modern literary work. It covers grammar, composition, and conversation with primary emphasis on fluency in reading as well as the development of basic conversational skills.

(Amitai, Language Level 1)

*Not offered in 2010-11.*

**HEBR B101 Intermediate Hebrew**

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary

Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.  
(Amitai, Language Level 2)

### **HEBR B102 Intermediate Hebrew**

The course is designed for students who took the Elementary Hebrew course in Bryn Mawr or its equivalents in other institutions, assuming basic fluency in reading, writing, grammar, syntax, and conversation in Hebrew. It expands the knowledge of the above, while emphasizing reading, writing, and class discussions of modern literary works as well as some classical religious texts. It integrates textbooks' material with Hebrew videos and films, short stories and songs. Students who feel qualified to take this course, but have not taken Elementary Hebrew at Bryn Mawr, are encouraged to discuss it with the instructor. This is a year-long course.  
(Amitai, Language Level 2)

### **HEBR B110 Israeli Cinema**

The course traces the evolution of the Israeli cinema from ideologically charged visual medium to a universally recognized film art, as well as the emergent Palestinian cinema and the new wave of Israeli documentaries. It will focus on the historical, ideological, political, and cultural changes in Israeli and Palestinian societies and their impact on films' form and content.  
(Amitai, Division III: Humanities)

### **HEBR B 211 Primo Levi: The Holocaust and its Aftermath**

(Patruno, Division III: Humanities)

### **HEBR B248 Modern Middle East Cities**

(Harrold, Division I: Social Science)  
Cross-listed as POLS B248  
Cross-listed as CITY B248  
*Not offered in 2010-11.*

### **HEBR B261 Palestine and Israeli Society**

(Neuman, Division I: Social Science)  
Cross-listed as ANTH B261  
Cross-listed as HIST B261  
*Not offered in 2010-11.*

### **HEBR B283 Introduction to the Politics of the Modern Middle East and North Africa**

(Harrold, Division I: Social Science)  
Cross-listed as POLS B283  
Cross-listed as HIST B283  
*Not offered in 2010-11.*

### **HEBR B310 Topics in German Literature: Leaps of Faith: Religion in German Literature and Culture**

(Meyer, Division III: Humanities)  
Cross-listed as GERM B310

### **HEBR B342 Middle Eastern Diasporas**

(Neuman, Division I: Social Science)  
Cross-listed as ANTH B342  
Cross-listed as GNST B342  
*Not offered in 2010-11.*

### **HEBR B380 Topics in Contemporary Art**

(Saltzman, Division III: Humanities)  
Cross-listed as HART B380  
Cross-listed as GERM B380  
*Not offered in 2010-11.*

### **HEBR B403 Supervised Work in Intermediate Hebrew**

(Amitai)

From year to year, additional course listings in the departments of Foreign Languages, History, and History of Art may also be appropriate for credit in this program.

## History

Students may complete a major or minor in History.

### Faculty

Jane Dammen McAuliffe, President of the College and Professor of History

Ignacio Gallup-Diaz, Associate Professor

Madhavi Kale, Professor

Kalala Ngalamulume, Associate Professor and Chair

Elliott Shore, Chief Information Officer and Professor

Jennifer L. Spohrer, Assistant Professor

Elly Rachel Truitt, Assistant Professor (on leave semesters I and II)

Sharon R. Ullman, Professor

A primary aim of the Department of History is to deepen students' sense of time as a factor in cultural diversity and change. Our program of study offers students the opportunity to experience the past through attention to long-range questions and comparative history.

The department's 100-level courses, centered upon specific topics within the instructor's field of expertise, introduce students to a wide array of subjects and themes, while at the same time exploring how historians devise narratives and provide analysis through the study of primary sources. In the 200-level courses, the department offers students the opportunity to pursue interests in specific cultures, regions, policies, or societies, and enables them to experience a broad array of approaches to history.

The department's 300-level courses build on students' knowledge gained in 200-level classes, and provide opportunities to explore topics at greater depth in a seminar setting.

### Major Requirements

Eleven courses are required for the History major, and three—one 100-level course, Exploring History (HIST 395), and the Senior Thesis (HIST 398)—must be taken at Bryn Mawr. In Senior Thesis (HIST 398), the student selects a topic of her choice, researches it, and writes a thesis.

The remaining eight history courses may range across fields or concentrate within them, depending on how a major's interests develop. Of these, at least two must be seminars at the 300 level offered by the Departments of History at Bryn Mawr, Haverford or Swarthmore Colleges or the University of Pennsylvania. (It is strongly recommended that at least one of these advanced

courses be taken with Bryn Mawr history faculty, as it is with one of them that majors will work on their senior thesis.)

Only two 100-level courses may be counted toward the major. Credit toward the major is not given for either the Advanced Placement examination or the International Baccalaureate.

### Honors

Majors with cumulative GPAs of at least 3.0 (general) and 3.5 (history) at the end of their senior year, and who achieve a grade of at least 3.7 on their senior thesis, qualify for departmental honors.

### Minor Requirements

The requirement for the minor is six courses, at least four of which must be taken in the Bryn Mawr Department of History, and include one 100-level course, at least one 300-level course within the department, and two additional history courses within the department.

#### 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 Division 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. Counts toward Africana Studies.

(Ngalamulume, Division I: Social Science)

#### HIST B118 Comparative Media Revolutions

A comparison of technology and "media revolutions" and social change through exploring the historiography of the printing press, radio and the internet. What historical explanations are given for the development of these technologies? What kind of agency is ascribed to them? Are media inherently revolutionary, or can they be tools for stabilization and consolidation as well?

(Spohrer, Division I or Division III)

*Not offered in 2010-11.*

#### 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: Humanities)  
*Not offered in 2010-11.*

### **HIST B127 Indigenous Leaders 1452-1750**

Studies the experiences of indigenous men and women who exercised local authority in the systems established by European colonizers. In return for places in the colonial administrations, these leaders performed a range of tasks. At the same time they served as imperial officials, they exercised “traditional” forms of authority within their communities, often free of European presence. These figures provide a lens through which early modern colonialism is studied. Counts towards Latin American, Latino, and Iberian Peoples and Cultures and Peace and Conflict Studies.  
(Gallup-Diaz, Division I or Division III)

### **HIST B128 Crusade, Conversion and Conquest**

A thematic focus course exploring the nature of Christian religious expansion and conflict in the medieval period. Based around primary sources with some background readings, topics include: early medieval Christianity and conversion; the Crusades and development of the doctrines of “just war” and “holy war”; the rise of military order such as the Templars and the Teutonic Kings; and later medieval attempts to convert and colonize Eastern Europe.  
(Truitt, Division I or Division III)  
*Not offered in 2010-11.*

### **HIST B131 Chinese Civilization**

(Jiang, Division I or Division III)  
Cross-listed as EAST B131

### **HIST B156 The Long 1960’s**

The 1960s has had a powerful effect on recent US History. But what was it exactly? How long did it last? And what do we really mean when we say “The Sixties?” Focusing primarily on primary sources, this 100-level seminar will take a close look at what “the Sixties” is (and what it isn’t) and try to assess its long term impact on American society.  
(Ullman, Division I or Division III)

### **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. Counts towards Africana Studies, Latin American, Latino, and Iberian Peoples and Cultures and Peace and Conflict Studies.  
(Gallup-Diaz, Division I or Division 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 Division III)  
*Not offered in 2010-11.*

### **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 Division III)  
*Not offered in 2010-11.*

### **HIST B205 Greek History**

(Edmonds, Division III: Humanities)  
Cross-listed as CSTS B205  
*Not offered in 2010-11.*

### **HIST B206 Society, Medicine, and Law in Ancient Greece**

(Staff, Division I or Division III)  
Cross-listed as CSTS B206  
*Not offered in 2010-11.*

### **HIST B207 Early Rome and the Early Republic**

(Scott, Division III: Humanities)  
Cross-listed as CSTS B207

### **HIST B208 The Roman Empire**

(Scott, Division I or Division III)  
Cross-listed as CSTS B208  
*Not offered in 2010-11.*

### **HIST B210 Topics in Chinese Culture and History**

(Staff, Division III: Humanities)  
Cross-listed as EAST B210  
*Not offered in 2010-11.*



**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)

*Not offered in 2010-11.*

**HIST B216 Post Communist Transitions in Eastern Europe**

(Hyankova, Division I: Social Science)

Cross-listed as ANTH B226

*Not offered in 2010-11.*

**HIST B220 Topics in Modern Chinese Literature**

(Lin, Division III: Humanities)

Cross-listed as EAST B225

Cross-listed as HART B225

*Not offered in 2010-11.*

**HIST B223 The Early Medieval World**

The first of a two-course sequence introducing medieval European history. The chronological span of this course is from the early 4th century and the Christianization of the Roman Empire to the early 10th century and the disintegration of the Carolingian Empire.

(Truitt, Division I or Division III)

Cross-listed as CSTS B223

*Not offered in 2010-11.*

**HIST B224 High Middle Ages**

This course will cover the second half of the European Middle Ages, often called the High and Late Middle Ages, from roughly 1000-1400. The course has a general chronological framework, and is based on important themes of medieval history. These include feudalism and the feudal economy; the social transformation of the millennium; monastic reform; the rise of the papacy; trade, exchange, and exploration; urbanism and the growth of towns.

(Truitt, Division I or Division III)

Cross-listed as CSTS B224

*Not offered in 2010-11.*

**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: Humanities)

**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 Division III)

*Not offered in 2010-11.*

**HIST B229 Europe 1914-45: Challenge of the Masses**

In the early 20th century, elite and middle-class Europeans felt their culture and way of life were threatened by a growing "massification" of society. Modern warfare and economic crises demanded the mobilization of entire societies, while mass production, marketing and consumption, mass media, and expanding suffrage poised to undermine their society. This drive to develop political institutions, ideologies, and strategies suited to a new mass age was informed by theories of psychology and mass society.

(Spohrer, Division I or Division III)

**HIST B230 Europe since 1945**

What are the legacies of Europe's troubled past? How do they affect Europe and Europeans today? This overview looks at the devastation and fragmentation of the post-war period; the social and political implication of the growth of the 1950's and 1960's; the stagnation, turmoil and uncertainty of the 1970's and 1980's; and the promised and tensions renewed by the integration movements since the 1990's.

(Spohrer, Division I or Division III)

*Not offered in 2010-11.*

**HIST B231 Medicine, Magic and Miracles in the Middle Ages**

An exploration of the history of health and disease, healing and medical practice in the medieval period, emphasizing Dar as-Islam and the Latin Christian West. Using

methods from intellectual cultural and social history, themes include: theories of health and disease; varieties of medical practice; rationalities of various practices; views of the body and disease; medical practitioners. No previous course work in medieval history is required.

(Truitt, Division I or Division III)

Cross-listed as ARCH B231

Cross-listed as CSTS B231

*Not offered in 2010-11.*

### **HIST B235 West African History**

The course explores the formation and development of African societies, with a special focus on the key processes of hominisation, agricultural revolution, metal-working, the formation of states, the connection of West Africa to the world economy, and the impact of European colonial rule on African societies in the 19th and 20th centuries. Counts toward Africana Studies.

(Ngalamulume, Division I or Division III)

### **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 restructuring; 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: Social Science)

*Not offered in 2010-11.*

### **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. Counts toward Africana Studies and Environmental Studies.

(Ngalamulume, Division I: Social Science)

Cross-listed as CITY B237

### **HIST B240 Modern Middle East Cities**

(Harrold, Division I: Social Science)

Cross-listed as POLS B248

Cross-listed as CITY B248

Cross-listed as HEBR B248

*Not offered in 2010-11.*

### **HIST B242 American Politics and Society: 1940 to the Present**

This course looks at the amazing transformation of America in the years 1940 to today. From a country devastated by economic crisis and wedded to isolationism prior to WW 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 Division III)

### **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. Counts toward Africana Studies.

(Gallup-Diaz, Division I or Division III)

### **HIST B244 Great Empires of the Ancient Near East**

(Atac, Division III: Humanities)

Cross-listed as ARCH B244

Cross-listed as CITY B244

Cross-listed as POLS B244

*Not offered in 2010-11.*

### **HIST B251 20th Century US Urban History**

(Stroud, Division I or Division III)

Cross-listed as CITY B250

*Not offered in 2010-11.*

### **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: Humanities)

### **HIST B259 Ethnic Minorities in Europe**

(Hyankova, Division I: Social Science)  
Cross-listed as ANTH B259  
*Not offered in 2010-11.*

### **HIST B260 Human Rights in China**

(Jiang, Division I: Social Science)  
Cross-listed as EAST B264  
*Not offered in 2010-11.*

### **HIST B261 Palestine and Israeli Society**

(Neuman, Division I: Social Science)  
Cross-listed as ANTH B261  
Cross-listed as GNST B261  
Cross-listed as HEBR B261  
*Not offered in 2010-11.*

### **HIST B262 The Chinese Revolution**

(Jiang, Division I: Social Science)  
Cross-listed as EAST B263  
*Not offered in 2010-11.*

### **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: Humanities)  
*Not offered in 2010-11.*

### **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 Division 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: Social Science)  
Cross-listed as CITY B267  
*Not offered in 2010-11.*

### **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.

(Truitt, Division I or Division III)  
*Not offered in 2010-11.*

### **HIST B276 Islam in Europe**

(Hyankova, Division I: Social Science)  
Cross-listed as ANTH B276  
*Not offered in 2010-11.*

### **HIST B278 American Environmental History**

(Stroud, Division I: Social Science)  
Cross-listed as CITY B278  
*Not offered in 2010-11.*

### **HIST B283 Introduction to the Politics of the Modern Middle East and North Africa**

(Harrold, Division I: Social Science)  
Cross-listed as POLS B283  
Cross-listed as HEBR B283  
*Not offered in 2010-11.*

### **HIST B284 Movies and America**

Movies are one of the most important means by which Americans come to know -- or think they know—their

own history. This class examines the complex cultural relationship between film and American historical self fashioning.

(Ullman, Division I or Division III)

*Not offered in 2010-11.*

### **HIST B285 Show and Spectacle in Ancient Greece and Rome**

(Scott, Wright, Division III: Humanities)

Cross-listed as CSTS B255

Cross-listed as ARCH B255

Cross-listed as CITY B260

*Not offered in 2010-11.*

### **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 Division III)

Cross-listed as CITY B286

Cross-listed as POLS B286

*Not offered in 2010-11.*

### **HIST B287 Immigration in the U.S.**

How we understand the history of immigration to the territory now known as the United States has been transformed by recent explorations of the notion of "whiteness." This course will be framed by the ways in which this powerful lens for interpretation has helped to recast the meaning of ethnicity as we focus on individual immigrant groups and the context in which they both entered and created from the 17th century to the present.

(Shore, Division I or Division III)

### **HIST B292 Women in Britain since 1750**

Focusing on contemporary and historical narratives, this course explores the ongoing production, circulation and refraction of discourses on gender and nation as well as race, empire and modernity since the mid-18th century. Texts will incorporate visual material as well as literary evidence and culture and consider the crystallization of the discipline of history itself.

(Kale, Division III: Humanities)

*Not offered in 2010-11.*

### **HIST B303 Topics in American History**

Recent topics have included medicine, advertising, and history of sexuality.

(Shore, Ullman Division I or Division III)

*Not offered in 2010-11.*

### **HIST B313 Religion in Modern Europe: Enlightenment to Present**

Until recently, historians agreed with Nietzsche's 19th century pronouncement that "God is dead," viewing post-Enlightenment history as one of increasing secularism. This course re-examines that conclusion, looking both at recent historical research and at primary source documents like the Darwin's *Descent of Man* or "l'affaire du foulard" in France. If religion remained important in modern Europe, why is Nietzsche's verdict so widely accepted? The class has a substantial writing component.

(Spohrer, Division I or Division III)

### **HIST B318 Topics in Modern European History: Media Revolutions: Print, Radio and Internet**

This seminar provides an introduction to the issues raised by the history of technology and media through a comparison of several so-called "media revolutions." We will look at theories about the relationships between technology and historical change. Then we will explore the historiography of writing, the printing press, radio, and the computer in greater depth. Some of the questions to consider are: What historical explanations is given for the development of these different media technologies? What kind of agency is ascribed to them? Are media inherently revolutionary or can they be tools for stabilization and consolidation of power as well?

(Spohrer, Division I or Division III)

### **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 contemporaries in this period. Enrollment limited to 15 students.

(Spohrer, Division I or Division III)

### **HIST B325: Topics in Social History (Fall 2010): Bryn Mawr: Women's Higher Education**

This course will examine the history of Bryn Mawr College within the contexts of the history of women's higher education and the history of the US in the 19th century. The course will explore the cultural, social, and political conditions that influenced the founding of the college, while examining how trends in the professionalization of academia affected the college's structure and curriculum. (Enrollment limit: 15)

(Shore, Division I or Division III)



**HIST B325 Topics in Social History (Spring 2011):  
Radical Movements**

Americans have often resisted perceived oppression through radical means. Although commonly erased by history or marginalized in memory as ineffective, in fact radical movements have profoundly transformed the course of American history. This seminar focuses on key radical movements and actors from the ante bellum era through today. Enrollment limit: 15 students.  
(Ullman, Division I or Division III)

**HIST B326 Topics in Chinese History and Culture:  
Legal Culture and Chinese History**

(Jiang)  
Cross-listed as EAST B325

**HIST B336 Topics in African History: Social and  
Cultural History of Medicine**

The course will focus on the issues of public health history, social and cultural history of disease as well as the issues of the history of medicine. We will explore various themes, such as the indigenous theories of disease and therapies; disease, imperialism and medicine; medical pluralism in contemporary Africa; the emerging diseases, medical education, women in medicine, and differential access to health care. We will also explore the questions regarding the sources of African history and their quality. Counts toward Africana Studies (Ngalamulume, Division I: Social Science)

**HIST B337 Topics in African History**

The course will deal with witchcraft, not as an isolated phenomenon, but in the framework of transformation of West African societies under the pressure of capitalism (both merchant and industrial), colonial rule, westernization, and urbanization. Enrollment limited to 15 students.  
(Ngalamulume, Division I or Division III)

**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 2010-11.*

**HIST B345 Advanced Topics in Environment and  
Society**

(Hayes-Conroy, Stroud, Division I: Social Science)  
Cross-listed as CITY B345  
*Not offered in 2010-11.*

**HIST B349 Topics in Comparative History: Before  
European Hegemony in the Indian Ocean World**

This course focuses on the emerging literature on the complex networks of interaction and exchange (financial, commercial, intellectual, familial) that linked and divided peoples, beliefs, cultures and polities in, through, and across the Indian Ocean world. Focusing (but not exclusively) on the period before the establishment of European colonial empires in the region, the course will trace people, dynamics, and processes that seem at once archaic and modern and, in the process, consider in comparative context what is understood at present by "globalization."  
(Kale, Division I or Division III)

**HIST B352 China's Environment**

(Jiang, Division I: Social Science)  
Cross-listed as EAST B352  
*Not offered in 2010-11.*

**HIST B355 Topics in the History of London**

(Cast)  
Cross-listed as HART B355  
*Not offered in 2010-11.*

**HIST B357 Topics in British Empire**

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 Division III)  
*Not offered in 2010-11.*

**HIST B364 Magical Mechanisms**

A reading and research seminar focused on different examples of artificial life in medieval cultures. Primary sources will be from a variety of genres, and secondary sources will include significant theoretical works in art history, critical theory and science studies. Prerequisite: at least one course in medieval studies, or the permission of the instructor  
(Truitt, Division I or Division III)  
Cross-listed as CSTS B364  
*Not offered in 2010-11.*

**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: Humanities)  
Cross-listed as CSTS B368  
*Not offered in 2010-11.*

### **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)  
*Not offered in 2010-11.*

### **HIST B378 Origins of American Constitutionalism**

(Elkins, Division I or Division III)  
Cross-listed as POLS B378  
*Not offered in 2010-11.*

### **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: Humanities)  
*Not offered in 2010-11.*

### **HIST B382 Religious Fundamentalism in the Global Era**

(Neuman, Division I or III)  
Cross-listed as ANTH B382  
Cross-listed as POLS B382

### **HIST B383 Two Hundred Years of Islamic Reform, Radicalism and Revolution**

(Harrold, Division I: Social Science)  
Cross-listed as POLS B383  
*Not offered in 2010-11.*

### **HIST B387 Immigration in the United States**

Incorporates the current immigration debate in examining the historical causes and consequences of migration. Addresses the perceived benefit and cost of immigration at the national and local levels. Explores the economic, social, cultural and political impact immigrants have on the United States over time. Close atten-

tion given to examining the ways immigrants negotiated the pressures of their new surroundings while shaping and redefining American conceptions of national identity and citizenship. (Staff, Division I or Division III)  
*Not offered in 2010-11.*

### **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. (Gallup-Diaz)

### **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, Ullman, Division I or Division III)

### **HIST B403 Supervised Work**

Optional independent study, which requires permission of the instructor and the major adviser. (Shore, Ullman, Gallup-Diaz)

### **HIST B425 Praxis III: Independent Study**

(Staff)

## History of Art

Students may complete a major or minor in History of Art.

### Faculty

David J. D. Cast, Professor

Christiane Hertel, Professor

Homay King, Associate Professor

Dale Kinney, Professor (on leave semester I)

Steven Z. Levine, Professor and Chair

Gridley McKim-Smith, Professor

Jaime Javier Nasser, Andrew W. Mellon Foundation  
Postdoctoral Fellow in the Humanities

Lisa R. Saltzman, Professor

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 Haverford, 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. Two or three faculty members discuss the completed thesis with the honors candidate in a one-hour oral examination.

### Minor Requirements

A minor in history of art requires six units: one or two 100-level courses and four or five others selected in consultation with the major adviser.

#### HART B100 The Stuff of Art

(Burgmayer, Division II with Lab)

Cross-listed as CHEM B100

*Not offered in 2010-11.*

#### 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: Humanities)

#### 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: Humanities)

#### 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.

(Saltzman, Division III: Humanities)

#### 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.

(King, Division III: Humanities)

**HART B115 Classical Art**

(Donohue, Division III: Humanities)  
 Cross-listed as ARCH B115  
 Cross-listed as CITY B115  
 Cross-listed as CSTS B115  
*Not offered in 2010-11.*

**HART B125 Classical Myths in Art and in the Sky**

(Lindenlauf, Division III: Humanities)  
 Cross-listed as ARCH B125  
 Cross-listed as CSTS B125  
*Not offered in 2010-11.*

**HART B190 The Form of the City**

(Cohen, Hein, Division I or Division III)  
 Cross-listed as CITY B190  
 Cross-listed as ANTH B190  
*Not offered in 2010-11.*

**HART B204 Greek Sculpture**

(Donohue, Division III: Humanities)  
 Cross-listed as ARCH B205  
*Not offered in 2010-11.*

**HART B205 Introduction to Film**

(Tratner, Division III: Humanities)  
 Cross-listed as ENGL B205

**HART B206 Hellenistic and Roman Sculpture**

(Donohue, Division III: Humanities)  
 Cross-listed as ARCH B206  
*Not offered in 2010-11.*

**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.  
 (Staff, Division III: Humanities)  
*Not offered in 2010-11.*

**HART B212 Medieval Architecture**

Not just Gothic cathedrals, medieval architecture includes mosques, synagogues, fortifications, palaces, monasteries and other residential structures produced in Europe, North Africa and the Middle East between about 300 and 1350 CE. This course offers a selective overview and an introduction to research in this broad and diverse field of study.  
 (Staff, Division III: Humanities)  
 Cross-listed as CITY B212  
*Not offered in 2010-11.*

**HART B213 Theory in Practice: Critical Discourses in the Humanities**

(Higginson, Division III: Humanities)  
 Cross-listed as FREN B213  
 Cross-listed as COML B213  
 Cross-listed as GERM B213  
 Cross-listed as RUSS B253

**HART B225 Topics in Modern Chinese Literature**

(Lin, Division III: Humanities)  
 Cross-listed as EAST B225  
 Cross-listed as HIST B220  
*Not offered in 2010-11.*

**HART B227 Topics in Modern Planning**

(Hein, Division I: Social Science)  
 Cross-listed as CITY B227  
 Cross-listed as FREN B227  
 Cross-listed as GERM B227  
*Not offered in 2010-11.*

**HART B229 Comparative Urbanism**

(McDonogh, Division I: Social Science)  
 Cross-listed as CITY B229  
 Cross-listed as ANTH B229  
 Cross-listed as EAST B229  
*Not offered in 2010-11.*

**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: Humanities)

**HART B234 Picturing Women in Classical Antiquity**

(Lindenlauf, Division III: Humanities)  
 Cross-listed as ARCH B234  
 Cross-listed as CSTS B234  
*Not offered in 2010-11.*

**HART B238 The History of Cinema 1895 to 1945  
Silent Film: From United States to Soviet Russia and Beyond**

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.  
 (Harte, Division III: Humanities)  
 Cross-listed as ENGL B238  
 Cross-listed as COML B238  
 Cross-listed as RUSS B238

**HART B241 New Visual Worlds in the Spanish Empire 1492 - 1820**

The events of 1492 changed the world. Visual works made at the time of the Conquest of the Caribbean, Mexico and South America by Spain and Portugal reveal multiple and often conflicting political, racial and ethnic agendas, with connections to Asia, Islam, Northern Europe and pre-Columbian cultures.  
(McKim-Smith, Division III: Humanities)  
*Not offered in 2010-11.*

**HART B242 Material Identities in Latin America 1820-2010**

Revolutions in Latin America begin around 1810. By the 20th and 21st centuries, there is an international viewership for the works of Latin American artists, and in the 21st century the production of Latina and Latino artists living in the United States becomes particularly important.  
(McKim-Smith, Division III: Humanities)

**HART B250 Nineteenth-Century Art in France**

Close attention is selectively given to the work of Cézanne, Courbet, David, Degas, Delacroix, Géricault, Ingres, Manet, and Monet. Extensive readings in art criticism are required.  
(Levine, Division III: Humanities)  
*Not offered in 2010-11.*

**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, Division III: Humanities)  
Cross-listed as CITY B253  
Cross-listed as HIST B253  
*Not offered in 2010-11.*

**HART B254 History of Modern Architecture**

(Steffensen, Division III: Humanities)  
Cross-listed as CITY B254

**HART B255 Survey of American Architecture**

(Steffensen, Division III: Humanities)  
Cross-listed as CITY B255  
*Not offered in 2010-11.*

**HART B260 Modern 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: Humanities)  
*Not offered in 2010-11.*

**HART B266 Contemporary Art: 1945 to the Global Present**

America, Europe and beyond, from the 1950s to the present, in visual media and visual theory.  
(Saltzman, Division III: Humanities)

**HART B268 Greek and Roman Architecture**

(Webb)  
Cross-listed as ARCH B268  
Cross-listed as CITY B268  
*Not offered in 2010-11.*

**HART B272 Topics in Early and Medieval China: Chinese Cities and City Culture**

(Lin, Division III: Humanities)  
Cross-listed as EAST B272  
Cross-listed as CITY B273  
*Not offered in 2010-11.*

**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, Division III: Humanities)

**HART B299 History of Narrative Cinema, 1945 to present**

This course surveys the history of narrative film from 1945 through the contemporary moment. We will analyze a series of styles and national cinemas in chronological order, including Italian Neorealism, the French New Wave, and other post-war movements and genres. Viewings of canonical films will be supplemented by more recent examples of global cinema. While historical in approach, this course emphasizes the theory and criticism of the sound film, and we will consider various methodological approaches to the aesthetic, socio-political, and psychological dimensions of cinema. Fulfills the history requirement or the introductory course requirement for the Film Studies minor.  
(King, Division III: Humanities)  
Cross-listed as ENGL B299

**HART B305 Classical Bodies**

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B303  
*Not offered in 2010-11.*

**HART B306 Film Theory**

This course covers a selection of key texts in film theory. Our primary method of inquiry will be close analysis of primary theoretical texts. Topics of discussion may include: the ontology of the photographic image, the ethics of cinema, cinematic space and temporality, and film theory's relationship to other forms of visual media. Film screenings will serve to illustrate and complicate theoretical concepts. Fulfills the theory requirement for Film Studies minors. Prerequisites: HART 110, ENGL 205, HART 299, or instructor permission. Enrollment is limited to 15, priority given to Film Studies minors, History of Art majors, and English majors.  
(King, Division III: Humanities)  
Cross-listed as ENGL B306  
Cross-listed as COML B306

**HART B311 Topics in Medieval Art**

Topics change annually.  
(Division III: Humanities)  
Cross-listed as CITY B312  
*Not offered in 2010-11.*

**HART B323 Topics in Renaissance Art: The Fresco as Public Art**

Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600.  
(Cast, Division III: Humanities)  
Cross-listed as CITY B323

**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  
*Not offered in 2010-11.*

**HART B334 Topics in Film Studies: Queer Cinema in a Transnational Frame**

(Nguyen, Division III: Humanities)  
Cross-listed as ENGL B334

**HART B336 Topics in Film**

(Nguyen, Division III: Humanities)  
Cross-listed as ENGL B336  
*Not offered in 2010-11.*

**HART B340 Topics in Baroque Art: Costume and Consumer Culture in Spain and Latin America**

The course considers costume and fashion from the perspective of visual and cultural studies, combined with a historical acknowledgment of consumerism. Representations of costume in Europe from the fifteenth century forward to the present day are central, and

although some non-Western images from Latin America or Asia will occasionally be shown, a grasp of the history of Western costume is important because that discourse has defined the topic so far. How do clothes create and mediate identity, sexuality and gender roles, ideology, social rank and subjectivity? What is the impact of consumer culture for the last five or six centuries?  
(McKim-Smith, Division III: Humanities)  
Cross-listed as COML B340

**HART B348 Advanced Topics in German Cultural Studies: Vienna 1900**

(Hertel, Meyer, Division III: Humanities)  
Cross-listed as GERM B321  
Cross-listed as CITY B319  
Cross-listed as COML B321

**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 2010-11.*

**HART B350 Topics in Modern Art: Portraiture and Self-Portraiture**

Topics vary. The topic for Fall 2010 is portraiture and self-portraiture, from sixteenth-century courts to the internet today.  
(Levine, Division III: Humanities)

**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 Division III)  
Cross-listed as CITY B355  
Cross-listed as HIST B355  
*Not offered in 2010-11.*

**HART B358 Topics in Classical Art and Archaeology**

(Donohue, Division III: Humanities)  
Cross-listed as ARCH B359  
Cross-listed as CSTS B359  
*Not offered in 2010-11.*

**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, Division III: Humanities)



**HART B367 Asian American Film, Video and New Media**

(Nguyen, Division III: Humanities)  
 Cross-listed as ENGL B367  
*Not offered in 2010-11.*

**HART B377 Topics in Modern Architecture: War, Catastrophes, and Reconstruction**

(Hein, Steffensen, Division III: Humanities)  
 Cross-listed as CITY B377  
*Not offered in 2010-11.*

**HART B380 Topics in Contemporary Art**

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: Humanities)  
 Cross-listed as GERM B380  
 Cross-listed as 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. Required of and limited to History of Art majors.

(Hertel, Levine, Division III: Humanities)

**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, Saltzman)

**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**

Students are encouraged to develop internship projects in the college's collections and other art institutions in the region.

(Staff)

**International Studies**

Students may complete a minor in International Studies.

**Directors**

Cynthia D. Bisman, Co-Director, Graduate School of Social Work and Social Research

Christine Koggel, Co-Director, Philosophy

**Steering Committee**

Michael H. Allen, Political Science (on leave semester II)

Grace Morgan Armstrong, French and Francophone Studies (on leave semester II)

Cynthia D. Bisman, Graduate School of Social Work and Social Research

Carola Hein, Growth and Structure of Cities (on leave semesters I and II)

Toba Kerson, Graduate School of Social Work and Social Research

Philip Kilbride, Anthropology

Christine Koggel, Philosophy

Imke Meyer, German and German Studies

Kalala Ngalamulume, History

Mary J. Osirim, Sociology (on leave semester I)

Michael H. Rock, Economics (on leave semester II)

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 courses 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 additional 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 B225 Global Ethical Issues  
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  
ITAL/COML/HEBR B211 Primo Levi, the Holocaust, and Its Aftermath

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.

## Italian

Students may complete a major or minor in Italian.

### Faculty

David J. D. Cast, Professor and Acting Chair

Dennis James McAuliffe, Visiting Associate Professor

Nicholas Patruno, Katherine E. McBride Professor

Giuliana Perco, Lecturer

Roberta Ricci, Associate Professor (on leave semesters I and II)

Mary Sisler, Lecturer

Gabriella Troncelliti, Language Assistant

Based on an interdisciplinary approach that views culture as a global phenomenon, the aims of the major in Italian are to acquire a knowledge of Italian language and literature and an understanding of Italian culture, including cinema, art, journalism, pop culture, and music. The Department of Italian also cooperates with the Departments of French and Spanish in the Romance Languages major and with the other foreign languages in the TRICO for a major in Comparative Literature. The Italian Department cooperates also with the Center for International Studies (CIS).

### College Foreign Language Requirement

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.

Students may obtain permission from the instructor to transfer from a regular language course to an intensive language course.

### 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), and two on modern Italian literature. 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 discuss 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 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. Bryn Mawr's interdisciplinary summer program at the University of Pisa offers a great opportunity for students of Italian to study in Pisa for six weeks and take courses for major credit in Italian (both in Intensive Elementary/Intensive Intermediate and in Italian Literature/Culture/Cinema). 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 (Department of Italian).

### ITAL B001 Elementary Italian

The course is for students with no previous knowledge of Italian. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. (Sisler, Language Level 1)

### ITAL B002 Elementary Italian II

This course is the continuation of ITAL B001 and is intended for students who have started studying Italian the semester before. It aims at giving the students a complete foundation in the Italian language, with particular attention to oral and written communication. The course will be conducted in Italian and will involve the study of all the basic structures of the language—phonological, grammatical, syntactical—with practice in conversation, reading, composition. Readings are chosen from a wide range of texts, while use of the language is encouraged through role-play, debates, songs, and creative composition. Prerequisite: ITAL B001 (Sisler, Language Level 1)

### ITAL B010 Intensive Elementary Italian I

This intensive communicative course is an accelerated introduction to speaking, understanding, reading, and writing. It is intended for students with no previous knowledge of Italian. Aspects of Italian culture and contemporary life also are introduced through the use of video, songs, audio clips, etc. The course is taught completely in Italian, and authentic contemporary materials are used to immerse the student into an integrative linguistic environment. Attendance to the 4 drills classes each week is required. This course meets 9 hours per week. (Perco, Language Level 1)

### ITAL B011 Intensive Elementary Italian II

This course is the continuation of ITAL B010 and is intended for students who have started studying Italian the semester before. Aspects of Italian culture and contemporary life also are introduced through the use of video, songs, audio clips, etc. The course is taught completely in Italian, and authentic contemporary materials are used to immerse the student into an integrative linguistic environment. Attendance to the 4 drills classes each week is required. This course meets 9 hours per week. Prerequisite: ITAL B010 (Perco, Language Level 1)

### ITAL B101 Intermediate Italian

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read 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. (Perco, Staff, Language Level 2)



**ITAL B102 Intermediate Italian**

This course provides students with a broader basis for learning to communicate effectively and accurately in Italian. While the principal aspect of the course is to further develop language abilities, the course also imparts a foundation for the understanding of modern and contemporary Italy. Students will gain an appreciation for Italian culture and be able to communicate orally and in writing in a wide variety of topics. We will read a novel, 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.

(Sisler, Language Level 2)

**ITAL B105 Intensive Intermediate Italian**

This course builds on the previous two courses of intensive Italian (010-011) 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. Students will read a variety of different texts in Italian, from literary prose, to newspaper articles, lyrics from songs, essays, and so on. Attendance to both master and drills classes is required for a total of 5 hours per week.

(Perco, Language Level 2)

**ITAL B200 Pathways to Proficiency**

This course is intended for students who have already completed the elementary-intermediate sequence and who are interested in pursuing the study of Italian. The aim of the course is to improve students' proficiency in the Italian language, so that they will be able to take more advanced courses in Italian literature and cultural studies. The focus of this course is to expose students to crucial issues that have influenced Italian culture and society, concurring to develop distinctive ways of thinking, cultural artifacts (literary works, music, works of art, and so on), and that are at the core of contemporary Italian society.

(Perco)

**ITAL B202 Italian Short Story**

(Ricci, Division III: Humanities)

*Not offered in 2010-11.*

**ITAL B203 Italian Theater (in Italian)**

The course consists of a close reading in Italian of representative theatrical texts from the contemporary stage to the origins of Italian theater in the 16th century, including pieces by Dario Fo, Luigi Pirandello, Carlo Goldoni, the *Commedia dell'arte* and Niccolò Machiavelli. Attention will be paid to the development of lan-

guage skills through reading out loud, performance, and discussion of both form and content, enhanced by the use of recordings and videos. Attention will also be paid to the development of critical and analytical writing skills through the writing of short reviews and the research and writing of a term paper.

(McAuliffe, Division III: Humanities)

*Not offered in 2010-11.*

**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, Division III: Humanities)

*Not offered in 2010-11.*

**ITAL B207 Dante in Translation**

A reading of the *Vita Nuova* (Poems of Youth) and *The Divine Comedy: Hell, Purgatory and Paradise* in order to discover the subtle nuances of meaning in the text and to introduce students to Dante's tripartite vision of the afterlife. Dante's masterpiece lends itself to study from various perspectives: theological, philosophical, political, allegorical, historical, cultural, and literary. Personal journey, civic responsibilities, love, genre, governmental accountability, church-state relations, the tenuous balance between freedom of expression and censorship—these are some of the themes that will frame the discussions. Course taught in English; One additional hour for students who want Italian credit.

(McAuliffe, Ricci, Division III: Humanities)

**ITAL B208 Petrarca and Boccaccio in Translation**

The course will focus on a close analysis of Petrarch's *Canzoniere* and Boccaccio's *Decameron*, with attention given also to their minor works and the historical/literary context connected with these texts. Attention will also be given to Florentine literature, art, thought, and history from the death of Dante to the age of Lorenzo de' Medici. Texts and topics available for study include the Trecento vernacular works of Petrarch and Boccaccio; and Florentine humanism from *Salutati* to *Alberti*.

Course taught in English; one additional hour of target language instruction for students who want Italian credit.

(McAuliffe, Ricci, Division III: Humanities)



**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.

(Ricci, Division III: Humanities)

*Not offered in 2010-11.*

**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.

(Patruno, Division III: Humanities)

Cross-listed as COML B211

Cross-listed as HEBR B211

**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. Counts toward Film Studies concentration.

(Ricci)

*Not offered in 2010-11.*

**ITAL B235 The Italian Women’s Movement**

Examination of the medieval and early modern roots of the women’s movement in Italy. Literature produced by women in Italy from 1200 to 1600 has its center universal themes of the position of women in society and the struggle for equality and justice for women. Readings will include works by mystic women writers (Chiara

d’Assisi, Caterina da Siena, Angela da Foligno, Caterina da Genova) and women poets (Vittoria Colonna, Veronica Gambara, Veronica Franco, Moderata Fonte). (In Italian)

(McAuliffe, Ricci, Division III: Humanities)

**ITAL B255 Uomini d’onore in Sicilia**

The course will explore historical and fictional presentations which contribute to the myth of the Italian and Italian-American mafia in Italian literature and cinema, starting from the “classical” example of Sicily. Introduces Italian studies from an interdisciplinary perspective and Italian narrative fiction. Presents the historical development of the Sicilian Mafia from the mid-1800s through the 1980s with the examination of official documents, such as court files, documentaries and newspaper articles. Prerequisite: ITAL B102 or B105 or permission of the instructor.

(Ricci, Division III: Humanities)

*Not offered in 2010-11.*

**ITAL B301 Dante**

Prerequisite: two years of Italian or the equivalent.

Taught in Italian. See course description for ITAL B207. (McAuliffe, Ricci, Division III: Humanities)

**ITAL B303 Petrarca and Boccaccio**

The focus of the course is on *The Decameron*, one of the most entertaining, beloved and imitated prose works ever written. Like Dante’s divine comedy, this human comedy was written not only to delight, but also to instruct by exploring both our spiritual and our natural environment. The Decameron will be read in its entirety in Italian. Attention will also be paid to Petrarca’s *Canzoniere*, of which a small selection will be read in Italian. Topics will include how each author represented women in the context of 14<sup>th</sup>-century Italy. Prerequisite: two years of Italian and at least a 200-level course. Taught in Italian.

(McAuliffe, Ricci, Division III: Humanities)

*Not offered in 2010-11.*

**ITAL B304 The Renaissance in Italy: Literature and Beyond**

Italian literature, art, thought, and history from the death of Dante to the Reformation. 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, Michelangelo); Machiavelli; Ariosto; and women poets. Prerequisite: two years of Italian or the equivalent. Taught in Italian.

(McAuliffe, Division III: Humanities)

**ITAL B310 Italian Popular Fiction**

This course explores the Italian “giallo” (detective fiction), today one of the most successful literary genres among Italian readers and authors alike. Through a comparative perspective, the course will analyze not only the inter-relationship between this popular genre and “high literature,” but also the role of detective fiction as a mirror of social anxieties. In Spring 2011, ITAL B310 will be offered in English. Italian majors taking this course for Italian credit will be required to meet for an additional hour with the instructor and to do the readings and writing in Italian. Prerequisites: one literature course at the 200 level.

(Perco, Division III: Humanities)  
Cross-listed as COML B310

**ITAL B398 Senior Seminar**

(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.

(Ricci, McAuliffe)

**ITAL B403 Supervised Work**

Offered with approval of the department.  
(Ricci)

## Latin American, Latino, and Iberian Peoples and Cultures

Students may complete a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

**Coordinator**

Gary McDonogh, Growth and Structure of Cities

**Faculty**

Jaime Javier Nasser, Andrew W. Mellon Foundation  
Postdoctoral Fellow in the Humanities

**Advisory Committee**

Juan Arbona, Growth and Structure of Cities

Ignacio Gallup-Diaz, History

James Krippner, History, Haverford College

Lázaro Lima, Spanish (on leave semesters I and II)

Gary McDonogh, Growth and Structure of Cities

Gridley McKim-Smith, History of Art

Jaime Javier Nasser, History of Art

Maria C. Quintero, Spanish

Enrique Sacerio-Gari, Spanish

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, Growth and Structure of 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 her 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 Latin American, Latino, and Iberian Peoples and Cultures (LALIPC) 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

Competence in a language spoken by significant collectives of Iberian or Latin American peoples to be achieved no later than junior year. This competence may be attested by a score of at least 690 on the Spanish Achievement test of the College Entrance Examination Board or by completion of a 200-level course with a merit grade. Faculty will work with students to assess languages not regularly taught in the Tri-Co, including Portuguese, Catalan, and other languages.

GNST 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.

A long paper or an independent project dealing with Iberian, Latin American, or Latina/o issues, to be completed during the junior year in a course in the major or concentration and to be read by the LALIPC coordinator.

A senior essay dealing with some issue relevant to the concentration should be completed in the major and read by one faculty member participating in the concentration. All senior concentrators will present their research within the context of some LALIPC student-faculty forum as well.

### Junior Year Abroad

JYA provides both classes and experience in language, society, and culture that are central to the concentration. Students interested in JYA programs in the Iberian Peninsula, Latin America, and the Caribbean should consult with both their major adviser and the concentration coordinator in order to make informed choices. We will also work with students to identify programs that may allow them to work with languages not regularly taught in the Tri-Co, especially Portuguese.

### Classes

The following are Bryn Mawr classes offered in 2010-11 which may be counted toward the concentration; 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. LALIPC 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.

#### Fall 2010

- ANTH B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
- ANTH B258 Immigrant Experiences
- COML B260 Ariel y Caliban
- CITY B185 Urban Culture and Society
- CITY B293 Topics in Film and Media: Fragmented Media: Film, Television and Identities in the Americas
- HART B242 Material Identity: Latin America 1820-2010
- HART B293 Topics in Film and Media: Fragmented Media: Film, Television and Identities in the Americas
- HIST B127 Indigenous Leaders 1452-1750
- HIST B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
- SOCL B246 Immigrant Experiences
- SPAN B200 Temas culturales: Espana e Hispanoamerica
- SPAN B208 Drama y sociedad en Espana
- SPAN B260 Ariel y Caliban
- SPAN B318 Literary Adaptations: Spanish Cinema

#### Spring 2011

- CITY B229 Comparative Urbanism—Divided Cities: Race, Class, Gender and Other Divisions
- CITY B360 Topics in Urban Culture and Society: Brazil: City, Nature, Identity
- COML B248 Reception of Classical Literature in the Hispanic World
- CSTS B248 Reception of Classical Literature in the Hispanic World
- GNST B145 Introduction to Latin American Studies
- HIST B243 Atlantic Cultures: Maroon Societies
- HIST B287 Immigration in the United States
- SPAN B223 Género y modernidad en la narrativa del siglo XIX
- SPAN B248 Reception of Classical Literature in the Hispanic World
- SPAN B307 Cervantes

## Linguistics

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Students may major in Linguistics through Swarthmore College and minor in Linguistics through Haverford College.

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### Coordinators

Shizhe Huang, Haverford College, Bi-College  
Coordinator

Jason Kandybowicz, Swarthmore College, Tri-College  
Coordinator

### Faculty at Bryn Mawr College

Deepak Kumar, Professor of Computer Science

Amanda Weidman, Assistant Professor of Anthropology

### Faculty at 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

### Faculty at Swarthmore College

Donna Jo Napoli, Professor

Theodore B. Fernald, Professor

K. David Harrison, Associate Professor and Chair

Aaron J. Dinkin, Instructor and Laboratory Coordinator

Doreen Kelly, Visiting Instructor

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/SocSci/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 Topics in Chinese Syntax and Semantics

LING S060 Structure of Navajo

LING S062 Structure of American Sign Language

LING S064 Structure of Tuvan

C. Elective Courses (choose two):

LING/PSYC H238 The Psychology of Language

LING 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/SPAN 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 courses in Linguistics:

### **LING B113 Introduction to Syntax**

Introduces the investigation of sentence structures in human language, emphasizing insights from linguists over the past 40 years. The class will develop increasingly complex theory starting with basic assumptions and seeing where they lead. Students will gain a clearer understanding of grammar, develop and refine skills of analysis, writing, and argumentation. We will focus on English, occasionally using other languages to look at ways human languages are similar and how they differ. (Kandybowicz, Division I: Social Science)  
*Not offered in 2010-11.*

### **LING B239 Introduction to Linguistics**

An introductory survey of linguistics as a field. This course examines the core areas of linguistic structure (morphology, phonology, syntax, semantics), pragmatics, and language variation in relation to language change. The course provides rudimentary training in the analysis of language data, and focuses on the variety of human language structures and on the question of universal properties of language. (Kandybowicz, Division I: Social Science)

### **LING B281 Language in Social Context**

What do we do with language? How does language make us who we are? How does language construct our world and mediate our experience of it? In this course, we will explore some of the ways in which the fields of *sociolinguistics* and *linguistic anthropology* have answered these questions. Our readings and discussions will address the topics of language socialization in childhood, the interrelationships between language, gender, race, and class, theories of meaning, the ethnography of communication, and differing ideas about language in situations of culture contact. (Weidman, Division I: Social Science)  
Cross-listed as ANTH B281.

Haverford College currently offers the following courses in Linguistics:

#### **Fall 2010**

LING H113 Introduction to Syntax

#### **Spring 2011**

LING H114 Introduction to Semantics

LING H115 Phonetics and Phonology

PHIL H251 Analytic Philosophy of Language

LING H282 Structure of Chinese

Swarthmore College currently offers the following courses in Linguistics:

#### **Fall 2010**

LING S001 Introduction to Language and Linguistics

LING S004 FYS: American Indian Languages

LING S007 Hebrew for Text Study I

LING S015 Introduction to the Lenape Language

LING S020 Natural Language Processing

LING S020 Natural Language Processing Lab

LING S033 Introduction to Classical Chinese

LING S040 Semantics

LING S045 Phonetics and Phonology

LING S050 Syntax

LING S052 Historical/Comparative Linguistics

LING S053 Language Minority Education

LING S062 Structure of American Sign Language

LING S062 Structure of ASL: Attachment

LING S070 Translation Workshop

LING S094 Special Project in Linguistics

LING S097 Field Research

LING S100 Research Seminar

LING S195 Senior Honors Thesis



## 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 and Chair

Victor J. Donnay, Professor (on leave semester I)

Helen G. Grundman, Professor

Rhonda J. Hughes, Professor (on leave semester II)

Peter G. Kasius, Instructor

Paul Melvin, Professor

Amy N. Myers, Mathematics Program Coordinator and Lecturer

Lisa Traynor, Professor

Rebecca Marie Vandiver, Postdoctoral Fellow in Mathematics and Biology

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.

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

See the description of the 3-2 Program in Engineering and Applied Science, offered in cooperation with the California Institute of Technology, for earning both an A.B. at Bryn Mawr and a B.S. at Cal Tech.

**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.

(Staff)

**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.

(Swann)

This is a half-credit course.

**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. (Hughes, Kasius, 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, 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. (Hughes, Swann, 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.

(Staff, 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 Skills)

*Not offered in 2010-11.*

**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.

(Kasius, Division II: Natural Science)

**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.

(Donnay, 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.

(Swann, Division II and Quantitative Skills)

**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: Natural Science)

*Not offered in 2010-11.*

**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.

(Cheng, 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.

(Cheng, Division II: Natural Science)

*Not offered in 2010-11.*

**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.

(Staff, Division II: Natural Science)

*Not offered in 2010-11.*

**MATH B295 Select Topics in Mathematics**

This course covers topics that are not part of the standard departmental offerings and varies from semester to semester. Students may take this course more than once. In spring 2011 the topic will be probability and mathematical statistics. This course will introduce the mathematical theory of probability, including density functions and distribution functions, joint and marginal distributions, conditional probability, and expected value and variance. It then will develop the theory of statistics, including parameter estimation and hypothesis testing. The emphasis is on proving results in mathematical statistics rather than on applying statistical methods.

Prerequisite: MATH 201 or permission of instructor.  
(Ross, Division II: Natural Science)

**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.

(Traynor, Division II: Natural Science)

**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, Kasius, Division II: Natural Science)

**MATH B304 Abstract Algebra 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: Natural Science)

**MATH B308 Applied Mathematics I**

In spring 2011, this course will teach students to build models using finite dynamical systems, Boolean networks, linear algebra, abstract algebra, and probabilistic methods. Applications to gene regulation, biochemical reaction networks, DNA sequencing, and phylogenetics will be studied. Prerequisite: MATH 303 or permission of instructor.

(Vandiver, Division II: Natural Science)

**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.

(Staff, Division II: Natural Science)

*Not offered in 2010-11.*

**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: Natural Science)

**MATH B322 Functions of Complex Variables**

Analytic functions, Cauchy's theorem, Laurent series, calculus of residues, conformal mappings, Moebius transformations. Prerequisite: MATH 301 or permission of instructor.

(Staff, Division II: Natural Science)

*Not offered in 2010-11.*

**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.

(Grundman, Division II: Natural Science)

*Not offered in 2010-11.*

**MATH B395 Research Seminar**

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. Prerequisite: Permission of instructor. (Staff)

**MATH B396 Research Seminar**

A research seminar for students involved in individual or small group research under the supervision of the instructor. With permission, the course may be repeated for credit. Prerequisite: Permission of instructor. (Staff)

**MATH B398 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year. (Melvin)

**MATH B399 Senior Conference**

A seminar for seniors majoring in mathematics. Topics vary from year to year. (Staff)

**MATH B403 Supervised Work**

(Staff)

**MATH 501, 502 Graduate Analysis I and II**

(Cheng)

**MATH 503, 504 Graduate Algebra I and II**

(Grundman).

*Not offered in 2010-11.*

**MATH 505, 506 Graduate Topology I and II**

(Melvin, Traynor)

**Middle Eastern Studies**

Students may complete a concentration in Middle Eastern Studies.

**Coordinator**

Deborah Harrold, Political Science

**Advisory Committee**

Amiram Amitai, Hebrew and Judaic Studies

Mehmet-Ali Atac, Classical and Near Eastern Archaeology (on leave semesters I and II)

Peter Magee, Classical and Near Eastern Archaeology (on leave semester II)

Tamara Neuman, Political Science

Marc Ross, Political Science (on leave semester I and II)

Azade Seyhan, German and German Studies (on leave semester II)

Camelia Suleiman, Arabic

Sharon Ullman, History

There are two different tracks for students who wish to concentrate in Middle Eastern Studies.

**Track 1**

The first track consists of six courses in the Humanities or Social Sciences that focus on the ancient or modern Middle East distributed in the following manner:

- a. An introductory course called "Themes in Middle Eastern Society and Culture" This course will be offered every other year by relevant Middle Eastern Studies Institute (MESI) faculty from Bryn Mawr and, where possible, the Tri-Co Community. The course will be taught by at least two faculty members who would follow a broadly defined theme. Possible themes include: Irrigation, Agriculture and Society; History and Collective Memory; Urbanism and Social Transformation; War and Peace, and Literature and Imagination.
- b. Three elective Middle Eastern topic courses, including at least one at the 300 level in a specific area to be chosen in consultation with the student's adviser. This area might be defined in terms of conceptual, historical, or geographical interests and, in many cases, will be connected to work in the student's major .
- c. Two additional Middle Eastern topic courses, at least one of which must be in either the humanities or social sciences if a student's work in (a) and (b) does not include one or the other of these.

- d. Of the six courses one must be pre-modern in content.
- e. Of the six courses only three may be in the student's major.

### Track 2

The second track consists of language study and other courses. Students opting for this track must take the equivalent of two years of study of a modern Middle Eastern language or pass a proficiency exam in one of these languages, whereby they may also meet the standard set for the A.B. degree for the foreign language requirement. Four additional courses distributed as follows are required for the concentration:

- a. An introductory course called "Themes in Middle Eastern Society and Culture" as defined above.
- b. Three elective Middle Eastern topic courses, which meet the following conditions:
- c. One course must be in the social sciences;
- d. One course must be in the humanities;
- e. At least one course must be at the 300 level to be selected after consultation with the student's adviser so as to expose the student to in-depth study of the Middle East with a geographic, conceptual, or particular historical focus;
- f. At least one course must be pre-modern in content.
- g. Of the four courses, only two may also form a part of the student's major.

Middle Eastern Studies courses currently offered at Bryn Mawr include:

#### Fall 2010

- ANTH B275 Culture and Society of Middle East
- ARCH B220 Araby the Blest: Archaeology of the Arabian Peninsula
- ARCH B236 The Archaeology of Syria
- ARCH B355 The Achaemenid Empire
- GNST B156 Themes in Middle Eastern Society: The Space of Religion
- POLS B278 Oil, Politics, Society, and Economy

#### Spring 2011

- HEBR B110 Israeli Cinema

## Music

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

### Faculty

- Ingrid Arauco, Associate Professor
- Christine Cacioppo, Visiting Instructor
- Curt Cacioppo, Professor
- Richard Freedman, Professor, Chairperson
- Ng Tian Hui, Visiting Instructor of Music and Interim Director of the Choral and Vocal Studies Program
- Heidi Jacob, Associate Professor, Director of the Haverford-Bryn Mawr Orchestral Program
- Thomas Lloyd, Associate Professor, Director of the Haverford-Bryn Mawr Choral Program (on leave semesters I and II)

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The composition/theory program stresses proficiency in aural, keyboard and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized.

The musicology program, which emphasizes European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Orchestra, and ensembles formed within the context of Haverford's chamber music program. Students can receive academic credit for participating in these ensembles (Music 102, 214, 215, 216, and 219). They can also receive credit for Private Study (Music 208, 209, 210) in voice or their chosen instrument.

### Special Programs And Funds

The Music Department Guest Artists Series presents distinguished and emerging performers in public concerts, master classes, lecture-demonstrations, reading sessions, and informal encounters. Among artists recently featured have been Native American flutist Mary Youngblood, the Deadalus Quartet, pianist Charles Abramovic, violinist Arnold Steinhardt, and the Network for New Music. The William Heartt Reese



Music Fund was established in 1977 to honor William Heartt Reese, professor of music and conductor of the glee club and orchestra at Haverford from 1947 to 1975. The fund supports applied music lessons for students enrolled in the department's private study program. The John H. Davison '51 Fund for Student Composers supports new works by student composers. This fund recognizes John's 40 years of teaching and musical creativity at Haverford. The Orpheus Prize is awarded for exceptional achievement in the practice of tonal harmony. The Kessinger Family Fund for Asian Performing Arts (administered jointly with the John Huford '60 Humanities Center) sponsors musical performances and lecture-demonstrations that enrich Haverford's cross-cultural programs. Since its inception in 1997, the fund has sponsored visits by artists representing traditions of South, Central, and East Asia, and Indonesia.

### Major Requirements

- 1) Theory-composition: 203, 204, 303.
- 2) Musicology: three courses, as follows: 229, plus any two of 220, 221, 222, 223, 224, and 225 or 325.
- 3) Two electives in music, chosen from: 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 265, 266, 304, and 325.
- 4) Performance: participation in a department-sponsored performance group is required for at least a year. Music 208, 209, or 210 instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.
- 5) An additional full credit course equivalent is required of music majors in their senior year. The senior experience in music may be fulfilled through an independent study project (usually a composition, performance, or research paper pursued in the context of Music 480) or through enhancement of a regular advanced course offering to include an independent study component. The format of the senior experience will be determined prior to the beginning of the student's senior year, after consultation with the department.
- 6) Majors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

### Minor Requirements

- 1) Theory-Composition: 203 and 204
- 2) Musicology: 229, plus any one of 220, 221, 222, 223, 224, and 225 or 325.
- 3) One elective chosen from: 207, 220, 221, 222, 223, 224, 225, 246, 250, 251, 265, 266, 304, and 325.
- 4) Music 208, 209, 210 instrumental or vocal private study or department ensemble participation for one year. Continuing ensemble participation and instrumental or vocal private study are strongly urged.

- 5) Minors are expected to attend the majority of department-sponsored concerts, lectures, and colloquia.

Substitutions for Haverford College courses in fulfillment of the major or minor in music must be approved in advance by the music department.

### Requirements for Honors

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

#### 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. (Cacioppo)

#### MUSC H204 Tonal Harmony II

Continuation of Music 203, introducing chromatic harmony and focusing on the development of sonata forms from the Classical through the Romantic period. Composition of a sonata exposition is the final project. Three class hours plus laboratory period covering related aural and keyboard harmony skills. *Prerequisite:* Music 203 (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:* Music 203. (Arauco)  
*Not offered in 2010-11.*

**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 setting. Weekly performance of student pieces; end-of-semester recital.

*Prerequisite:* Music 204 or consent of instructor.

(Arauco)

*Not offered in 2010-11.*

**MUSC H303 Advanced Tonal Harmony**

Study of late nineteenth-century harmonic practice in selected works of Liszt, Wagner, Brahms, Faure, Wolf, Debussy, and Mahler. Exploration of chromatic harmony through analysis and short exercises; final composition project consisting of either art song or piano piece such as nocturne or intermezzo. Musicianship lab covers related aural and keyboard harmony skills.

*Prerequisite:* Music 204

(Arauco)

**MUSC H304 Counterpoint**

18th century contrapuntal techniques and forms with emphasis on the works of J. S. Bach. Canon; composition of two-part invention; fugal writing in three parts; chorale prelude; analysis. Three class hours plus laboratory period covering related aural and keyboard harmony skills.

*Prerequisite:* Music 204

(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:* Music 303a or 224

(Arauco)

**PERFORMANCE****MUSC H102 Chorale**

Chorale is a large mixed chorus that performs major works from the oratorio repertoire with orchestra. Attendance at weekly two-hour rehearsals and dress rehearsals during performance week is required. Entrance by audition. Students can start Chorale at the beginning of any semester.

*Prerequisite:* Audition and consent of the instructor.

(Hui)

**MUSC H107 Introductory Piano**

Music 107 is an introduction to music and the art of playing the piano. The course consists of a weekly hour long session on Tuesday evenings (lecture, directed listening, or playing workshop) plus an individual lesson of 20 minutes at an arranged time. 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: J.S. Bach**

*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 & consent of supervisor

(Jacob)

**MUSC H209 Private Study: Voice**

10 hour-long voice lessons with approved teachers for 1/2 credit, graded. Jury exam at end of semester. Must participate in Chorale or Chamber Singers the same semester to be eligible for credit or partial subsidy for cost of lessons, which is not covered by tuition.

*Prerequisite:* Departmental audition & consent of supervisor

(Hui)

**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

(Hui)

**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  
(Hui)

**MUSICOLOGY****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 H220 Saints and Sinners. Musical Europe before 1400**

The course will explore music and its cultural uses in Medieval Europe. We will study the main genres and forms of in secular and sacred contexts, from monasteries, convents, and cathedrals, to courts and cities. We will trace the changing character of music itself, from plainsong to polyphonic and from troubadour tunes to art song of the 14th century. We will study transformations in musical notation, theoretical underpinnings of musical time and counterpoint, and the status of music itself in the divine cosmos. *Prerequisite:* Any full-credit course in Music (such as Music 110, 111, 229, 203), or equivalent prior experience in musical study.  
(Freedman)

**MUSC H221 Music, Ritual, and Representation. 1400-1600**

Music of the 12th through 16th centuries, emphasizing changing approaches to composition, notation, and expression in works by composers such as Hildegard von Bingen, Guillaume de Machaut, Josquin Desprez, and Orlando di Lasso, among many others. Classroom assignments will consider basic problems raised by the study of early music: questions of style and structure, debates about performance practice, and issues of cultural history. Extensive reading and listening culminating in individual research or performance projects. *Prerequisite:* Music 110 or 111 or consent of instructor.  
(Freedman)

**MUSC H222 Composers, Players, and Listeners in the 17th and 18th centuries**

This course traces sharp changes in musical style and the equally striking changes in roles for soloists, composers, and audiences in an international context of patronage and publishing. From Monteverdi, Schütz and Lully to Rameau, Bach, and Handel. *Prerequisite:* Music 110 or 111 or consent of instructor  
(Freedman)  
*Not offered in 2010-11.*

**MUSC H223 Between Galant and Learned: Musical Life and the Enlightenment**

This course ranges from the conservatories of Naples to opera houses of Vienna and Paris. Music by Pergolesi, Gluck, Haydn, Mozart, the young Beethoven, and many others; debates on music and language; the craft of composition; private patrons and public music; music and social change. *Prerequisite:* Music 110 or 111 or consent of instructor  
(Freedman)  
*Not offered in 2010-11.*

**MUSC H224 Music, Myth, and Meaning in the 19th Century**

An exploration of songs, operas, piano music and symphonic works of Berlioz, Liszt, Schubert, the Schumanns, Loewe, Wagner, Verdi, Dvorak, Mahler, and Brahms in the rich landscape of literary Romanticism and nationalism; philosophies of music and music history. *Prerequisite:* Music 110 or 111, or consent of instructor  
(Freedman)  
*Not offered in 2010-11.*

**MUSC H229 Thinking about Music: Ideas, History, and Musicology**

Students will explore music, meaning, and musicological method in a variety of contexts through a set of six foundational themes and questions: Music and the Idea of Genius, Who Owns Music? Music and Technology, The Global Soundscape, Music and the State, Tonality, Sense, and Reason. Each unit will use a small number of musical works, performances, or documents as focal points. In each unit we will also read current musicological work in attempt to understand the methods, arguments, and perspectives through which scholars interpret music and its many meanings. *Prerequisite:* Musc 110, 203, or equiv prior knowledge of music. (Freedman)

**MUSC H246 Words and Music: Wagner's Ring and the Modern World**

(Freedman)  
*Not offered in 2010-11.*

**MUSC H250 WORDS AND MUSIC. Topic: Words, Tones, and Images**

*Prerequisite:* One 100-level course in Music or consent. (Cacioppo)  
Cross-listed in Comparative Literature

**MUSC H257 Sociology of the Arts**

(McCormick)  
Cross-listed in Sociology  
*Typically offered in alternate years. Not offered in 2010-11.*

**MUSC H480 Independent Study**

*Prerequisite:* Approval of department and consent of instructor.  
(Arauco, Cacioppo, Freedman, Jacob)

**DIVERSE TRADITIONS****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)  
Cross-listed in African and Africana Studies  
*Not offered in 2010-11.*

**Neural and Behavioral Sciences**

Students may complete a concentration in Neural and Behavioral Sciences within the majors of biology and psychology.

**Coordinator**

Rebecca Compton, Chair and Associate Professor of Psychology at Haverford College

**Faculty at Bryn Mawr College**

Douglas Blank, Computer Science (on leave semester II)

Peter D. Brodfuehrer, Concentration Adviser for Biology

Karen Greif, Biology

Paul Grobstein, Biology

Deepak Kumar, Computer Science

Leslie Rescorla, Psychology (on leave semester II)

Anjali Thapar, Psychology

Earl Thomas, Concentration Adviser for Psychology

**Faculty at Haverford College**

Rebecca Compton, Psychology

Andrea Morris, Concentration Adviser for Biology

Wendy F. Sternberg, 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 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

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, Conflict, and Social Justice Studies

Students may complete a concentration in Peace, Conflict, and Social Justice Studies.

### Advisory Faculty

Michael Allen, Political Science (on leave semester II)

Allison Cook-Sather, Education

Deborah Harrold, Political Science

Tamara Neuman, Anthropology

Clark R. McCauley, Jr., Psychology

Mary J. Osirim, Sociology (on leave, semester I)

Michael T. Rock, Economics (on leave, semester II)

Marc Howard Ross, Political Science (on leave semester I and II)

The Peace, Conflict, and Social Justice Studies program reflects Bryn Mawr's interest in the study of war and other conflicts, peacemaking, and social justice and enables students to explore these questions through courses in anthropology, economics, education, history, political science, social psychology, sociology and disciplines in the humanities in which these are important questions as well. The concentration offers students the opportunity to sustain a thematic focus across disciplinary boundaries and to enrich their major program in the process.

Students in the concentration can pursue a wide range of theoretical and substantive interests concerning questions such as: intra-state and international causes of conflict; cooperative and competitive strategies of negotiation and bargaining; intergroup relations and the role of culturally constituted institutions and practices in conflict management; social movements; protests and revolutions; the role of religion in social conflict and its mitigation; human rights and transitional justice in post-conflict societies; and social justice and identity questions arising from ethnic, religious and cultural diversity and the implications of these constructions for the distribution of material and symbolic resources in society as well as the practical capacities to engage individuals and groups across constructions of difference by linking practice and theory.

Students in the concentration are encouraged to explore alternative conceptions of peace and social justice in different cultural contexts and historical moments by emphasizing the connections between the intellectual scaffolding needed to analyze the construction of social identities and the social, political and economic implications of these constructions for the distribution of material and symbolic resources within and between societ-

ies and the challenges and opportunities to engage individuals and groups to move their communities and societies towards peace and social justice.

### Concentration Requirements

Students who wish to take the concentration meet with a faculty advisor by the spring of their sophomore year to develop a plan of study. All concentrators are required to take three core courses: the introductory course, Introduction to Peace and Conflict Studies at Bryn Mawr or Introduction to Peace, Social Justice and Human Rights at Haverford, 200 level course (Conflict and Conflict Management, International Law, Politics of Humanitarianism, or Forgiveness, Mourning, and Mercy in Law and Politics), and either Advanced Issues in Peace, and Conflict Studies or complete a project involving community participation and reflection by participation in bi-semester meetings, attendance at lectures/workshops, and development of a portfolio in their junior and senior years. This constellation of this second option earns students a single credit that is awarded upon the successful completion of all components.

In addition, students are required to take three additional courses chosen in consultation with their advisor, working out a plan that focuses this second half of their concentration regionally, conceptually or around a particular substantive problem. These courses might include international conflict and resolution; social justice, diversity and identity, ethnic conflict in general or in a specific region of the world (e.g. Southern Africa, the Middle East, Northern Ireland); a theoretical approach to the field, such as nonviolence, social justice movements, bargaining or game theory; an applied approach, such as reducing violence among youth, the arts and peacemaking, community mediation or a particular policy question such as immigration or bilingual education.

Peace, Conflict, and Social Justice Studies courses currently available at Bryn Mawr include:

#### Fall 2010

- ANTH B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
- ANTH B275 Cultures and Societies of the Middle East
- ANTH B337 Colonial Formations
- ANTH B382 Religious Fundamentalism in the Global Era
- HIST B200 The Atlantic World 1492-1800: Indians, Europeans, and Africans
- POLS B141 International Politics
- POLS B211 Politics of Humanitarianism

**Spring 2011**

- ANTH B111 Introduction to Peace and Conflict Studies
- ANTH B347 Advanced Issues in Peace and Conflict Studies
- POLS B206 Conflict Management: A Cross-Cultural Approach
- POLS B379 The United Nations and World Order
- PSYC B358 Political Psychology of Ethnic Conflict

Peace, Conflict, and Social Justice Studies courses currently available at Haverford include:

**Fall 2010**

- ICPR H301 Human Rights: Development and International Activism
- PEAC H101 Introduction to Peace, Justice, and Human Rights
- PEAC H202 Forgiveness, Mourning, and Mercy in Law and Politics
- POLS H151 International Politics
- POLS H235 African Politics
- POLS H334 Politics of Violence

**Spring 2011**

- HIST H208 Colonial Latin America
- HIST H240 History and Principles of Quakerism
- ICPR H281 Violence and Public Health
- PEAC H201 Applied Ethics of Peace, Justice, and Human Rights
- SOCL H235 Class, Race, and Education

**Philosophy**


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Students may complete a major or minor in Philosophy.

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**Faculty**

- John Andrew Brook, Visiting Professor
- Robert J. Dostal, Professor (on leave semester I)
- Christine M. Koggel, Professor and Chair
- Michael Krausz, Professor (on leave semester II)
- Bharath Vallabha, Assistant Professor

The Department of Philosophy introduces students to some of the most compelling answers to questions of human existence and knowledge. It also grooms students for a variety of fields that require analysis, conceptual precision, argumentative skill, and clarity of thought and expression. These include administration, the arts, business, computer science, health professions, law, and social services. The major in Philosophy also prepares students for graduate-level study leading to careers in teaching and research in the discipline.

The curriculum focuses on three major areas: the systematic areas of philosophy, such as logic, theory of knowledge, metaphysics, ethics, and aesthetics; the history of philosophy through the study of key philosophers and philosophical periods; and the philosophical explication of methods in such domains as art, history, religion, and science.

The department is a member of the Greater Philadelphia Philosophy Consortium comprising 13 member institutions in the Delaware Valley. It sponsors conferences on various topics in philosophy and an annual undergraduate student philosophy conference.

**Major Requirements**

Students majoring in Philosophy must take a minimum of 11 semester courses in the discipline and attend the monthly noncredit departmental colloquia which feature leading visiting scholars. The following five courses are required for the major: the two-semester Historical Introduction (PHIL 101 and 102); Ethics (PHIL 221); Theory of Knowledge (PHIL 211), Metaphysics (PHIL 212), or Logic (PHIL 103); and Senior Conference (PHIL 398 and PHIL 399). At least three other courses at the 300 level are required, one of which must concentrate on the work of a single philosopher or a period of philosophy.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related areas, such as anthropology, history, history of art, languages, literature, mathematics, political science, psychology, and sociology.

### Honors

Honors will be awarded by the department based on the senior thesis and other work completed in the department. The Milton C. Nahm Prize in Philosophy is a cash award presented to the graduating senior major whose senior thesis the department judges to be of outstanding caliber. This prize need not be granted every year.

### Minor Requirements

Students may minor in Philosophy by taking six courses in the discipline at any level. They must also attend the monthly noncredit 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 Happiness and Reality in Ancient Thought

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 Presocratics and of the two central Greek philosophers, Plato and Aristotle.

(Dostal, Division III: Humanities)

### PHIL B102 Science and Morality in Modernity

Is knowledge based on reason or perception? Is belief in God incompatible with reason? What are the foundations of morality? These questions and the answers to them had an important influence that shaped modernity. We will consider a range of answers given by a selection of modern philosophers that may include Descartes, Hobbes, Hume, Locke, Kant, Mill, Nietzsche, and Wollstonecraft. Our aim will be to understand these philosophers' responses to each other and to evaluate their arguments and thereby develop our own views.

(Koggel, Vallabha, Division III: Humanities)

### PHIL B103 Introduction to Logic

Logic is the study of formal reasoning, which concerns the nature of valid arguments and inferential fallacies. In everyday life our arguments tend to be informal and sometimes imprecise. The study of logic concerns the structure and nature of arguments, and so helps to analyze them more precisely. Topics will include: valid and invalid arguments, determining the logical structure of ordinary sentences, reasoning with truth-functional connectives, and inferences involving quantifiers and predicates. This course does not presuppose any background knowledge in logic.

(Vallabha)

### PHIL B104 Introduction to Problems in Philosophy

This problems oriented course introduces students to a broad range of philosophical issues, including those in the theory of knowledge, ethics, aesthetics, philosophy of mind, philosophy of science, philosophy of history, and philosophy of religion. Topics include the nature of knowledge, language and truth, relativism and absolutism, cross cultural understanding, human and artificial intelligence, freedom and determinism, the physical and the mental, and aesthetic and religious experience. This course sketches a landscape of the discipline and orients students for future work in the field. Texts are drawn from contemporary readings.

(Krausz, Division III: Humanities)

*Not offered in 2010-11.*

### 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: Humanities)

Cross-listed as COML B202

*Not offered in 2010-11.*

### PHIL B204 Readings in German Intellectual History

(Seyhan, Division III: Humanities)

Cross-listed as GERM B212

*Not offered in 2010-11.*

### PHIL B209 Introduction to Literary Analysis: Philosophical Approaches to Criticism

(Seyhan, Division III: Humanities)

Cross-listed as GERM B209

Cross-listed as COML B209

*Not offered in 2010-11.*

**PHIL B211 Theory of Knowledge**

Varieties of realism and relativism address questions about what sorts of things exist and the constraints on our knowledge of them. The aim of this course is to develop a sense of how these theories interrelate, and to instill philosophical skills in the critical evaluation of them. Discussions will be based on contemporary readings. (Krausz, Division III: Humanities)

**PHIL B212 Metaphysics**

Metaphysics is inquiry into basic features of the world and ourselves. This course considers two topics of metaphysics, free will and personal identity, and their relationship. What is free will and are we free? Is freedom compatible with determinism? Does moral responsibility require free will? What makes someone the same person over time? Can a person survive without their body? Is the recognition of others required to be a person? (Vallabha, Division III: Humanities)  
*Not offered in 2010-11.*

**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: Humanities)

**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's *Art as Experience*, and works in Gary Iseminger, ed., *Intention and Interpretation*. (Krausz, Division III: Humanities)  
Cross-listed as COML B222  
*Not offered in 2010-11.*

**PHIL B225 Global Ethical Issues**

The need for a critical analysis of what justice is and requires has become urgent in a context of increasing globalization, conflict and war, poverty and environ-

mental devastation. This course examines prevailing theories and issues of justice as well as approaches by non-western, post-colonial, feminist, race, class, and disability theorists. Counts toward International Studies Minor and Gender and Sexuality concentration. (Koggel, Division III: Humanities)  
Cross-listed as POLS B225,

**PHIL B228 Introduction to Political Philosophy: Ancient and Early Modern**

(Salkever, Division III: Humanities)  
Cross-listed as POLS B228  
*Not offered in 2010-11.*

**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. (Staff, Division III: Humanities)  
*Not offered in 2010-11.*

**PHIL B231 Introduction to Political Philosophy: Modern**

(Salkever, Division III: Humanities)  
Cross-listed as POLS B230

**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: Humanities)  
Cross-listed as POLS B238  
*Not offered in 2010-11.*

**PHIL B240 Environmental Ethics**

This course surveys rights- and justice-based justifications for ethical positions on the environment. It

examines approaches such as stewardship, intrinsic value, land ethic, deep ecology, ecofeminism, Asian and aboriginal. It explores issues such as obligations to future generations, to nonhumans and to the biosphere. Counts toward Environmental Studies concentration. (Brook, Division III: Humanities)  
Cross-listed as POLS B240

### **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: Humanities)  
*Not offered in 2010-11.*

### **PHIL B244 Philosophy and Cognitive Science**

Cognitive science is a multidisciplinary approach to the study of human cognition. It goes from the abstract study of concepts of cognition at one end to well-defined empirical research into language and cognition and the specifics of cognitive modeling on computers at the other. Philosophy, linguistics, psychology, computer science, and neuroscience are the major contributors to cognitive science. Philosophy both contributes to and examines cognitive science. (Brook, Division III: Humanities)

### **PHIL B245 Philosophy of Law**

(Elkins, Division I: Social Science)  
Cross-listed as POLS B245

### **PHIL B252 Feminist Theory**

Beliefs that gender discrimination has been eliminated and women have achieved equality have become commonplace. We challenge these assumptions examining the concepts of patriarchy, sexism, and oppression. Exploring concepts central to feminist theory, we attend to the history of feminist theory and contemporary accounts of women's place and status in different societies, varied experiences, and the impact of the phenomenon of globalization. We then explore the relevance of gender to philosophical questions about identity and agency with respect to moral, social and political theory. Prerequisite: one course in philosophy or permission of instructor. (Koggel, Division III: Humanities)  
Cross-listed as POLS B253  
*Not offered in 2010-11.*

### **PHIL B253 Theory in Practice: Humanities**

(Higginson, Division III: Humanities)  
Cross-listed as FREN B213  
Cross-listed as COML B213  
Cross-listed as GERM B213

### **PHIL B254 Philosophy of Religion**

An introduction to principle topics in the philosophy of religion: Does God exist? Is belief in God compatible with reason and science? Is God's existence compatible with deep suffering and pain? Does the fact that there are many religions show that there is no religious truth? Includes readings eastern and western traditions and from analytic and continental philosophy. Authors will include Aquinas, Aurobindo, Dalai Lama, Dennett, James, Kierkegaard and Wittgenstein. (Vallabha, Division III: Humanities)  
*Not offered in 2010-11.*

### **PHIL B257 Philosophy of Action**

What are actions? How are they related to mental states such as beliefs and desires and the physical environment? This course considers three important contemporary theories of action: Davidson's causal theory; Anscombe's neo-Aristotelian view; and Frankfurt's hierarchical theory. Topics include: free will; the nature of intentions; an agent's knowledge of her actions; and the weakness of the will. Prerequisite: At least one course in philosophy. Prerequisite: at least one course in philosophy. (Vallabha, Division III: Humanities)  
*Not offered in 2010-11.*

### **PHIL B259 Philosophy, Modern Physics and Ideals of Interpretation**

In the modern era, interpretive ideals like objectivity, certainty and causality have been intensely scrutinized. Must there be a fact of the matter independently of all interpretive practices? Must there be a single right interpretation for all physical and cultural phenomena? Various readings will explore these and other questions. Prerequisite: One course in Philosophy or Physics or permission of an instructor. Sophomore standing. (Krausz, McCormack, Division III: Humanities)  
*Not offered in 2010-11.*

### **PHIL B263 Theory and Global Politics**

(Staff, Division III: Humanities)  
Cross-listed as POLS B263  
*Not offered in 2010-11.*

### **PHIL B293 The Play of Interpretation**

(Seyhan, Division III: Humanities)  
Cross-listed as COML B293  
Cross-listed as ENGL B292



**PHIL B300 Nietzsche, Kant, Plato: Modes of Practical Philosophy**

(Salkever, Division III: Humanities)  
 Cross-listed as POLS B300  
*Not offered in 2010-11.*

**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, Division III: Humanities)  
 Cross-listed as BIOL B310  
*Not offered in 2010-11.*

**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: Humanities)  
*Not offered in 2010-11.*

**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?  
 (Krausz, Division III: Humanities)

**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: Humanities)  
*Not offered in 2010-11.*

**PHIL B319 Topics in Philosophy of Mind**

Emotions such as love, happiness, envy, boredom and excitement are central to our experience. This seminar questions: What is the nature and phenomenology of emotions? Can there be unconscious emotions? Are emotions in the brain, or are they forms of behavior? Are emotions guided by reason, or are they beyond the control of reason? Readings will include Damasio, Freud, James, Nussbaum, Sartre and Solomon. Prerequisite: At least one course in philosophy.  
 (Vallabha, Division III: Humanities)  
*Not offered in 2010-11.*

**PHIL B321 Greek Political Philosophy Aristotle: Ethics and Politics**

(Salkever, Division III: Humanities)  
 Cross-listed as POLS B320

**PHIL B323 Culture and Interpretation**

This course will pursue such questions as the following. For all objects of interpretation—including works of art, music, literature, persons or cultures—must there be a single right interpretation? If not, what is to prevent one from sliding into an interpretive anarchism? Does interpretation affect the nature or the number of an object of interpretation? Does the singularity or multiplicity of interpretations mandate such ontologies as realism or constructivism? Discussions will be based on contemporary readings. Counts toward International Studies minor.  
 (Krausz, Division III: Humanities)  
 Cross-listed as COML B323

**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: Humanities)  
*Not offered in 2010-11.*

**PHIL B327 Political Philosophy in the 20th Century**

(Salkever, Division III: Humanities)  
 Cross-listed as POLS B327  
*Not offered in 2010-11.*

**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: Humanities)

#### **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: Humanities)  
Not offered in 2010-11.

#### **PHIL B344 Development Ethics**

This course explores the meaning of and moral issues raised by development. In what direction and by what means should a society “develop”? What role, if any, does the globalization of markets and capitalism play in processes of development and in systems of discrimination on the basis of factors such as race and gender? Answers to these sorts of questions will be explored through an examination of some of the most prominent theorists and recent literature. Prerequisites: a philosophy, political theory or economics course or permission of the instructor. Counts toward International Studies minor and Gender and Sexuality concentration.

(Koggel, Division III: Humanities)  
Cross-listed as POLS B344

#### **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?

(Staff, Division III: Humanities)  
Not offered in 2010-11.

#### **PHIL B349 Social and Political Theory**

(Staff Division I or Division III)  
Cross-listed as SOCL B349  
Not offered in 2010-11.

#### **PHIL B352 Feminism and Philosophy: Feminist Ethics**

One of the most important feminist contributions to theory is its uncovering of the ways in which theory in the Western tradition has a hidden male bias. This course will explore feminist critiques of traditional moral theory by examining early accounts of an ethic of care that challenge the ethic of justice that has dominated moral theory in the liberal tradition. We then turn to feminist revisions to and expansions of these early accounts—including work exploring the implications and applications of feminist ethics in the contemporary global context. Counts toward Gender and Sexuality concentration.

(Koggel, Division III: Humanities)  
Cross-listed as POLS B352

#### **PHIL B371 Topics in Legal and Political Philosophy**

(Elkins, Division I or Division III)  
Cross-listed as POLS B371  
Not offered in 2010-11.

#### **PHIL B372 Introduction to Artificial Intelligence**

(Kumar, Division II and Quantitative Skills)  
Cross-listed as CMSC B372  
Not offered in 2010-11.

#### **PHIL B373 Spinoza**

(Elkins)  
Cross-listed as POLS B373  
Not offered in 2010-11.

#### **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.

(Vallabha, Division III: Humanities)

#### **PHIL B399 Senior Seminar**

The senior seminar is a required course for majors in Philosophy. It is the course in which the research and writing of an undergraduate thesis is directed both in and outside of the class time. Students will meet sometimes with the class as a whole and sometimes with the professor separately to present and discuss drafts of their theses.

(Vallabha, Division III: Humanities)

#### **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 Chair

Xuemei Cheng, Assistant Professor

Daniel Cross, Lecturer

Mark Matlin, Senior Lecturer

Elizabeth McCormack, Dean of Graduate Studies and Professor

Michael Noel, Associate Professor (on leave semester I)

Michael B. Schulz, Assistant Professor (on leave semesters I and II)

Stephanie Lim, Bucher-Jackson Postdoctoral Fellow

The courses in Physics emphasize the concepts and techniques that have led to our present way of modeling the physical world around us. They are designed both to relate the individual parts of physics to the whole and to treat the various subjects in depth. Opportunities exist for interdisciplinary work and for participation by qualified majors in research with members of the faculty and their graduate students. In addition, qualified seniors may take graduate courses.

### Required Introductory Courses for the Major and Minor

The introductory courses required for the physics major and minor are PHYS 121 and PHYS 122 (or PHYS 101 and 102) and MATH 101 and MATH 102. 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 320, 321, and 333, or any 300-level math course.

The department has been very successful in preparing students for graduate school in physics, physical chemistry, materials science, engineering, and related fields. To be well prepared for graduate school, students should take, at a minimum, PHYS 302, 303, 308, and 309 (in addition to PHYS 306 and 331 which are required for the major). PHYS 322 AND PHYS 325 also are highly recommended. 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 towards 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 a minimum 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 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 degree of Bachelor of Arts is awarded with honors in physics in recognition of academic excellence. The award, which is made upon the recommendation of the department, is based on the quality of a Senior Thesis and on an achievement of a GPA of at least 3.4 in 200-level courses and above in physics, astronomy, and mathematics at Bryn Mawr and Haverford Colleges and an overall GPA of at least 3.0.

**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.

**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 spend three years at Bryn Mawr, during which time they must complete all non-major requirements. Students then apply to Caltech as a transfer student and admission is determined by Caltech. 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 Introductory Physics**

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, 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 II with Lab and Quantitative Skills)

**PHYS B102 Introductory Physics**

PHYS 101/102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, 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 II with Lab 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 II with Lab)

*Not offered in 2010-11.*

**PHYS B108 Contemporary Physics**

The 20th century brought two revolutions in our understanding of the universe—the theories of relativity and quantum physics. We will investigate each of them and their consequences, and touch on new theories that

might unify them. We will also explore “chaos theory” which applies to phenomena ranging from electrical activity in the brain during seizures to the stability of solar systems. Lecture 3 hours; Laboratory 3 hours. This course does not satisfy the Quantitative Skills requirement. Also see PHYS B158 for the lecture only course. (Matlin, Division II with Lab)

*Not offered in 2010-11.*

**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 as 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 II with Lab)

*Not offered in 2010-11.*

**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 II with Lab 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 II with Lab and Quantitative Skills)

**PHYS B157 Conceptual Physics**

PHYS 107 but without the laboratory. (Beckmann, Division II: Natural Science)

*Not offered in 2010-11.*



**PHYS B158 Contemporary Physics**

PHYS 108 but without the laboratory  
(Matlin, Division II: Natural Science)  
*Not offered in 2010-11.*

**PHYS B159 How Things Work**

PHYS 109 but without the laboratory.  
(Noel, Division II: Natural Science)  
*Not offered in 2010-11.*

**PHYS B201 Electromagnetism**

The lecture and material covers electrostatics, electric currents, magnetic fields, electromagnetic induction, Maxwell's equations, electromagnetic waves. 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 II with Lab and Quantitative Skills)

**PHYS B214 An Introduction to Quantum Mechanics**

An introduction to the principles governing systems at the atomic scale and below. Topics include the experimental basis of quantum mechanics, wave-particle duality, Schrödinger's equation and its solutions, 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 II with Lab and Quantitative Skills)

**PHYS B302 Advanced Quantum Mechanics and Applications**

This course presents nonrelativistic quantum mechanics, including Schrodinger's equation, the eigenvalue problem, the measurement process, the hydrogen atom, the harmonic oscillator, angular momentum, spin, the periodic table, perturbation theory, and the relationship between quantum and Newtonian mechanics. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 214 and PHYS 306.  
(Staff)  
*Alternates between Bryn Mawr and Haverford; 2010-11 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, the microcanonical,

canonical, and grand canonical ensembles, and Bose-Einstein, Fermi-Dirac, and Maxwell Boltzmann statistics. The statistical basis of classical thermodynamics is investigated. Examples and applications are drawn from among solid state physics, low temperature physics, atomic and molecular physics, electromagnetic waves, and cosmology. Lecture three hours and additional recitation sessions as needed. Prerequisite: PHYS 214. Corequisite: PHYS 306.  
(Staff)  
*Alternates between Bryn Mawr and Haverford; 2010-11 at Bryn Mawr.*

**PHYS B306 Mathematical Methods in the Physical Sciences**

This course presents topics in applied mathematics useful to students, including physicists, engineers, physical chemists, geologists, and computer scientists studying the natural sciences. Topics are taken from Fourier series, integral transforms, advanced ordinary and partial differential equations, special functions, boundary-value problems, functions of complex variables, and numerical methods. Lecture three hours and additional recitation sessions as needed. Prerequisites: MATH 201 and 203.  
(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; 2010-11 at Haverford.*

**PHYS B309 Advanced Electromagnetic Theory**

This course presents electrostatics and magnetostatics, dielectrics, magnetic materials, electrodynamics, Maxwell's equations, electromagnetic waves, and special 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; 2010-11 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 and band structure. Additional topics are taken from semiclassical electron dynamics, semiconductors, superconductivity, 0-D (quantum dots), 1-D (quantum wires) and 2-D (graphene) structures and the microscopies used to investigate them. Lecture three hours and additional recitation sessions as needed. Prerequisites: PHYS 214 and 306.

(Staff)

*Alternates between Bryn Mawr and Haverford; 2010-11 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.

(Schulz)

*Not offered in 2010-11.*

### **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)

### **PHYS B380 Physics Pedagogy**

Students work with a faculty member as assistant teachers in a college course in physics, or as assistants to a faculty member developing new teaching materials. Students will be involved in some combination of the following: directed study of the literature on teaching and learning pedagogy, construction and design of parts of a course, and actual teaching in a lecture course or laboratory. Corequisite: PHYS 201.

(Matlin)

### **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, Cheng, McCormack, Noel, Schulz)

## The Caroline McCormick Slade Department of Political Science

Students may complete a major or minor in Political Science. Within the major, students may complete a concentration in environmental studies.

### Faculty

Michael H. Allen, Professor (on leave semester II)

Daniel Meir Chomsky, Lecturer

Jeremy Elkins, Associate Professor and Chair

Marissa Martino Golden, Associate Professor

Carol Hager, Associate Professor

Deborah Harrold, Lecturer and Coordinator of Middle Eastern Studies

Peter J. Hoffman, Instructor

Marc Howard Ross, Professor (on leave semester II)

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.

### 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 Introduction to Political Science

While political science as an academic discipline is a recent project, the concerns of political science are older and enduring. Using works of political theory and social science, to critically engage and analyze basic concerns such as the reasons and causes of war, the search for the best form of government, bases of authority, forms of national power and how best to preserve it, the relationships between wealth and power and how to govern the economy, the origins of inequality, and distinctly and modern forms of power.

(Harrold, Division I: Social Science)

**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: Social Science)

Cross-listed as ANTH B111

*Not offered in 2010-11.*

**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: Social Science)

**POLS B131 Comparative Politics**

An introduction to the comparative study of political systems. A sampling of major questions addressed by comparative approaches such as why authority structures differ across countries; how major issues such as inequality, environmental degradation, and ethno-nationalism arise in different polities, and why governmental responses to those issues differ so widely. Comparisons are made across time and space. Emphasis is placed on institutional, cultural, and historical explanations.

Enrollment is limited to 35 students.

(Hager, Division I: Social Science)

**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: Social Science)

**POLS B205 European Politics: Between Unification and Dissolution**

An analysis of the accelerating process of European unification and the increasing political divisiveness within individual European countries. We focus on the

evolution of the state-society relationship in selected countries and the emergence of new sources of conflict in recent years. These are placed in the context of a changing international scene: the eastward expansion of the European Union, European social and economic unity and the introduction of the Euro.

(Hager, Division I: Social Science)

*Not offered in 2010-11.*

**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.

(Hoffman, Division I: Social Science)

Cross-listed as ANTH B206

**POLS B211 Politics of Humanitarianism**

This course examines the international politics and history that underlie the ideas, social movement and system of organizations designed to regulate the conduct of war and improve the welfare of those victimized by war. Topics include just war theory, international humanitarian law, humanitarian action and intervention, and transitional justice. Prerequisite: one course in Political Science, preferably International Politics, law or political theory, or comparable course by permission of instructor.

(Hoffman, Division I: Social Science)

**POLS B217 The State and the Transformation of Conflict**

State institutions have a profound effect on conflicts. State sponsored conflicts may be more violent, more deadly and transform society. The state's power may affect conflict management, enforcing agreements and providing incentives for cooperation. Weak states may not manage difference or conflict; ineffective states may be bypassed by citizens seeking protection or to plunder assets. Readings include theoretical texts as well as empirical accounts of the state's role in structuring and enforcing conflict management. Prerequisite: One course in Political Science or social science

(Harrold, Division I: Social Science)

*Not offered in 2010-11.*

**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 difference and hierarchy, and on the role of judicial review within a constitutional system. Enrollment is limited to 35 students.  
(Elkins, Division I: Social Science)

**POLS B222 Introduction to Environmental Issues: Policy Making in Comparative Perspective**

An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. We examine the politics of particular environmental issues in selected countries and regions. We also assess the prospects for international cooperation in solving global environmental problems such as climate change.  
(Hager, Division I: Social Science)  
Cross-listed as CITY B222

**POLS B225 Global Ethical Issues**

(Koggel, Division III: Humanities)  
Cross-listed as PHIL B225

**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: Humanities)  
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, Division III: Humanities)  
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: Social Science)  
*Not offered in 2010-11.*

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

(Doughty, Division I: Social Science)  
Cross-listed as ANTH B235  
*Not offered in 2010-11.*

**POLS B238 Science, Technology, and the Good Life**

(Dostal, Division III: Humanities)  
Cross-listed as PHIL B238  
*Not offered in 2010-11.*

**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 Harrold, Division I: Social Science)  
*Not offered in 2010-11.*

**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: Social Science)  
*Not offered in 2010-11.*

**POLS B244 Great Empires of the Ancient Near East**

(Atac, Division III: Humanities)  
Cross-listed as ARCH B244  
Cross-listed as CITY B244  
Cross-listed as HIST B244  
*Not offered in 2010-11.*

**POLS B245 Philosophy of Law**

Introduces students to a variety of questions in the philosophy of law. Readings will be concerned with the nature of law, the character of law as a system, the ethical character of law, and the relationship of law to politics, power, authority, and society. Readings will include abstract philosophical arguments about the concept of law, as well as theoretical arguments about the nature of law as they arise within specific contexts, and judicial cases. Most or all of the specific issues discussed will be taken from Anglo-American law, although the general issues considered are not limited to those legal systems.  
(Elkins, Division I: Social Science)  
Cross-listed as PHIL B245



**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, shopping 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: Social Science)

Cross-listed as

Cross-listed as CITY B248

Cross-listed as HEBR B248

Cross-listed as HIST B240

*Not offered in 2010-11.*

**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: Social Science)

**POLS B253 Feminist Theory**

(Koggel Hay, Division III: Humanities)

Cross-listed as PHIL B252

*Not offered in 2010-11.*

**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: Social Science)

*Not offered in 2010-11.*

**POLS B262 Who Believes What and Why: the Sociology of Public Opinion**

(Wright, Division I: Social Science)

Cross-listed as SOCL B262

*Not offered in 2010-11.*

**POLS B263 Theory and Global Politics**

An introduction to debates in normative political theory regarding contemporary global politics. Topics for theoretical engagement will include world citizenship and global democracy, economic inequalities between the global North and South, international human rights with a focus on women's rights, and migration.

(Barker, Division III: Humanities)

Cross-listed as PHIL B263

*Not offered in 2010-11.*

**POLS B264 Politics of Global Commodities**

This class critically analyzes the international politics that underpin the production and distribution of global commodities. Marketization and privatization pressures that have produced economic arrangements are examined for their impact in altering governance systems and fomenting conflicts. The course starts with concepts, theories and history and then turns to a review of key case studies. Prerequisite: One course in Political Science or Economics.

(Hoffman, Division I: Social Science)

**POLS B273 Race and the Law in the American Context**

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.

(Albert, Division I: Social Science)

Cross-listed as SOCL B273

*Not offered in 2010-11.*

**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: Social Science)

**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: Social Science)

**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: Social Science)

Cross-listed as HEBR B283

Cross-listed as HIST B283

*Not offered in 2010-11.*

**POLS B286 Themes in British Empire**

(Kale, Division I or Division III)

Cross-listed as HIST B286

Cross-listed as CITY B286

*Not offered in 2010-11.*

**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

*Not offered in 2010-11.*

**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 2010-11.*

**POLS B310 Comparative Public Policy**

A comparison of policy processes and outcomes across space and time. Focusing on particular issues such as health care, domestic security, water and land use, we identify institutional, historical, and cultural factors that shape policies. We also examine the growing importance of international-level policy making and the interplay between international and domestic pressures on policy makers.

(Hager, Division I: Social Science)

*Not offered in 2010-11.*

**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)

*Not offered in 2010-11.*

**POLS B320 Greek Political Philosophy: Ethics and Politics**

Plato's philosophizing is "political" in two senses: its frequent explicit concern with the central concepts of politics, and its implicit staging of the tensions between philosophy and politics understood as ways of life. We will pursue both aspects via close reading and discussion of several Platonic works including *Apology*, *Crito*, and *Republic*. To place Plato in the context of Greek philosophical and political discourse, we will also read Heraclitus, Parmenides, Thucydides, Xenophon, and Aristotle. Focus will be on the Platonic texts, but we will also consider ways Plato does and does not speak to problems of our own time.

(Salkever)

Cross-listed as PHIL B321

**POLS B321 Technology and Politics**

An analysis of the complex role of technology in political and social life. We focus on the relationship between technological development and democratic governance. Discussion of theoretical approaches is supplemented by case studies of particular issues, such as electoral politics, warfare and terrorism, social networking and citizen mobilization, climate change, agriculture and food safety.

(Hager, Division I: Social Science)

Cross-listed as CITY B321

*Not offered in 2010-11.*

**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 2010-11.*

**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)  
Cross-listed as ANTH B347  
*Not offered in 2010-11.*

**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  
*Not offered in 2010-11.*

**POLS B349 Social and Political Theory**

(Hay, Division I or Division III)  
Cross-listed as PHIL B349  
*Not offered in 2010-11.*

**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 activists, the mobilizing resources available to them, and the cultural framing within which these processes occur. Specific attention is paid to recent movements within and across countries, such as feminist, environmental, and anti-globalization movements, and to emerging forms of citizen mobilization, including transnational and global

networks, electronic mobilization, and collaborative policymaking institutions. (Hager)  
Cross-listed as SOCL B354

**POLS B358 Political Psychology of Group Identification**

(McCauley Ross)  
Cross-listed as PSYC B358  
*Not offered in 2010-11.*

**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 politics and legal regimes, civil disobedience, the relationship of law, state, and society, morality and war, and hate speech. (Elkins, Division I or Division III)  
Cross-listed as PHIL B371  
*Not offered in 2010-11.*

**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 politicians in Turkey, fathers, sons, and soldiers in Israel, and discourses of respect, respectability, and masculinity for African American men. (Harrold)  
*Not offered in 2010-11.*

**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. 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 Division III)

Cross-listed as HIST B378

*Not offered in 2010-11.*

### **POLS B379 The United Nations and World Order**

The United Nations has grown and evolved in significant ways since its establishment in 1945, and is now charged with confronting a wide range of threats, including atrocities, poverty, hunger, disease, and climate change. This class examines the major theoretical approaches to understanding the United Nations and world order and takes up the role of the organization in issues of international peace and security, economic development, and human rights and humanitarian affairs. Prerequisite: a year of Political Science or Peace and Conflict Studies courses or permission of the instructor. (Hoffman, Division I: Social Science)

### **POLS B381 Nietzsche, Self, and Morality**

This course examines Nietzsche's thought, with particular focus on questions concerning the nature of the self and morality. The texts for the course are drawn mostly from Nietzsche's own writing, but these are complemented by some contemporary work in moral philosophy and philosophy of mind that has a Nietzschean influence.

(Elkins)

Cross-listed as PHIL B381

### **POLS B382 Religious Fundamentalism in the Global Era**

(Neuman, Division I or III)

Cross-listed as ANTH B382

Cross-listed as HIST B382

### **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: Social Science)

Cross-listed as HIST B383

*Not offered in 2010-11.*

### **POLS B385 Democracy and Development**

(Ross, Rock, Division I: Social Science)

Cross-listed as ECON B285

*Not offered in 2010-11.*

### **POLS B387 Politics, Markets and the Presidency of Barack Obama**

An in-depth examination of the changing relationship of the state and the market in the U.S. today, the course uses history, theory and empirical research to examine whether the public policies being enacted are producing a fundamental shift in the U. S. political economy. The course centers on the implication for the relationship of democracy to capitalism. Prerequisite: POLS B121

(Schram, Division I: Social Science)

*Not offered in 2010-11.*

### **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)

### **POLS B392 State in Theory and History**

This class connects the fields of political sociology and international relations to examine the roots of states as the predominant form of political authority, to assess its behavior in global affairs, and to consider its future. Concepts include: class coalitions, democracy, capitalism, socialism, authoritarianism, revolutions, states, international organizations, and empires. Prerequisite: Two courses in Political Science or Peace and Conflict Studies or permission of the instructor.

(Hoffman, Division I: Social Science)

### **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: Social Science)

Cross-listed as SOCL B393

*Not offered in 2010-11.*

### **POLS B398 Senior Conference**

Required of senior majors. In weekly group meetings as well as individual tutorials, faculty work with students on research strategies, on refining research topics, and on supervising research progress for the senior thesis.

(Allen, Elkins, Golden, Hager, Hoffman, Salkever)

### **POLS B399 Senior Essay**

(Elkins, Golden, Hager, Salkever)

### **POLS B403 Supervised Work**

(Staff)

### **POLS B425 Praxis III: Independent Study**

(Staff)

## **Psychology**

Students may complete a major or minor in Psychology. Within the major, students may complete a concentration in neural and behavioral sciences.

### **Faculty**

Kimberly E. Cassidy, Provost and Professor

Mary M. Eno, Lecturer

Staci Heindel, Lecturer

Clark R. McCauley Jr., Professor

Lauren J Myers, Visiting Assistant Professor

Paul D. Neuman, Senior Lecturer

Leslie Rescorla, Professor (on leave semester II)

Carol H. Roberts, Lecturer

Marc S. Schulz, Professor

Anjali Thapar, Associate Professor and Chair

Earl Thomas, Professor

Robert H. Wozniak, Professor

The department offers the student a major program that allows a choice of courses from among a wide variety of fields in psychology: clinical, cognitive, developmental, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced coursework, seminars and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in clinical, cognitive, developmental, experimental, physiological, and social psychology, as well as for graduate study in law, medicine, and business.

### **Major Requirements**

Major requirements in Psychology are PSYC 101, 102, or 105 (or a one-semester introductory psychology course taken elsewhere); PSYC 205; and eight additional courses (not including the Junior Brown Bag). Starting with the class of 2012, majors must complete four courses at the 200 level, three courses at the 300 level, and one Senior Requirement. Majors may elect to fulfill their Senior Requirement with PSYC 400 (Senior Seminar in Psychology) or by completing two semesters of supervised research (PSYC 401 or PSYC 403).

Majors may substitute advance placement credit (score of 5 on the Psychology Advanced Placement exam) for PSYC 101, 102, or 105. In general, courses at the 200 level survey major content areas of psychological research. With the exception of PSYC 205, all 200-level courses require PSYC 101, 102, or 105 or the permission of the instructor. Courses at the 300 level typically



have a 200-level survey course as a prerequisite and offer either specialization within a content area or integration across areas. Courses at the 400 level are senior capstone courses and are intended to provide psychology majors with an intensive and integrative experience in psychology to culminate their undergraduate careers.

The Psychology major requires one course with a laboratory. The laboratory requirement is typically fulfilled by PSYC 101, 102, or 105. If a student takes introductory psychology elsewhere, and the course has no laboratory, or the student receives advanced placement credit for introductory psychology, then a laboratory course at the 200 or 300 level can be taken to fulfill the laboratory requirement. Students who take Haverford courses with the half credit laboratory attachments may count the laboratory portion of the course toward fulfilling the lab requirement for the Bryn Mawr major (Note: PSYC 205 can not be used to fulfill the laboratory requirement).

Majors are also required to attend a one-hour, weekly brown bag in the junior year for one semester. This requirement is designed to sharpen students' analytical and critical thinking skills, to introduce students to faculty members' areas of research, to provide additional opportunities for student-faculty interactions, and to build a sense of community.

### Advising

The selection of courses to meet the major requirements is made in consultation with the student's major adviser. Any continuing faculty member can serve as a major adviser. It is expected that the student will sample broadly among the diverse fields represented in the curriculum. Courses outside the department may be taken for major credit if they satisfy the above descriptions of 200-level and 300-level courses and are approved by the student's major adviser. Students should contact their major adviser about major credit for a course outside the department before taking the course.

### Honors

Departmental honors (called Honors in Research in Psychology) are awarded on the merits of a report of research (the design and execution; and the scholarship exhibited in the writing of a paper based on the research). To be considered for honors, students must have a grade point average in psychology of 3.6 or higher at the end of the fall semester of the senior year.

### Minor Requirements

A student may minor in Psychology by taking PSYC 101, 102, or 105 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 Psychology major with a concentration in Neural and Behavioral Sciences, students must complete five required courses: PSYC 101, 102 or 105, 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.

### Minor in Computational Methods

Students majoring in psychology can minor in computational methods. Requirements for the minor are listed in Computer Science.

### 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 101/102/105. PSYC 200 at Haverford may be substituted for PSYC 205. The following courses at Haverford will count as 200-level courses for the major: PSYC 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 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).

(Thomas, Rescorla, Division II with Lab)  
*Not offered in 2010-11.*

### **PSYC 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, Division II with Lab)  
*Not offered in 2010-11.*

### **PSYC B105 Introductory Psychology**

How do biological predispositions, life experiences, social and cultural phenomena contribute to human and animal behavior? This biopsychosocial theme will be examined by studying both "normal" and "abnormal" behaviors in domains such as perception, cognition, learning, motivation, emotion, and social interaction, thereby providing an overview of psychology's many areas of inquiry.

(Myers, Rescorla, Division II with Lab)

### **PSYC B201 Learning /Behavior Analysis**

This course covers the basic principles of behavior, and their application to the understanding of the human condition. Topics include the distinction between closed-loop (selection by consequences) and open-loop (elicitation and adjunctive behavior) relations, the distinction between contingency-shaped behavior and behavior under instructional control, discrimination and concept formation, choice, functional analysis of verbal behavior and awareness and problem solving. Behavior Analysis is presented as a distinct research methodology with a

distinct language, as well as a distinct theoretical approach within psychology.

(Neuman, Division II)

### **PSYC B203 Educational Psychology**

Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Issues covered include learning theories, memory, attention, thinking, motivation, social/emotional issues in adolescence, and assessment/learning disabilities. This course provides a Praxis Level I opportunity. Classroom observation is required. Prerequisite: Introductory Psychology (either PSYC 101, 102, or 105). (Cassidy, Division I: Social Science)

### **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. Prerequisite: Introductory Psychology (PSYC 101, 102, or 105).

(Wozniak, Division I: Social Science)

### **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. Prerequisite: One of the Introductory Psychology courses (PSYC 101, 102 or 105) or the permission of the instructor

(McCauley, Division I: Social Science)

**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. Prerequisite: Introductory Psychology (PSYC 101, 102, or 105). (Schulz, Division I: Social Science)

**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 cognitive psychology, cognitive neuroscience, and computational modeling will be reviewed. The laboratory consists of experiments related to these topics. Lecture three hours, laboratory 90 minutes a week. Prerequisite: Introductory Psychology (either PSYC 101, 102, or 105). (Thapar, Division II with Lab)

**PSYC B214 Applied Behavior Analysis**

This course covers the basic principles of behavior and their relevance and application to clinical problems. Applied Behavior Analysis is an empirically-based treatment approach focusing less on treatment techniques and more on treatment evaluation. The course covers the techniques used (data gathering and analysis) to determine the effectiveness of treatments while in progress. To do this, examples of human problems may include eating disorders, anxiety disorders, addictive behavior, autistic behavior, attention deficit hyperactivity disorder and oppositional/conduct disorder. (Neuman, Division I: Social Science)

**PSYC B218 Behavioral Neuroscience**

An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. Lecture three hours a week. Prerequisite: Any of the Introductory Psychology courses (PSYC 101, 102, or 105). (Thomas, Division II: Natural Science)

**PSYC B250 Autism Spectrum Disorders**

Focuses on theory of and research on Autism Spectrum Disorders (ASD). Topics include the history of autism; classification and diagnosis; epidemiology and etiology; major theories; investigations of sensory and motor atypicalities, early social communicative skills, affective, cognitive, symbolic and social factors; the neuropsychology of ASD; and current approaches to intervention. Prerequisite: Introductory Psychology (PSYC 101, 102, or 105). (Wozniak)

**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. Prerequisite: a 200 level survey course. Open only to senior psychology majors who are completing a senior thesis. (Myers)

**PSYC B308 Adult Development and Aging**

The course explores the biological, psychological, and social aspects of aging into middle and late adulthood. Topics include: psychological and social developmental challenges; core biological changes; research methodology; demands and impact on care givers and families; common psychopathology; social welfare policies and programs; and political, social, and academic discourse on aging in the 21st century. Different aging experiences by race, ethnicity, gender, class, culture, and sexual orientation are considered. Prerequisite: junior, senior or graduate status and any 200-level survey course. (Bressi Nath, Thapar)

**PSYC B310 Advanced Developmental Psychology**

This course details theory and research relating to the development of children and adolescents with family, school, and cultural contexts. We examine topics including (but not limited to): developmental theory, infant perception, language, attachment, self-awareness, social cognition, symbolic thought, memory, parent-child relations, peer relations, and gender issues. Prerequisite: PSYC 206 or permission of the instructor. (Wozniak)

**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

cal psychology; and the cognitive revolution. Prerequisite: any 200-level survey course. Open only to juniors and seniors majoring in psychology or by permission of the instructor.  
(Wozniak)

### **PSYC B326 From Channels to Behavior**

Introduces the principles, research approaches, and methodologies of cellular and behavioral neuroscience. The first half of the course will cover the cellular properties of neurons using current and voltage clamp techniques along with neuron simulations. The second half of the course will introduce students to state-of-the-art techniques for acquiring and analyzing data in a variety of rodent models linking brain and behavior. Prerequisites: BIOL 101 and one of the following: PSYC 218, PSYC 217 at Haverford, or BIOL 202.  
(Brodfuehrer Thomas, Division II: Natural Science)  
Cross-listed as BIOL B326

### **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 2010-11.*

### **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: Social Science)  
*Not offered in 2010-11.*

### **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.  
(Staff, Division I: Social Science)

### **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.  
(Edge, Schmidt)  
*Not offered in 2010-11.*

### **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.  
(Rescorla, Schulz)  
*Not offered in 2010-11.*

### **PSYC B352 Advanced Topics in Developmental Psychology: The Development of Symbolic Thought**

This course will provide an in-depth exploration of the development of symbolic thought in infancy and childhood. We will examine the major theories and recent empirical research on topics including language development, gesture, drawing, maps, pictures, pretend play, understanding of and learning from video images, literacy, and symbol use by non-human primates. In addition, the course contains a laboratory component, which will involve an original research project with children that is designed, collected and analyzed by the class members. Prerequisite: PSYC 206 or the consent of the instructor.  
(Myers, Division II with Lab)



**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)

*Not offered in 2010-11.*

**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)

*Not offered in 2010-11.*

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

(Brodfehrer, Compton)

Cross-listed as BIOL B396

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

Laboratory or field research on a wide variety of topics. Students should consult with faculty members to determine their topic and faculty supervisor, early in the semester prior to when they will begin.

(Thapar, Thomas)

**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.

(McCauley, Myers, Neuman, Rescorla, Rourke, Schulz, Thapar, Wozniak)

**PSYC B425 Praxis III**

(Cassidy, Rescorla)



## Religion

Students may complete a major in Religion at Haverford College.

### Faculty

J. David Dawson, Professor  
 Anne M. McGuire, Associate Professor  
 Tracey Hucks, Associate Professor  
 Terrence Johnson, Assistant Professor  
 Kenneth Koltun-Fromm, Associate Professor  
 Naomi Koltun-Fromm, 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 religion is interdisciplinary in character, drawing upon approaches and methods from disciplines such as anthropology, comparative literature and literary theory, gender theory, history, philosophy, psychology, political science, and sociology.

A central goal of the department is to enable students to become critically informed, independent, and creative interpreters of some of the religious movements, sacred texts, ideas and practices that have decisively shaped human experience. They are encouraged to engage in the breadth of scholarship in the study of religion as well as to develop skills in the critical analysis of the texts, images, beliefs, and performances of various religious traditions, including Judaism, Christianity, Islam and Buddhism. Students especially interested in Asian religions may work out a program of study in conjunction with the East Asian Studies department at Haverford and Bryn Mawr and with the Religion department at Swarthmore. Like other liberal arts majors, the religion major is meant to prepare students for a broad array of vocational possibilities. Religion majors typically find careers in law, public service (including both religious and secular organizations), medicine, business, ministry, and education. Religion majors have also pursued advanced graduate degrees in anthropology, history, political science, biology, Near Eastern studies, and religious studies.

For more information, see the department Web site at <http://www.haverford.edu/relg/index.html>.

### Major Requirements

- 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, socio-logical, 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: Religion 301 for Area A; Religion 303 for Area B; Religion 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 required gathering of the Junior majors once each semester. Students should complete a worksheet in advance in consultation with their major advisor and bring copies of the completed worksheet to the meeting.
- c. Senior Seminar and Thesis, Religion 399b.
- d. At least four additional half-year courses drawn from 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. Students seeking religion credit for abroad courses should write a formal petition to the department upon their return and submit all relevant course materials. Petitioned courses should be included within the student's designated area of concentration.
- 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 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. Not offered in 2010-11.*

### RELG H108 Vocabularies of Islam [A]

Introduction to the foundational concepts of Islam and the diverse ways in which Muslims understand and practice their religion. Topics include scripture, prophet-hood, law, ritual, theology, mysticism, and art.

(Velji)

### RELG H110 Sacred Texts and Religious Traditions [A]

An introduction to Religion through the close reading of selected sacred texts of various religious traditions in their historical, literary, philosophical, and religious contexts.

(Zadeh)

### 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)

*Not offered in 2010-11.*

### 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.

(N. Koltun-Fromm)

*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)

*Not offered in 2010-11.*

### 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)

*Not offered in 2010-11.*

### RELG H128 Reading Sacred Texts: In Quest of the Human [B,C]

Religions propose various ways of becoming “fully,” “authentically,” or “actually” human. Non-religious humanists often counter that religions are not needed to achieve one’s humanity, or—in the worst case—positively undermine or destroy it. Taking Christianity as our test case, we’ll examine this clash of perspectives and contemplate its implications through reading, discussing, and writing in response to four texts: Augustine’s “Confessions”, Feuerbach’s “The Essence of Christianity”, Kierkegaard’s “Philosophical Fragments”, and Nietzsche’s “On the Genealogy of Morals”. Small group writing tutorials will be an important component of the course. (Satisfies the first year writing requirement.)

(Dawson)

Cross-listed in Writing Program

*Not offered in 2010-11.*

### 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.

(K. Koltun-Fromm)

*Typically offered in alternate years. Not offered in 2010-11.*

### **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)

Cross-listed in African and Africana Studies

*Not offered in 2010-11.*

### **RELG H137 Black Religion and Liberation Theology [A]**

An introduction to the theological & philosophical claims raised in Black Religion & Liberation Thought in 20th C America. In particular, the course will examine the multiple meanings of liberation within black religion, the place of religion in African American struggles against racism, sexism and class exploitation and the role of religion in shaping the moral and political imaginations of African Americans.

(Staff)

Cross-listed in African and Africana Studies

### **RELG H155 Themes in the Anthropology of Religion**

(Ngwane)

Cross-listed in Anthropology and African and Africana Studies

*Not offered in 2010-11.*

## **INTERMEDIATE COURSES**

### **RELG H201 Introduction to Buddhism**

(Glassman)

Cross-listed in East Asian Studies

*Not offered in 2010-11.*

### **RELG H202 The End of the World as We Know it [A]**

Why are people always predicting the coming endtime? This course will explore the genre of apocalypse, looking for common themes that characterize this form of literature. Our primary source readings will be drawn from the Bible and non-canonical documents from the early Jewish and Christian traditions. We will use an

analytical perspective to explore the social functions of apocalyptic, and ask why this form has been so persistent and influential.

(Velji)

### **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. Not offered in 2010-11.*

### **RELG H212 Jerusalem: City, History and Representation [A]**

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)

*Not offered in 2010-11.*

### **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.

(Staff)

Cross-listed in African and Africana Studies

### **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)

Cross-listed in Gender and Sexuality Studies

*Typically offered in alternate years. Not offered in 2010-11.*

### **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. Not offered in 2010-11.*

### **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)

Cross-listed in African and Africana Studies

*Not offered in 2010-11.*

### **RELG H236 Race, Culture, Representation: Blacks and Jews in America [A]**

This course offers a constructive, interdisciplinary vision of the ways American Blacks and Jews represent, articulate, enact, and perform their religious and cultural identities. Using primary, secondary, visual, and material resources, the course will explore an array of themes that speak to the religious and social inter-sectionality of the Black and Jewish experience in America.

(Hucks, K. Koltun-Fromm, Johnson)

*Not offered in 2010-11.*

### **RELG H240 History and Principles of Quakerism**

(Lapsansky)

Cross-listed in History and Peace and Conflict Studies

### **RELG H242 Topics in Religion and Intellectual History: The Religious Writings of James Baldwin [A]**

(Hucks)

Cross-listed in African and Africana Studies

*Typically offered in alternate years.*

### **RELG H247 Death and the Afterlife in East Asia**

*Prerequisite:* One 100 level course in Religion, History, Anthropology, or East Asian Studies

(Glassman)

Cross-listed in East Asian Studies

### **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; callig-

raphy, bookmaking and architecture; along with modes of scriptural exegesis as practiced over time by both Muslims and non-Muslims alike.

(Zadeh)

Cross-listed in Comparative Literature

*Not offered in 2010-11.*

### **RELG H250 Jewish Images, Imagining Jews**

(K. Koltun-Fromm)

*Not offered in 2010-11.*

### **RELG H251 Comparative Mystical Literature [B]**

Readings in medieval Jewish, Christian and Islamic mystical thought, with a focus on the Zohar, Meister Eckhart, the Beguine mystics Hadewijch of Antwerp and Marguerite Porete, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern critical theories.

(Zadeh)

### **RELG H256 Zen Thought, Zen Culture, Zen History**

(Glassman)

Cross-listed in East Asian Studies and History

### **RELG H260 Getting Medieval: Tolerance, Persecution, and Religious Violence [A]**

Explores literary and philosophical exchanges, alongside religious violence and persecution, amongst Jews, Christians, and Muslims in late Antiquity and the Middle Ages. *Prerequisite:* None.

(Zadeh)

*Not offered in 2010-11.*

### **RELG H264 Religion and Violence [A]**

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.

(Johnson)

### **RELG H277 Modern Christian Thought [C]**

The impact of modernity on traditional Christian thought in the Nineteenth Century West. Readings may include Hume, Kant, Schleiermacher, Hegel, Feuerbach, Nietzsche, Kierkegaard, and others.

(Dawson)

*Not offered in 2010-11.*

**RELG H278 Christian Thought from Modernity to Post-modernity [A,B]**

Twentieth-century and Twenty-First Century Christian thought in the West. Readings may include Barth, Bultmann, Reinhold Niebuhr, Rahner, von Balthasar, Segundo, Tracey, Frei, McFague, Irigaray, Cone, Lindbeck, Marion, and others.

(Dawson)

Cross-listed in Comparative Literature

*Offered occasionally. Not offered in 2010-11.*

**RELG H281 Modern Jewish Thought [C]**

Jewish responses to modern philosophy and science that challenge traditional Jewish religious expression and thought. The course examines how Jewish thinkers engage modern debates on historical inquiry, biblical criticism, existentialism, ethics, and feminism. Our goal will be to assess those debates, and determine how these thinkers construct and defend modern Jewish identity in the face of competing options. Readings may include Spinoza, Mendelssohn, Cohen, Rosenzweig, Heschel, Buber, and Adler.

(K. Koltun-Fromm)

Cross-listed in Philosophy

**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.

*Prerequisite:* Prerequisite: None

(K. Koltun-Fromm)

*Not offered in 2010-11.*

**RELG H286 Religion and American Public Life [A]**

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.

(Johnson)

Cross-listed in Political Science

**RELG H299 Theoretical Perspectives in the Study of Religion [A,B,C]**

Description: An introduction to theories of the nature and function of religion from theological, philosophical, psychological, anthropological, and sociological perspectives. Readings may include: Schleiermacher, Marx, Nietzsche, Freud, Tylor, Durkheim, Weber, James, Otto, Benjamin, Eliade, Geertz, Foucault, Douglas, Smith, Berger, Haraway.

(Dawson)

**SEMINARS AND INDEPENDENT STUDY**

All religion department seminars may be repeated for credit with change of content.

**RELG H282 The Allegorical Imagination**

An exploration of allegory as a recurring literary, philosophical, and religious phenomenon in Western literature and culture. Readings may include Philo, Origen, Augustine, Prudentius, Dante, Bunyan, Coleridge, Emerson, Auerbach, Bloom, Fletcher, DeMan.

(Dawson)

Cross-listed in Comparative Literature

**RELG H301 Concentration Seminar A: Religious Traditions in Cultural Context [A]**

(N. Koltun-Fromm)

Cross-listed in Gender and Sexuality Studies

*Typically offered every Fall.*

**RELG H303 Concentration Seminar B: Religion, Literature and Representation [B]**

(Hucks)

*Typically offered every Fall.*

**RELG H305 Concentrations Seminar C: Religion, Ethics and Society [C]**

(K. Koltun-Fromm)

*Typically offered every Fall.*

**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

(Zadeh)

Cross-listed in Comparative Literature

*Not offered in 2010-11.*



**RELG H307 Imagining Islam: Icon, Object, and Image**

Explores the place of material and visual culture in Islam, examining how Muslims have conceptualized and deployed material and visual forms of religious expressions in a number of historical contexts. *Prerequisite:* None  
(Zadeh)  
*Not offered in 2010-11.*

**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)  
Cross-listed in Comparative Literature and Gender and Sexuality Studies  
*Not offered in 2010-11.*

**RELG H310 Sex and Gender in Japanese Buddhism**

(Glassman)  
Cross-listed in East Asian Studies

**RELG H330 Seminar in the Writings of Women of African Descent [C]**

This seminar will examine the writings of women of African descent from Africa, North America, and the Caribbean. Using primary and secondary texts from the nineteenth to the twentieth centuries, this course will explore the various religious traditions, denominations, sects, and religious and cultural movements in which women of African descent have historically participated. The course will also analyze the ways in which specific social conditions and cultural practices have historically influenced the lives of these women within their specific geographical contexts.  
(Hucks)  
Cross-listed in African and Africana Studies and Gender and Sexuality Studies

**RELG H343 Seminar in Religions of Antiquity and Biblical Literature [A,B]**

(McGuire)  
*Not offered in 2010-11.*

**RELG H345 Seminar in the History of Christianity: Unmaking and Remaking the World [A]**

(Dawson)

**RELG H360 Seminar in Christian Thought: Blake's Revisionary Reading of Enlightenment Cosmology [B,C]**

(Dawson)

**RELG H370 Topics in Buddhist Studies**

*Prerequisite:* EAST 201 or PHIL 242 or permission.  
(Glassman)  
Cross-listed in East Asian Studies  
*Not offered in 2010-11.*

**RELG H399 Senior Seminar and Thesis [A]**

*Prerequisite:* Religion 301, 303, or 305 and the approval of the Department of Religion.  
(Dawson, Hucks, Johnson, K. Koltun-Fromm, N. Koltun-Fromm, McGuire, Zadeh)

**RELG H460 Teaching Assistant [A]**

*Prerequisite:* Religion majors by consent.  
(Hucks, K. Koltun-Fromm, Johnson)

**RELG H480 Independent Study [A]**

Conducted through individual tutorial as an independent reading and research project.  
(Johnson)

## Romance Languages

Students may complete a major in Romance Languages.

### Coordinators:

Grace M. Armstrong, French and Francophone Studies

David Cast, Italian

María Cristina Quintero, Spanish

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 260 (BMC) or 212 (HC).

Two courses at the 300 level.

#### Italian

ITAL 101, 102, or 105.

Four courses at the 200 level.

Three courses at the 300 level.

#### Spanish

SPAN 200.

SPAN 202.

Four courses at the 200 level.

Two courses at the 300 level.

## Second Language and Literature

### French

FREN 101-102 or 101-105; or 005-102 or 005-105.

Two literature courses at the 200 level.

FREN 260 (BMC) or 212 (HC).

One course at the 300 level.

### Italian

ITAL 101, 102, or 105.

Two literature courses at the 200 level.

Two literature courses at the 300 level.

### Spanish

SPAN 200

SPAN 202.

Two courses at the 200 level.

Two courses at the 300 level.

In addition to the coursework described above, when the first language and literature is Spanish, majors in Romance Languages must enroll in SPAN 398 (Senior Seminar).<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 in order to receive honors.<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 and 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 (ITAL 399)

## Russian

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Students may complete a major or minor in Russian.

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### Faculty

Elizabeth C. Allen, Professor (on leave semester II)

Sharon Bain, Lecturer

Dan E. Davidson, Professor

Timothy Harte, Associate Professor and Chair

Natalia Hayes, Instructional Assistant

Olga Semyonova Prokopenko, Instructor

Ekaterina Tarkahnova, Instructional Assistant

### Faculty at 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 Elementary Russian

Intensive Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work. (Davidson, Language Level 1)

#### RUSS B002 Elementary Russian

Intensive Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Eight hours a week including conversation sections and language laboratory work. (Davidson, Language Level 1)

#### RUSS B101 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week (Bain, Language Level 2)

#### RUSS B102 Intermediate Russian

Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Bain, Language Level 2)

#### 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: Humanities)

**RUSS B115 The Golden Age of Russian Literature**

An introduction to the great 19th Century Russian authors and some of their most famous, seminal works, including Pushkin's "The Queen of Spades" and *Eugene Onegin*, Gogol's *The Inspector General* and "The Overcoat", Turgenev's *Fathers and Sons*, Dostoevsky's "The Double" and "White Nights" and Tolstoy's *Childhood, Boyhood and Youth*. All readings, lectures, and discussions are conducted in English.

(Allen, Division III: Humanities)

*Not offered in 2010-11.*

**RUSS B201 Advanced Russian**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

(Harte)

**RUSS B202 Advanced Russian**

Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week.

(Harte)

**RUSS B212 Russian Literature in Translation: The Silver Age**

This course surveys novels, short stories, plays, and poetry associated with Russia's turn into the 20th century and the rise of modernism. Contemporaneous works of music and painting are also considered. Readings include: Dostoevsky's *Notes from Underground*, Tolstoy's "The Death of Ivan Ilych," Chekhov's *The Cherry Orchard* and *Three Sisters*, Mayakovsky's "A Cloud in Trousers." All readings, lectures, and discussions in English.

(Allen, Division III: Humanities)

**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**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*.

(Allen, Division III: Humanities)

*Not offered in 2010-11.*

**RUSS B235 The Social Dynamics of Russian**

An examination of the social factors that influence the language of Russian conversational speech, including contemporary Russian media (films, television, and the Internet). Basic social strategies that structure a conversation are studied, as well as the implications of gender and education on the form and style of discourse. Prerequisites: RUSS 201, 202, may be taken concurrently. (Davidson, Hayes, Division I: Social Science)

**RUSS B238 The History of Cinema 1895 to 1945  
Silent Film: From the United States to Soviet Russia and Beyond**

This course explores cinema from its earliest, most primitive beginnings up to the end of the silent era. While the course will focus on a variety of historical and theoretical aspects of cinema, the primary aim is to look at films analytically. Emphasis will be on the various artistic methods that went into the direction and production of a variety of celebrated silent films from around the world. These films will be considered in many contexts: artistic, historical, social, and even philosophical, so that students can develop a deeper understanding of silent cinema's rapid evolution.

(Harte, Division III: Humanities)

Cross-listed as ENGL B238

Cross-listed as COML B238

Cross-listed as HART B238

**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 Division III)

*Not offered in 2010-11.*

**RUSS B253 Theory in Practice: Critical Discourses in the Humanities**

(Higginson, Division III: Humanities)

Cross-listed as FREN B213

Cross-listed as COML B213

Cross-listed as GERM B213

Cross-listed as HART B213

**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.

(Bain, Division I or Division III)

**RUSS B258 Soviet and Eastern European Cinema of the 1960s**

This course examines 1960s Soviet and Eastern European "New Wave" cinema, which won worldwide acclaim through its treatment of war, gender, and aesthetics. Films from Czechoslovakia, Hungary, Poland, Russia, and Yugoslavia will be viewed and analyzed, accompanied by readings on film history and theory. All films shown with subtitles; no knowledge of Russian or previous study of film required.

(Harte, Division I or Division III)

*Not offered in 2010-11.*

**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: Humanities)

Cross-listed as COML B261

*Not offered in 2010-11.*

**RUSS B271 Chekhov: His Short Stories and Plays in Translation**

A study of the themes, structure and style of Chekhov's major short stories and plays. The course will also explore the significance of Chekhov's prose and drama in the English-speaking world, where this masterful Russian writer is the most staged playwright after Shakespeare. All readings and lectures in English.

(Harte, Division III: Humanities)

**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: Humanities)

Cross-listed as ENGL B277

*Not offered in 2010-11.*

**RUSS B305 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.

(Harte)

*Not offered in 2010-11.*

**RUSS 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.

(Harte)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*



**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)

*Not offered in 2010-11.*

**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.

(Staff)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**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 Division III)

*Not offered in 2010-11.*

**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 2010-11.*

**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.

(Staff, Division III: Humanities)

*Not offered in 2010-11.*

**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.

(Staff)

*Not offered in 2010-11.*

**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 Rusophone 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: Humanities)

*Not offered in 2010-11.*

**RUSS B380 Seminar in Russian Studies**

An examination of a focused topic in Russian literature such as a particular author, genre, theme, or decade. Introduces students to close reading and detailed critical analysis of Russian literature in the original language. Readings in Russian. Some discussions and lectures in Russian. Prerequisites: RUSS 201 and one 200-level Russian literature course.  
(Davidson, Hayes, Division III: Humanities)

**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.  
(Prokopenko, Tarkhanova, Division III: Humanities)

**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.  
(Prokopenko, Tarkhanova, Division III: Humanities)

**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.  
(Harte, Allen, 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.  
(Bain)

**RUSS B403 Supervised Work**

(Harte, Allen, Prokopenko)

Haverford College currently offers the following courses of interest to Russian majors:

RUSS H244 Russia from 1800-1917

RUSS H249 The Soviet System and Its Demise

RUSS H356 Topics in Modern European History

**Sociology**

Students may complete a major or minor in Sociology.

**Faculty**

David Karen, Professor

Mary J. Osirim, Professor (on leave semester I)

Judith D.R. Porter, Katherine E. McBride Professor

Ruth Elizabeth Simpson, Visiting Professor

Robert Washington, Professor and Acting Chair

Nathan Daniel Wright, Assistant Professor

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 may be at the 100 level and at least one of which must be at the 300 level), and two courses in an allied subject. Some courses offered by the Graduate School of Social Work and Social Research (GSSWSR) give major or minor credit in Sociology. No more than two courses from GSSWSR can be applied to the major or minor. After completing SOCL 398, the student and faculty member may decide that the student will enroll in SOCL 403 to write a senior thesis. 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 the Global North and the Global South. In addition to taking courses in this field at Bryn Mawr, students may also take courses towards this concentration in their study abroad programs or at Haverford, Swarthmore, and the University of Pennsylvania. Any course taken outside of the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors are urged to consult Mary Osirim about this concentration.

### Asian American Studies

Students pursuing this concentration are required to take Asian American Communities (SOCL 249), in addition to two other courses. One of them must be either Challenges and Dilemmas of Diversity (SOCL 215) or Immigrant Experiences (SOCL 246). The other course can be in anthropology, East Asian studies, or any other relevant field, and must be approved by the department for concentration credit. Please contact Ayumi Takenaka for further information.

### African American Studies

Three courses are required for this concentration—at least two of these courses must be in sociology. The remaining course can be in either sociology or an allied field. Students who pursue this concentration are required to take the core course offered by the Bryn Mawr Department of Sociology: Black America In Sociological Perspective (SOCL 229). Students are encouraged to take courses on Black America listed under the Bryn Mawr and Haverford Africana Studies Programs. Courses taken outside the Bryn Mawr Department of Sociology must be approved by the department for concentration credit. Majors interested in this concentration should consult Robert Washington for further information.

### Honors

Honors in Sociology are available to those students who have a grade point average in the major of 3.5 or higher and who write a senior thesis that is judged outstanding by the department. The thesis would be written under the direction of a Sociology faculty member. Students are required to submit a thesis proposal which must be approved by the department in the semester prior to writing the thesis. Students should have prior course work in the subject area in which they plan to write a thesis.

### 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: Social Science)

### 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: Social Science)

*Not offered in 2010-11.*

### SOCL B165 Problems in the Natural and Built Environment

This course situates the development of sociology as responding to major social problems in the natural and built environment. It demonstrates why the key theoretical developments and empirical findings of sociology are crucial in understanding how these problems develop, persist and are addressed or fail to be addressed.

(Wright, Division I: Social Science)

*Not offered in 2010-11.*

### SOCL B175 Environment and Society: History, Place, and Problems

Introduces the ideas, themes, and methodologies of the interdisciplinary field of environmental studies beginning with definitions: what is nature? What is environment? And how do people and their settlements fit into each? The course then moves to distinct disciplinary approaches in which scholarship can and does (and does not) inform our perceptions of the environment. Assignments introduce methodologies of environmental studies, requiring reading landscapes, working with census data and government reports, critically interpreting scientific data, and analyzing work of experts.

(Simpson, Stroud, Division I: Social Science)

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 division of labor in families and households, and analysis of class and ethnic differences in gender roles. Of particular interest in this course is the comparative exploration of the experiences of women of color in the United States.

(Osirim, Division I: Social Science)

*Not offered in 2010-11.*

**SOCL B207 The Social Dynamics of Oppression**

This course offers an introduction to prejudice and the dynamics of oppression at the individual, institutional and socio-cultural levels. The course provides a theoretical framework for understanding social oppression and inter-group relations. This course will also examine the theory behind how social identity groups form and how bias develops.

(MacDonald-Dennis, Division I: Social Science)

*Not offered in 2010-11.*

**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: Social Science)

*Not offered in 2010-11.*

**SOCL B220 Medicine, the Body and Society**

An introduction to the sociology of health and illness with a particular focus on the sociology of the body. Topics include: cross-cultural perceptions of the body and disease; the definition of "legitimate" medical knowledge and practice; social determinants of health and access to healthcare; management of healthcare costs.

(Simpson, Division I: Social Science)

**SOCL B225 Women in Society**

A study of the contemporary experiences of women of color in the Global South. The household, workplace, community, and the nation-state, and the positions of women in the private and public spheres are compared cross-culturally. Topics include feminism, identity and self-esteem; globalization and transnational social movements and tensions and transitions encountered as nations embark upon development.

(Osirim, Division I: Social Science)

*Not offered in 2010-11.*

**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)

**SOCL B229 Black America in Sociological Perspective**

This course provides sociological perspectives on various issues affecting black America: the legacy of slavery; the formation of urban ghettos; the struggle for civil rights; the continuing significance of discrimination; the problems of crime and criminal justice; educational under-performance; entrepreneurial and business activities; the social roles of black intellectuals, athletes, entertainers, and creative artists.

(Washington, Division I: Social Science)

Cross-listed as CITY B269

**SOCL B230 Comparative Urbanism**

(McDonogh, Division I: Social Science)

Cross-listed as CITY B229

Cross-listed as ANTH B229

Cross-listed as EAST B229

Cross-listed as HART B229

*Not offered in 2010-11.*

**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: Social Science)

Cross-listed as ANTH B242

Cross-listed as CITY B242

*Not offered in 2010-11.*

**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: Social Science)

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: Social Science)

Cross-listed as ANTH B249

Cross-listed as 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: Social Science)

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

An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, Marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include alcoholism, drug addiction, homicide, homosexuality, mental illness, prostitution, robbery, and white-collar crime.

(Washington, Division I: Social Science)

### **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: Social Science)

*Not offered in 2010-11.*

### **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: Social Science)

Cross-listed as POLS B262

### **SOCL B265 Research Design and Statistical Analysis**

An introduction to the conduct of empirical, especially quantitative, social science inquiry. In consultation with the instructor, students may select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as cross-tabular analysis, multiple regression-correlation analysis, and factor analysis. Required of and limited to Bryn Mawr Sociology majors and minors.

(Wright, Division I and Quantitative Skills)

### **SOCL B266 Schools in American Cities**

(Cohen, Division I: Social Science)

Cross-listed as EDUC B266

Cross-listed as CITY 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: Social Science)

Cross-listed as ANTH B267

Cross-listed as EAST B267

### **SOCL B273 Race and the Law in American Context**

An examination of the intersection of race and law, evaluating the legal regulations of race, the history and meanings of race, and how law, history and the Supreme Court helped shape and produce those meanings. It will draw on materials from law, history, public policy, and critical race theory.

(Albert, Division I: Social Science)

Cross-listed as POLS B273

*Not offered in 2010-11.*



**SOCL B275 Introduction to Survey Research Methods**

Introduces the many facets of the 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: Social Science)

*Not offered in 2010-11.*

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

(Kilbride, Division I: Social Science)

Cross-listed as ANTH B286

*Not offered in 2010-11.*

**SOCL B287 Urbanism as a Way of Life**

How do cities affect our understanding of ourselves as individuals and our perception of the larger group? This course examines the urban experience, which extends far beyond the boundaries of the city itself. An introduction to urban sociology, the course will also make use of history, anthropology, literature and art.

(Simpson, Division I: Social Science)

Cross-listed as CITY B287

*Not offered in 2010-11.*

**SOCL B302 Social Theory**

Analysis of classical and modern theorists selected because of their continuing influence on sociological thought. Among the theoretical conceptions examined are: alienation, bureaucracy, culture, deviance, modernization, power, religion and the sacred, social change, social class, social conflict, social psychology of self, and status. Theorists include: Durkheim, Firestone, Gramsci, Marx, Mead, Mills, and Weber. Required of and limited to Bryn Mawr Sociology majors and minors.

(Washington, Division I: Social Science)

**SOCL B303 Junior Conference: Discipline Based Intensive Writing**

This course will require students to engage, through reading and writing, a wide range of qualitative methods in sociology. The emphasis of the course will be to develop a clear, concise writing style, while maintaining a sociological focus. Students develop a research design that may form the basis of a senior thesis. Required of and limited to Bryn Mawr sociology majors.

(Osirim, Wright)

**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. Prerequisite: At least one prior social science course or permission of the instructor.

(Wright)

**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: Social Science)

**SOCL B314 Immigrant Experiences**

This course is an introduction to the causes and consequences of international migration. It explores the major theories of migration (how migration is induced and perpetuated); the different types of migration (labor migration, refugee flows, return migration) and forms of transnationalism; immigration and emigration policies; and patterns of migrants' integration around the globe. It also addresses the implications of growing population movements and transnationalism for social relations and nation-states. Prerequisite: At least one prior social science course or permission of the instructor.

(Takenaka)

**SOCL B315 Sociology of AIDS Internship**

An internship open only to those who are concurrently enrolled in SOCL 310.

(Porter, Division I: Social Science)

**SOCL B316 Science, Culture and Society**

Science is a powerful institution in American life, with extensive political and personal consequences. Through case studies and cross-disciplinary readings, this course challenges students to examine the social forces that influence how science is produced and used in public (and private) debates. Prerequisite: one course in Sociology, or the consent of the instructor.

(Simpson, Division I: Social Science)

*Not offered in 2010-11.*

**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

*Not offered in 2010-11.*

**SOCL B330 Comparative Economic Sociology: Societies of the North and South**

A comparative study of the production, distribution, and consumption of resources in Global North and Global South 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, the role of the modern corporation, globalization and development. Evidence drawn from Brazil, Britain, Jamaica, Nigeria, and the United States. Prerequisite: at least one prior social science course or permission of the instructor.

(Osirim, Division I: Social Science)

Cross-listed as CITY B330

*Not offered in 2010-11.*

**SOCL B335 Community Based Research**

This course links each student researcher to a community organization to carry out and complete a research project. Students learn the specific needs of the organization and develop the necessary research skills for their particular project. Projects will be available in a variety of local schools and non-profit organizations in Philadelphia and Montgomery County. Students may contact the department in advance for information about the types of participating organizations during a particular semester. Prerequisite: at least one social science course and permission of the instructor.

(Karen)

*Not offered in 2010-11.*

**SOCL B337 The Genealogical Imagination**

Genealogical research focuses on individuals across generations but requires us to understand individual lives in their social context, as Mills argued in *The Sociological Imagination*. In this course, we will explore how understanding larger social forces and patterns, such as immigration, urbanization, discrimination, religion, and demographic change, helps us uncover and understand individual lives. Prerequisites: one course in Sociology or permission of the instructor.

(Simpson)

**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: Social Science)

Cross-listed as CITY B338

**SOCL B346 Advanced Topics in Environment and Society**

This course will examine the meaning of “nature” and “environment” and how we understand our own relationship to it. We explore the social factors that shape how people define nature as variously savage or bountiful, a site of danger or entertainment, toxic or unspoiled, a force that controls human fates or a resource for humans to manipulate.

(Simpson, Division I: Social Science)

Cross-listed as CITY B345

**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. What factors seem most likely to lead to social movements? What determines their success/failure? We will examine 20th-century social movements in the United States to answer these questions. Includes a film series. Prerequisite: At least one prior social science course or permission of the instructor.

(Karen, Division I: Social Science)

**SOCL B354 Comparative Social Movements**

(Hager)

Cross-listed as POLS B354

**SOCL B360 Topics in Urban Culture and Society**

(Hayes-Conroy, Division I: Social Science)

Cross-listed as CITY B360

Cross-listed as ANTH B359

Cross-listed as HART B359

*Not offered in 2010-11.*

**SOCL B375 Women, Work and Family**

(Golden, Division I: Social Science)

Cross-listed as POLS B375

**SOCL B393 U.S. Welfare Politics: Theory and Practice**

(Schram, Division I: Social Science)  
Cross-listed as POLS B393  
*Not offered in 2010-11.*

**SOCL B398 Senior Conference**

This is the capstone course in the major. Substantive areas of the course will vary depending on the instructor. Open to Bryn Mawr senior sociology majors only. (Karen, Takenaka, Division I: Social Science)

**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)

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## 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

Ines Monique Arribas, Senior Lecturer

Dina Brena, Instructor

Lazaro Lima, Associate Professor (on leave semesters I and II)

Kaylea Blaise Mayer, Lecturer

Maria C. Quintero, Professor

Enrique Sacerio-Gari, Professor

H. Rosi Song, Associate Professor and Chair

The major in Spanish offers a program of study in the language, literature, and culture of Spain, Latin America, and U.S. Latino communities. The program is designed to develop linguistic competence and critical skills, as well as a profound appreciation of the culture and civilization of the Hispanic world.

The language courses provide solid preparation and practice in spoken and written Spanish, including a thorough review of grammar and vocabulary, supplemented with cultural readings and activities. SPAN 200 and SPAN 202 prepare students for advanced work in literature and cultural studies while improving competence in the language. The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish-American, and U.S. Latino literature in various periods and genres. SPAN 206 is devoted to advanced language training and affords practice in written Spanish. Three-hundred-level courses deal intensively with individual authors, topics, or periods of special significance.

Students in all courses are encouraged to make use of the Language Learning Center and to supplement their coursework with study in Spain or Spanish America either in the summer or during their junior year.

All students who have taken Spanish at other institutions and plan to enroll in Spanish courses at Bryn Mawr must take a placement examination. The exam is offered online by the department. Details are available from the Dean's Office.

The Department of Spanish also cooperates with the Departments of French and Italian in the Romance Languages major.

## 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 at least 2.0 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 training includes advanced work may, with the permission of the department, be exempted from taking SPAN 200 and/or SPAN 202. SPAN 399 (Senior Essay) is optional for majors with a grade point average of 3.7 who want to graduate with honors, and may not be counted as one of the 300-level requirements. This major program prepares students appropriately for graduate study in Spanish.

Please note: the department offers some courses taught in English. In order to receive major and minor credit, students must do substantial reading and written work in Spanish. No more than two courses taught in English may be applied toward a major, and only one toward a minor.

Independent research (SPAN 403) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

## Honors

Departmental honors are awarded on the basis of a minimum grade point average of 3.7 in the major, the recommendation of the department and a senior essay (SPAN 399).

## Minor Requirements

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level. At least one course should be in Peninsular literature.

## Concentration in Latin American, Latino, and Iberian Peoples and Cultures

The Department of Spanish participates with other departments in offering a concentration in Latin American, Latino, and Iberian Peoples and Cultures.

## Teacher Certification

The department also participates in a teacher-certification program. For more information see the description of the Education Program.

## SPAN B001 Elementary Spanish I

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Assumes no previous study of Spanish. Additional practice sessions with a language assistant.  
(Brena, Language Level 1)

## SPAN B002 Elementary Spanish II

Grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America and the Hispanic community in the United States. Additional practice sessions with a language assistant. Prerequisite: 001 or placement.  
(Brena, Mayer, Language Level 1)

## SPAN B010 Intensive Elementary Spanish I

The first half of a year long course in grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America, and the Hispanic community in the United States. Meets for 9 hours per week.  
(Arribas, Language Level 1)  
*Not offered in 2010-11.*

## SPAN B011 Intensive Elementary Spanish II

The second part of a year long course in grammar, composition, conversation, listening comprehension; readings from Spain, Spanish America, and the Hispanic community in the United States. Meets 9 hours per week. Prerequisite: SPAN B005.  
(Arribas, Language Level 1)  
*Not offered in 2010-11.*

## SPAN B101 Intermediate Spanish I

A thorough review of grammar with intensive practice in speaking, reading, and writing (group activities and individual presentations). Readings from the Hispanic world. Additional practice and conversation sessions with a language assistant. Prerequisite: 002 or placement.  
(Arribas, Brena, Mayer, Language Level 2)

## SPAN B102 Intermediate Spanish II

Examines special topics of Spanish grammar, writing intensive. Long paper as a final project. Selected readings from the Hispanic world. Additional practice and conversation sessions with a language assistant. Prerequisite: 101 or placement.  
(Arribas, Brena, Staff, Language Level 2)

## SPAN B105 Intensive Intermediate Spanish

A thorough review of grammar with intensive oral practice, frequent writing assignments, readings, and oral presentations. Prerequisite: Enrollment in this class is

limited to those students who completed 002 Intensive Elementary Spanish in spring semester 2010.  
(Mayer, Language Level 2)

### **SPAN B107 Conversación: Intensive Practice in Conversational Spanish**

This course seeks to enhance speaking proficiency through the development of vocabulary, 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 2010-11.*

### **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. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: SPAN 102 or 105, or placement.

(Song, Division III: Humanities)

### **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.

(Quintero, Sacerio-Gari, Division III: Humanities)

### **SPAN B203 Tópicos en la literatura hispana**

Topics course: content varies. Topic for Fall 2009: José Martí y equilibrio mundial

(Sacerio-Gari, Song, Jimenez, Division III: Humanities)

*Not offered in 2010-11.*

### **SPAN B208 Drama y sociedad en España**

A study of the rich dramatic tradition of Spain from the Golden Age (16th and 17th centuries) to the 20th century within specific cultural and social contexts. The course considers a variety of plays as manifestations of specific sociopolitical issues and problems. Topics include theater as a site for fashioning a national identity; the dramatization of gender conflicts; and plays as vehicles of protest in repressive circumstances. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration.

(Quintero, Division III: Humanities)

### **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-Gari, Division III: Humanities)

Cross-listed as COML B212

*Not offered in 2010-11.*

### **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: Humanities)

*Not offered in 2010-11.*

### **SPAN B218 Border Crossing Narratives and Films**

Our view of Latin American and U.S. Latino immigration and migration has affected film and literature. Studies border crossing and (im)migration and the debates about the nature of national affiliation for the Latino "minority" and the borders these groups transgress. Examines stereotypes about border-crossers in mainstream media and literature, and how Latino and Latin-American filmmakers have attempted to subvert these images by presenting a more complex representations and experiences. Prerequisite: Spanish B202 or equivalent.

(Lima, Division III: Humanities)

*Not offered in 2010-11.*

### **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. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration.

(Song, Division III: Humanities)

### **SPAN B225 La poesía hispanoamericana**

Study of poetic language from the Avant-garde movements to the present. Special attention to key figures.

(Sacerio-Gari, Division III: Humanities)

*Not offered in 2010-11.*



**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: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

*Not offered in 2010-11.*

**SPAN B248 Reception of Classical Literature in the Hispanic World**

(Barrenechea, Division III: Humanities)

Cross-listed as COML B248

Cross-listed as CSTS B248

**SPAN B260 Ariel/Calibán y el discurso Americano**

A study of the transformations of Ariel/Calibán as images of Latin American culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration.

(Sacerio-Gari, Division III: Humanities)

Cross-listed as COML B260

**SPAN B265 Escritoras españolas: entre tradición, renovación y migración**

Fiction by women writers from Spain in the 20th and 21st century. Breaking the traditional female stereotypes during and after Franco’s dictatorship, the authors explore through their creative writing changing socio-political and cultural issues including regional identities and immigration. Topics of discussion include gender marginality, feminist studies and the portrayal of women in contemporary society.

(Song, Division III: Humanities)

*Not offered in 2010-11.*

**SPAN B307 Cervantes**

A study of themes, structure, and style of Cervantes’ masterpiece *Don Quijote* and its impact on world literature. In addition to a close reading of the text and a consideration of narrative theory, the course examines the impact of *Don Quijote* on the visual arts, music, film, and popular culture. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. (Quintero, Division III: Humanities)

**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: Humanities)

*Not offered in 2010-11.*

**SPAN B310 La condición pos-mortem: pos/modernidad periférica en la narrativa e historia actual mexicana.**

The figuration of “death” in Mexican literature and culture has served as a central metaphor for the critique of modernity and has become one of Mexico’s principle symbols of cultural identity. The counter revolutionary movements of the ‘60s, however, initiated a series of post-mortem (after death) identity projects that served as aesthetic responses to Mexico’s considerable investment in modernity’s unfulfilled cultural, political and economic promises. This new post-mortem aesthetic has begun to reconceptualize the fictions of national progress by focusing on the corporeality of citizenship and migration. Prerequisites: one 200-level Spanish course or permission of the instructor.

(Lima, Division III: Humanities)

*Not offered in 2010-11.*

**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: Humanities)

Cross-listed as COML B312

*Not offered in 2010-11.*

**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. Counts toward the Latin American, Latino and Iberian Peoples and Cultures Concentration. Prerequisite: A 200-level course in Spanish, SPAN 208. (Song, Division III: Humanities)

**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: Humanities)  
*Not offered in 2010-11.*

**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: Humanities)  
*Not offered in 2010-11.*

**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)  
*Not offered in 2010-11.*

**SPAN B331 TransNation: U.S. Latino and Latin American Queer Diasporas**

This course engages the vanguard of U.S. Latino and Latin American theoretical debates about state formation in the construction of citizenship from the perspective of

queer and transgender studies. Explores recent theoretical and cultural works that challenge traditional understandings of 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. (Lima, Division III: Humanities)  
*Not offered in 2010-11.*

**SPAN B351 Tradición y revolución: Cuba y su literatura**

An examination of Cuba, its history and its literature with emphasis on the analysis of the changing cultural policies since 1959. Major topics include slavery and resistance; Cuba's struggles for freedom; the literature and film of the Revolution; and literature in exile. (Sacerio-Gari, Division III: Humanities)  
*Not offered in 2010-11.*

**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-Gari)

**SPAN B399 Senior Essay**

Available to students whose proposals are approved by the department. (Sacerio-Gari)

**SPAN B403 Supervised Work**

Independent reading, conferences, and a long paper; offered to senior students recommended by the department. (Staff)

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Michael B. Schulz, Ph.D. (Stanford University), Assistant Professor of Physics

Michael Sears, Ph.D. (University of Pennsylvania), Assistant Professor of Biology

Asya Sigelman, Ph.D. (Brown University), Assistant Professor of Greek, Latin and Classical Studies on the Isabel H. Benham Fund for Faculty Research

Jennifer Spohrer, Ph.D. (Columbia University), Assistant Professor of History

Denise Fay-Shen Su, Ph.D. (New York University), Assistant Professor of Anthropology

Jamie Taylor, Ph.D. (University of Pennsylvania), Assistant Professor in English on the Helen Taft Manning Fund for British History

Elly Truitt, Ph.D. (Harvard University), Assistant Professor of History

Bharath Vallabha, Ph.D. (Harvard University), Assistant Professor of Philosophy

Amanda Weidman, Ph.D. (Columbia University), Assistant Professor of Anthropology

Matthew Weinberg, Ph.D. (Princeton University), Assistant Professor of Economics on the K/G Fund for Faculty Research

Nathan Wright, Ph.D. (Northwestern University), Assistant Professor in Sociology and recipient of the Christian R. & Mary F. Lindback Foundation Award for Distinguished Teaching

### Other Faculty on Continuing Appointment

Inés Arribas, Ph.D. (University of Wisconsin), Senior Lecturer in Spanish

Carol Bower, M.S. (University of Pennsylvania), Senior Lecturer and Head Coach of Athletics and Physical Education

Jill Breslin, B.A. (University of Alabama), Instructor and Head Coach of Athletics and Physical Education

John Andrew Brook, D.Phil., Ph.D. (Oxford University and University of Alberta), Visiting Professor in Philosophy and Environmental Studies

Madeline Cantor, M.F.A. (University of Michigan), Senior Lecturer in the Arts

Deb Charamella, B.A. (Bryn Mawr College), Instructor and Head Coach of Athletics and Physical Education

Benjamin ChereI, D.E.A. de Recherches sur l'Imaginaire (Grenoble), Lecturer in French

Tz'u Chiang, B.A. (Tunghai University), Senior Lecturer in Chinese

Jeffrey A. Cohen, Ph.D. (University of Pennsylvania), Senior Lecturer in Growth and Structure of Cities

Jody Cohen, Ph.D. (University of Pennsylvania), Senior Lecturer in Education

Anne Dalke, Ph.D. (University of Pennsylvania), Senior Lecturer in English

Erin DeMarco, M.S. (Ithaca College) Lecturer and Head Coach of Athletics and Physical Education

Lynne J. Elkins, Ph.D. (Massachusetts Institute of Technology), Lecturer in Geology

Wilfred A. Franklin, M.A. (Humboldt State University), Instructor in Biology

Stephen L. Gardiner, Ph.D. (University of North Carolina), Senior Laboratory Lecturer in Biology

Gail C. Hemmeter, Ph.D. (Case Western Reserve University), Senior Lecturer in English and Director of Writing Support Services

Jason Hewitt, M.S. (Springfield College) Lecturer and Head Coach of Athletics and Physical Education

David Kenosian, Ph.D. (University of Pennsylvania), Lecturer in German

Marci Lippert, M.Ed. (Millersville University) Lecturer and Head Coach of Athletics and Physical Education

Hiroshi Iwasaki, M.F.A. (Boston University), Senior Lecturer and Production Manager of Theater

Jason Kandybowicz, Ph.D. (University of California, Los Angeles), Tri-Co Assistant Professor of Linguistics

Peter G. Kasius, M.A. (Princeton University), Instructor in Mathematics

David Kenosian, Ph.D. (University of Pennsylvania), Lecturer in German

Alice Lesnick, Ph.D. (University of Pennsylvania), Senior Lecturer in Education

Krynn DeArman Lukacs, Ph.D. (University of North Carolina), Senior Lecturer in Chemistry

Dennis J. McAuliffe, Ph.D. (New York University), Visiting Associate Professor of Italian

Mark Matlin, Ph.D. (University of Maryland), Senior Lecturer and Laboratory Coordinator in Physics

Kaylea Mayer, Ph.D. (Georgetown University), Lecturer in Spanish

Terry McLaughlin, M.S. (Hofstra University) Lecturer & Head Athletic Trainer of Athletics and Physical Education

Amy Myers, Ph.D. (Dartmouth College), Lecturer in Mathematics

Mary Ellen Nerz-Stormes, Ph.D. (University of Pennsylvania), Senior Laboratory Lecturer in Chemistry

Paul Neuman, Ph.D. (Temple University), Lecturer in Psychology

Giuliana Perco, Ph.D. (Pennsylvania State University, College Park), Lecturer in Italian

Agnès Peysson-Zeiss, Ph.D. (University of Michigan), Lecturer in French

Ruth E. Simpson, Ph.D. (Rutgers University) Visiting Professor in Sociology and Environmental Studies

Katie Tarr, M.S. (University of Pennsylvania) Senior Lecturer and Head Coach of Athletics and Physical Education

Daniel Torday, M.F.A. (Syracuse University), Visiting Assistant Professor in the Arts

Camelia Suleiman, Ph.D. (Georgetown University), Visiting Assistant Professor of Arabic

Daniela Holt Voith, M.Arch. (Yale University), Senior Lecturer in Growth and Structure of Cities

Nikki Whitlock M.S. (West Chester University) Lecturer and Head Coach of Athletics and Physical Education

## Senior Administrative Staff

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Raymond L. Albert, J.D., M.S.W. (University of Connecticut), Chair of the Diversity Leadership Group and the Diversity Council, and Professor of Social Work and Social Research

Darlyne Bailey, Ph.D. (Case Western Reserve University), Dean of the Graduate School of Social Work and Social Research

Jerry A. Berenson, M.B.A. (Temple University), Chief Administrative Officer

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Christopher MacDonald-Dennis, Ed.D. (University of Massachusetts at Amherst), Assistant Dean and Director of Intercultural Affairs

Samuel B. Magdovitz, J.D. (Yale University), College Counsel

Elizabeth F. McCormack, Ph.D. (Yale University), Dean of Graduate Studies and Professor of Physics

Mary J. Osirim, Ph.D. (Harvard University), Faculty Diversity Liaison and Professor of Sociology

Michele Rasmussen, Ph.D. (Duke University), Dean of the Undergraduate College



Jennifer J. Rickard, Ed.D. (University of Pennsylvania),  
Chief Enrollment and Communications Officer

Katherine Rowe, Ph.D. (Harvard University), Director of  
the Katherine Houghton Hepburn Center and Professor  
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Elliott Shore, Ph.D. (Bryn Mawr College), Chief  
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Libraries and Professor of History

Glenn R. Smith, M.E. (Rensselaer Polytechnic Institute),  
M.S. (National War College), Director of Facilities  
Services

Kathleen Tierney, B.S. (State University of New York at  
Brookport), Director of Athletics and Physical Education

## Administrative Staff

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and Director of Praxis and Community Partnership  
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Stephanie Bell, Coordinator, Access Services

Liza Jane Bernard, Director of Career Development

Deborah R. Cascarino, Manager of the Bookshop

Bernie Chung-Templeton, Director, Bi-College Dining  
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Educational Technology, Information Services

Ethel M. Desmarais, Director of Financial Aid

Diane DiGiovanni Craw, Assistant to the Dean and  
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Jodi B. Domsy, Associate Dean, Health Professions

Sandra Donahue, Director of Marketing and Catering  
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and Director of Service and Activism

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Mary Beth Horvath, Director of Student Activities

Kay Kerr, Medical Director, Health Center

Thomas King, Bi-College Director of Public Safety

Laurie Koehler, Dean of Admissions

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Professor and Director of the Theater Program

Kirsten O'Beirne, Registrar

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Seymour Adelman Head of Special Collections,  
Information Services

Michaile E. Rainey, Associate Director, Career  
Development

Leslie Rescorla, Class of 1897 Professor of Science of  
Psychology and Director of Child Study Institute

Denise Romano, Director of Housekeeping

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the Student Employment Office

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Jodi Bergman Domskey, M.Ed. (Bowling Green State University), Associate Dean, Director of the Postbaccalaureate Premedical Program and Director of Health Professions Advising

Raima Evan, Ph.D. (University of Pennsylvania), Assistant Dean

Charles Heyduk, Ph.D. (Bryn Mawr College), Associate Dean

Michelle Mancini, Ph.D. (University of California, Berkeley), Assistant Dean

Christopher Macdonald-Dennis, Ed.D. (University of Massachusetts at Amherst), Assistant Dean and Director of Intercultural Affairs

Trecia Pottinger, Ph.D. expected September 2010 (University of Minnesota), Acting Assistant Dean

Michele Rasmussen, Ph.D. (Duke University), Dean of the Undergraduate College

## Officers of the Alumnae Association

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